The City College of New York

MONITORING REPORT

TO THE

MIDDLE STATES COMMISSION ON HIGHER EDUCATION

March 1, 2019

The City College of New York

160 Convent Avenue
New York, NY 10031

Dr. Vincent Boudreau

Chief Executive Officer and President

Most Recent Decennial Evaluation Team Visit: April 9 – 11, 2018

Monitoring Report Committee Members:

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Doris Cintrón, Sr. Associate Provost and MSCHE Accreditation Liaison Officer

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**CU THE CITY
NY UNIVERSITY
OF
NEW YORK**

February 27, 2019

Dear Members of the Middles States Commission on Higher Education:

As you review the progress that The City College of New York (CCNY) has made since it was placed on warning by the Commission last year, we write to affirm in the strongest possible terms that the City University of New York (CUNY) is completely committed to the financial stability, academic excellence, and historic mission of its flagship institution. We fully support CCNY's new strategic plan, created under the leadership of recently named President, Vincent Boudreau, via a consultative and transparent process, and approved at all levels of faculty governance. We applaud the alignment of the strategic plan with CCNY's new budget process and financial plan, and with the University's goals in this era.

Specifically, we endorse the short, medium, and long-term measures CCNY is already taking to reduce costs and strengthen revenue streams, and are directly assisting the College via investments of staff time and annual allocations to its operating budget, in addition to capital investments in critical maintenance.

We are particularly hopeful for CCNY's plans to enhance revenue streams, as no CUNY college has more potential to increase philanthropic donations or private and public funding for research than City College. Detailed plans for improving philanthropy and research dollars are provided in their Monitoring Report, and several of those plans are already being implemented, for example, the merging of the two separate philanthropic foundations into one streamlined entity. City College correctly notes that it has been an underperformer in adult and continuing education and workforce development, and the University is currently providing material and expert support to develop workforce programs with industry partners in strategic areas.
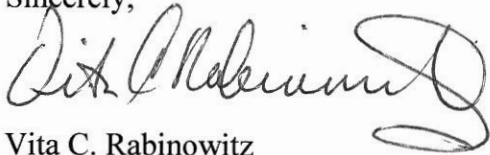
CUNY's support of City College is longstanding, steadfast—and substantial. To cite but a few major ongoing or recent investments: The University provides the College with a per student FTE level of funding that is the highest among all of our colleges and significantly higher than the senior college average. In addition, the University allocated a supplemental $2 million in Fiscal Year 2018 to help the College better manage through its current operating budget challenges. The City College operating budget also includes $11 million to cover the staffing and operating costs, including energy expenses, of the Advanced Science Research Center, which is housed on its campus. CUNY also provides over 25% of the total annual base budget for the Medical School, covers fringe benefits costs for all of the School's employees, and has contributed a significant facilities upgrade to the Medical School. CUNY has made baselined State support of the Medical School in the amount of $2.8M a University priority in its most

recent budget proposal to the State of New York. Regarding the capital budget, CUNY is devoting well over $350M to critical maintenance and facilities upgrades at City College in this era—more than at any other CUNY College. CUNY currently has 15 capital projects under construction at City College for a total of $234.4 M, and another 15 in the design phase with a total funded budget of $68.6M. All of the projects under construction have anticipated project completion dates within the next two years, and these include significant upgrades to the Marshak Science Building, the Medical School, a major classroom building, and spaces for student clubs.

In closing, The City College of New York is a national treasure in American higher education, and it continues to provide an outstanding education for, in the words of its founder, "the children of the whole people." For many people in New York City and around the world, City College *is* the City University of New York, which is arguably both the most diverse institution of higher education in the US and the best engine of social and economic mobility our nation has ever known. These are unquestionably challenging times in public higher education throughout the US, and CUNY colleges are not immune from financial pressures. But our mission and history and our robust enrollments and rising student success outcomes all suggest that the futures of CUNY and CCNY are extremely bright. We proudly stand with City College and fully support its vigorous efforts to ensure that it meets or exceeds all Standards of Accreditation of the Middle States Commission on Higher Education.

Thank you for all you do to support and improve higher education in our region. Do not hesitate to contact me with any questions or concerns.

Sincerely,

Vita C. Rabinowitz
Interim Chancellor

Executive Vice Chancellor for Academic Affairs and University Provost
The City University of New York

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1. Introduction

1.1. Overview of City College

The City College of New York (CCNY) was established in 1847 by a state-wide referendum as the Free Academy—one of the nation's earliest public institutions of higher education and its first municipal college. The founder, Townsend Harris, described the goal: "Open the doors to all—let the children of the rich and the poor take their seats together and know of no distinction save that of industry, good conduct, and intellect." Dr. Horace Webster, the Academy's first president reaffirmed this purpose: "The experiment is to be tried, whether the children of the people, the children of the whole people, can be educated; and whether an institution of the highest grade, can be successfully controlled by the popular will, not by the privileged few." CCNY thus became one of the United States' great democratic experiments, demonstrating respect for diversity and merit, rather than caste and class.

As a thriving commuter college, CCNY continues "to maintain and expand its commitment to academic excellence and to the provision of equal access and opportunity for . . . all ethnic and racial groups from both sexes." Today, CCNY is one of twenty-five colleges and institutions in the City University of New York (CUNY) system—the nation's largest urban university, which serves over 278,000 degree-seeking students and nearly as many in continuing education and other non-degree programs.

CCNY's schools and divisions include the Bernard and Anne Spitzer School of Architecture; the Grove School of Engineering; the School of Education; the CUNY School of Medicine; and the College of Liberal Arts and Science (CLAS) (comprising the Colin Powell School for Civic and Global Leadership [formerly the Division of Social Science], the Division of Humanities and the Arts, the Division of Science, and the Division of Interdisciplinary Studies at the Center for Worker Education [CWE]). The Spitzer School of Architecture and the Grove School of Engineering are the only public programs of their kind in New York City. In February 2016, MSCHE's Executive Committee for Substantive Change approved the College's request "to include the Doctor of Medicine degree within the scope of the institution's accreditation," and the new CUNY School of Medicine (CSOM) at CCNY welcomed its first class in Fall 2016. The School of Medicine also houses the undergraduate Sophie Davis School of Biomedical Education, which has offered a unique integrated curriculum in medical studies at CCNY since 1973, and a graduate-level physician's assistant program. CCNY's schools and divisions have more than seventy undergraduate majors and over fifty master's-level programs.

Located in one of the most cosmopolitan cities in the world, CCNY has an exceptionally diverse student body. In Fall 2016, CCNY enrolled 13,317 undergraduate and 2,631 graduate students, representing over 84 percent of the world's countries. 35.0% of our students are Hispanic or Latino, 22.5% Asian, 17.5% White, 16.2% Black or African American, 6.9% International, 1.5% Two or More Races, 0.3% Native Hawaiian or Pacific Islander, and 0.1% American Indian or Native Alaskan.

While graduate enrollments show a steady decline, undergraduate enrollment has rebounded. Each year for the last five years among undergraduates there was an average of around 4000 new students entering and just over 2000 graduating. This matches cohort studies showing 6-year graduation rates around 50%. Of the students who don't graduate from this college, approximately 8% graduate from another CUNY school, and 16% graduate from an institution outside of CUNY.

Table 1: Enrollment and Graduation Trends, 2012-2016

	AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16	AY 2016-17
Undergraduate	12,700	12,300	12,700	12,900	13,000
Graduate	3000	2700	2600	2500	2600
Total Enrollment	15,700	15,000	15,300	15,400	15,600

*Figures are the average of fall and spring enrollment; rounded. Source: CUNY Census data

Approximately 41 percent of enrolled undergraduate and graduate students are the first in their families to attend college, almost 19 percent identify themselves as foreign born, and over 41 percent speak a foreign language at home. Dubbed "the American Dream Machine" by Intel co-founder and CCNY alumnus Andrew Grove, the College remains especially committed to those who are the first-generation in their family to attend college, and recent immigrants. Over 42 percent of undergraduates receive financial aid from the New York State Tuition Assistance Program (TAP), and almost 51 percent are Pell Grant eligible. This combination of aid and the College's affordable tuition means that an estimated 66 percent of the full-time undergraduates attend tuition-free, and approximately 82 percent of CCNY's undergraduate population are debt-free upon graduation.

1.2. Middle States Commission on Higher Education Action

In April 2018, the college underwent its Decennial Accreditation Review. At its session on June 21, 2018, the Middle States Commission on Higher Education acted:

- *To warn the institution that its accreditation may be in jeopardy because of insufficient evidence that the institution is currently in compliance with Standard VI (Planning, Resources, and Institutional Improvement).*
- *To note that the institution remains accredited while on warning.*
- *To note further that federal regulations limit the period during which an institution may be in non-compliance to two years.*
- *To request a monitoring report due March 1, 2019, demonstrating evidence that the institution has achieved and can sustain compliance with Standard VI, including but not limited to (1) a financial planning and budgeting process that is aligned with the institution's missions and goals, evidence-based, and clearly linked to the institution's and units' strategic plans; and (2) strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals (Standard VI). A small team visit will follow submission of the monitoring report.*
- *To direct a prompt Commission liaison guidance-visit to discuss the Commission's expectations. Upon reaffirmation of accreditation, the next evaluation visit is scheduled for 2026-2027.*

1.3. Major Institutional Issues that Provide Appropriate Context for the Follow-up Request

The College was deemed out of compliance with Standard VI: Planning, Resources, and Institutional Improvement because of three main factors: CCNY did not have a strategic plan in place that was guiding our activities; the College was deemed not to have a budgeting process that was adequate to implement our work; there were questions about whether the financial resources available to the College were adequate to meet our needs.

1.3.1. Strategic Plan

In 2013 the previous administration initiated a strategic planning process that did not produce a fully realized Strategic Plan. In 2016, the process yielded a document called "Vantage Point 2022" that was not ratified by faculty governance. Following President Coico's resignation in 2016, the Interim President, Dr. Vincent Boudreau (now confirmed as president of City College) found that the plan was lacking a sense of strategy, a prioritization of action against budgetary realities, and adequate planning. Along with the Faculty Senate, President Boudreau established a new committee to redirect the strategic planning process, which produced the Strategic Framework document, ratified by the Faculty Senate on April 27th, 2017. The minutes of the Faculty Senate reflect that the document represented "an important first step in establishing a sense of the College's path forward, and . . . outline[s] a series of concrete goals but . . . there could be debate on how to achieve those goals; such specifics would be key to the next stage of planning. The document . . . is a framework document" (Minutes of Faculty Senate Plenary, 27 April 2017). That is, both in the eyes of the Faculty Senate and in the view of the new president, an adequate planning process needed to take place, and that process needed an explicit guiding strategy and a real sense of planning that prioritized what actions were necessary to reach goals adopted by the College.

On, December 13, 2018, the Faculty Senate ratified a new strategic plan that redressed the previous document's inadequacies. The Strategic Plan, "Looking Forward," will guide our activity for the next five years**.**

1.3.2. Budget Process

A second concern of the Middle States Commission was that the process by which CCNY arrived at its resource allocation plan was inadequate. The College had been using the historic budget as a model for the allocation of resources: divisions generally received across-the-board increases or diminutions, depending on the overall College budget. In more recent years, the College promised to adjust the budget based on tuition revenue increases and decreases in each division. This effort largely failed because 1) the College was near historically high levels of enrollment, and near its carrying capacity, 2) divisions that lost enrollment could not sustain budget cuts proportional to those losses and continue to serve their students adequately, and 3) the arrangement took no note of the widely varying cost of educating students in different majors. Additionally, as budget cuts were made, the existence of tenure and job permanency for many faculty and staff meant that cuts were concentrated in high turnover positions, such as facilities management and student services, to the point where those cuts diminished our ability to deliver services.

To move in the direction of financial stability, a new budget model (Appendix A) was needed, one with the freedom to depart from the historic record, to evaluate investments against returns as a way of making allocations, and to set priorities afresh in long, medium, and short-term budget cycles. Later in this document we outline our new budget model, which fulfills these needs.

1.3.3. Adequacy of Resources

The Middle States Commission was also concerned that the College did not have an adequate or sufficiently stable supply of resources to meet its needs. An in-depth internal review of the College's finances found that CCNY had a growing budget deficit since 2012. Year to year, this deficit had been

masked by the allocation of one-time, non-renewable resources such as philanthropy, tuition reserves, and cuts to staff areas such as facilities and student support. Spending patterns by the prior administration failed to account for this deepening deficit, concentrating instead on short term efforts to maintain spending patterns. The new administration entered office with a deficit of $8.7 million but few resources, short of deep structural change in the College, to remediate it.

This document outlines steps we have taken to make those structural changes, and plans to continue their implementation over the next few years.

2. Substantive Narrative and Analysis

In order to address the current deficit and bring the College back into compliance with MSCHE Standard VI: Planning, Resources, and Institutional Improvement, the College has undertaken three major initiatives aimed at developing a financial planning and budgeting process that is aligned with the institution's missions and goals, is evidence-based, and clearly linked to the institution's and units' strategic plans. The three elements of this process were designed to inform one another. First, the Task Force on the Future of City College (Appendix B) developed a transparent and public record of how things stand across four areas of campus life: our finances, our academic programs and departments, our student success apparatus and our facilities. This record informs our planning efforts, and it is referenced throughout this document. Next, our strategic plan sets out College priorities, informing both where we should concentrate our still-limited resources and what actions are required to achieve a desired outcome. Our management strategy, referred to as our Objectives and Key Results (OKR) system (Appendix C), provides details for short-term planning and implementation. These elements yielded a strategic plan that affirms the College's mission, a budget model that more effectively allocates College resources according to the priorities of the strategic plan, and a management system that emphasizes assessment and accountability.

Before discussing the strategic plan and OKR management system in greater detail, we will first address the MSCHE's concerns about the adequacy of our budget and our budgeting process, the plans for the revitalization of our revenue streams, and the development and implementation of our new campus budget process.

2.1. Addressing Budget Gaps

Faced with a sustained deficit, the College is undertaking two broad categories of initiatives, one to raise more resources and the other to cut expenses. Immediate efforts to balance our budget rely mainly on cost-cutting measures, as our resource-generating efforts require some initial time to build an infrastructure and to generate some momentum. We expect this work will begin to yield results over the next three years. We anticipate balancing the College's lean budget in three years (i.e. without annual cuts), achieving a more comfortable balance within five years (i.e. a financial posture that gives us room to invest in new initiatives), and attaining financial independence (meaning that we can adjust to cuts in our State budget without undue hardship) in ten years.

The initial State funding plus tuition allocated to CCNY for FY19 was $162 million, of which $19 million is earmarked for the Medical School, leaving a balance of about $143 million, of which 81% is consumed by salaries. This is referred to below as the tax-levy (TL) budget. For reasons having to do with the Medical Schools accreditation, its budget is kept as a separate "Business Unit",, although funds are allocated at the State level to CCNY as a whole, including the Medical School. The Medical School is also different from other units of CCNY in having its own reserves and having tuition dollars from MD students flow directly into its TL budget. The immediate stress on the CCNY budget occurs outside of the Medical School and is the main focus of this document. When we refer to "the College" below, we mean CCNY exclusive of the Medical School. The Medical School has longer-term budget uncertainties that we hope will be addressed with additional State funding that CUNY is requesting. In the short-term the Medical School is running a surplus because the first class of medical students has not yet reached the expensive clinical stage of their education. The Medical School surplus

has been used by CUNY, temporarily, to offset the deficit in the rest of the College, a situation that is not sustainable. In what follows we address our progress and plans for reducing and eventually eliminating this budget deficit.

2.1.1. Reducing Costs: Short, Medium and Long-Term Measures

The College began FY18 with expected expenses exceeding revenues by $8.7 million. As part of the College budget and planning process, and through coordination with the CUNY budget office, we made permanent changes to the baseline budget as well as some one-time adjustments while we continued our long-term planning effort. The FY18 deficit was reduced by the following actions

$2.0 million	one-time support from CUNY
$1.7 million	delays in Other Than Personnel Services (OTPS) spending
$1.6 million	one-time savings from a partial hiring freeze
$1.6 million	permanent budget reductions
$6.9 million	**Total**

In addition to these measures, the move to consolidate our development and communications office created a more efficient operation (see the discussion, below, on philanthropy) but also allowed us to eliminate two vice-president positions on the tax-levy payroll, as well as several other high-ranking administrative positions. In addition, the positions of president's chief of staff, chief operating officer, and associate provost for research have also been eliminated and the duties reassigned. Altogether, this administrative consolidation has eliminated significant payroll costs. Our medium-term plans contemplate more administrative consolidations, both to boost the functioning of our offices and to trim our budget deficit.

These actions left a FY18 budget deficit of $1.8 million, which was balanced by utilizing underspending in the CUNY Medical School. After accounting for the $1.6 million in permanent budget reductions, the College began FY19 with expected expenses exceeding revenue by $7.1 million.

In FY19, the budget gap continued to grow due to the following factors:

$3.6 million	Critical hires (including planned hires) & contractual salary increases
$2.9 million	Held in reserve by CUNY to fund new collective bargaining
$1.5 million	New OTPS needs and expenses no longer covered by one-time
$0.9 million	revenues Prior collective bargaining agreement funding
$0.7 million	Budget reduction to account for efficiency initiatives
$0.4 million	Price increases for centrally procured services
$0.4 million	In E-permit losses[1]
$10.4 million	**Total additional reductions and expenses**

The increase of $10.4 million was mitigated by the following new revenues and savings:

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[1] E-permits are tuition dollars that go to other campuses when CCNY students take classes there. City College has more students permitting out than permitting in.

$3.7 million	in additional tuition revenue from a tuition rate increase and additional collections
$0.5 million	energy savings

$4.2 million	**total offsets**

$6.2 million	**total increase in deficit**

This $6.2 million increase in deficit, in addition to the initial $7.1 million, raised the College's projected deficit to $13.3 million.

Throughout FY19 we have continued to work towards balancing the budget through continuous monitoring of expenses and revenues and though discussions with CUNY. Working toward balancing our budget, we took the following measures:

$3.9 million	Imposing a campus-wide hiring freeze.
$0.8 million	Reduction in OTPS spending
$0.1 million	Additional energy savings
$0.1 million	Additional revenue from Adult and Continuing Education (ACE)
$0.3 million	Additional funding from CUNY
$5.2 million	**Total Revenue & Savings**

This leaves a deficit of $8.1 million which will be balanced by utilizing underspending in the CUNY Medical School. This addresses the immediate concern of balancing the College's FY19 budget, but a deficit of approximately the same size is projected in future years and will be addressed by strengthening the institution's revenue streams.

Last December the College's Carnegie classification was upgraded to a Doctoral University: High Research Activity institution. Given this, we hope that the State will provide funding at a level comparable to other State institutions in this category (e.g., Stony Brook, Binghamton). A revised funding model could help support the high costs of education on our campus, the only four-year CUNY school with schools of Engineering and Architecture, as well as the flagship science campus. However, we are not counting on relief from the State and are taking independent action to restore fiscal health to the College.

Over the medium and long term, we will undertake several more initiatives designed to reduce our expenditures and increase revenues. These include:

- Our current Chief Operating Officer retired on December 15. Rather than rehiring in this position, his portfolio was divided among the president, VP and CIO, and VP and CFO. Similar efforts to consolidate senior administrative positions will be implemented over the next two years.
- We will examine the investments we have made in our academic programs and identify where the returns on these investments have been greatest. Success is broadly conceived to include both financial returns and returns in the areas of student success, labor market needs, grants and philanthropic support, and impact on the public sphere. The goal of the process is to determine how to reallocate resources so that the College avoids investing in places with low

priority/potential and directs scarce resources to places with the greatest need or potential for benefit.

- In areas such as facilities and physical plant, we have identified areas in which hiring a full-time person eliminates the need to pay existing staff members overtime or eliminates the need for outside contractors.

2.1.2. Strengthening the Institution's Revenue Streams

Over the medium and longer term, the College's brightest prospects lie in expanding our revenue streams to ensure that we have the resources to support not only our current operations but also the activities envisioned in our strategic plan.

Over the last ten years, City College has experienced a steady decrease in direct State funding. We continue to appeal for expanded funding based on two particular CCNY conditions: we require adequate investment to support high-quality education in Engineering, Architecture and Science; we also require medical school funding modeled on how the State supports medical schools in the State University of New York (SUNY) system.

Recent history and long-term national trends, however, suggest that a public college must be far more self-sufficient than in the past. Our plan to raise new revenue focuses on areas in which CCNY seems to have markedly underperformed, or where we have the possibility of moving activity to a new level. Our plan includes:

1. making philanthropy a greater part of the College's operational support,
2. building a stronger Adult and Continuing Education division,
3. investing in academic programs that produce positive net revenue,
4. expanding support for research both from granting agencies and philanthropists, and
5. increasing graduate enrollment.

We anticipate that gains in revenue will begin in the next academic year, and so the bulk of our efforts this year center on building the infrastructure to reach our goals in these areas. We expect to generate $2 million in new revenue by the end of this academic year, and revenue to the College will grow from this point forward.

2.1.3. The Plan for Philanthropy

In the spring of 2018, we drafted a strategic plan for development which appears in this report as Appendix D. While the report is detailed, it can be briefly summarized as follows:

1. There is no area of revenue generation with greater potential than CCNY's philanthropic operation. The College had been hampered in its fundraising efforts by the existence of two separate fundraising organizations; the independently operated City College Fund (CCF) and the 21st Century Foundation. The two foundations, often working at cross purposes with one another, created inefficiencies, confused our donors, and stymied our efforts to develop and deploy a coherent College development plan. Since late 2016 we have been working to correct these obstacles and establish the infrastructure necessary to be successful, by merging the two

foundations into one philanthropic operation: The Foundation for City College. In the medium term, this consolidation will allow us to develop a more powerful and effective strategy for the entire universe of CCNY donors, rather than segmenting our approach across unintegrated donor lists managed by mutually competitive fundraising operations. In addition, there will be concrete short-term gains. This year the College will retain the proceeds of the annual fund, which previously was used entirely to pay the staff of the foundation least integrated into the College. That will increase our revenue by between $1 and $2 million—with the prospect of developing a far more powerful appeal once the foundation merger is complete. Second, the combined assets of the 2 foundations will come to approximately $285 million, managed by professional investors who have averaged returns of about 6% annually.

2. After a two-year effort, we completed the merger of the two financial and donor databases (Raiser's Edge/Blackbaud and Sage/Abila). The two systems did not communicate with one another, contributing too many errors in the management of philanthropy. This merger will allow us the opportunity to rebuild the stewardship apparatus of the College. Every donor file will be audited with a particular interest in identifying problems and strengthening relationships. Toward this end, two stewardship staff members have been hired, and we are in the process of hiring a new finance person.

3. Identify the ways in which different units of the College can talk about their work to public audiences, donors, and alumni. For example, our MFA program in Creative Writing recently convened a group of published authors who graduated from and wish to support that program, the science division will hold an "open labs" day on April 11, and our Sonic Arts Program will do an "open studios" day in the fall. All these efforts are designed to change the public face of CCNY and excite potential donors about the prospect of contributing to the College at a more consistent and higher level.

4. In order to improve relationships with young alumni, we have begun moving new alumni data to the College's donor database. To that end, the office has begun working with the College's registrar to outline a guideline for data transfer ahead of the 2018/2019 graduation season. At the end of these planned mergers we expect to have one unified database with 150,000 to 200,000 records from over 20 years of donor, prospect, and alumni membership information.

As the Strategic Plan for the Foundation proceeds, in years 2 through 5 the Foundation corpus will increase from $285 million in FY19 to $345 million with the addition of the $60 million currently held in CUNY's Trusts & Gifts. Averaged over time, the investment earnings on the corpus of the Foundation have been about 6% per year. This corresponds to almost $21 million per year from a $345 million corpus, about half of which are unrestricted funds generated by returns on temporarily restricted (i.e. not endowment) funds that are not required to be reinvested in the gift fund. Once our stewardship apparatus is completely developed, by mid-2019 we will begin to bring on new fundraisers, being always careful to make sure that the College is not raising more money than it has the capacity to manage. The Foundation Strategic Plan calls for raising $20 million in fiscal year 2018-19 and increasing that amount by $5 million per year through year 5 (FY23) when it reaches $35 million. At this time the Foundation corpus will have reached $450 million, yielding about $27 million in earnings, half of which are expected to be unrestricted. Eventually, the foundation expects to raise $50 million per year. A fuller account of our development strategy can be found in Appendix D.

2.1.4. Adult and Continuing Education

Adult and Continuing Education (ACE) is an area ripe for growth. The College revenue from ACE in FY18 was $140 thousand, while comparable senior colleges in the CUNY system raised between $3 and $7 million annually from ACE. We expect about the same revenue generation this year as last, while we undergo changes and develop new programs. In FY20 the College will increase the revenue from ACE to $1 million by marketing existing programs and launching new ones. At this writing, we are working with the Harlem Chamber of Commerce and NYC & Company to identify gaps in the labor market and develop programs to meet those gaps, in partnership with prospective employers. So far, areas of concentration include hospitality, infrastructure development, data/analytics and cyber security. Several of these initiatives also have backing from political leaders in the area (Appendix E). We are also in the midst of a search process to hire a business manager for our ACE program, to build on-site education relationships with prospective employers and grant makers. In the coming year, the College will continue working with the University Dean for Continuing Education and Workforce Development to identify areas for development in ACE that are also areas of strength for the College

The College will increase the revenue from ACE to $7 million by year five of this plan by aggressively pursuing programs with growth potential. This will require that we expand ACE from a program that, on our campus, has primarily sought individual students to one that balances those enrollments with contract work, grant-funded education programs, and off-site educational endeavors. Our capacities and labor market needs suggest that we should focus our work primarily in three areas: developing the labor requirements for expanded infrastructure and civil engineering work, health-care certification, and hospitality. In each of these areas, we are currently pursuing arrangements with external agencies that have the potential to deliver ACE business to our campus at an entirely new scale. We also have begun a more intensive effort to pursue training grants to cover our various programs.

A key element of our strategy for ACE is that it builds on newly strengthened relationships between the College and the Harlem community.

2.1.5. Revitalizing Research

The president determined it is critical as part of addressing our budget gaps to increase awareness of the research activities and capacities of the faculty; to publicize the results of research and why it should matter to the general public; to generate philanthropic support for research; and to ensure that indirect cost returns, totaling $6 million in FY 18, are used strategically by the College administration to support research and the operating budget. In 2018, the president reorganized the administrative apparatus responsible for research by eliminating the College's associate provost for research position and replacing it with a College Research Council (CRC), composed of all the academic deans, 6 faculty members, the provost, the director of Grants & Sponsored Programs and the director of the Foundation.

The director of the Foundation also heads our Communications team, who integrate the conversation about how we obtain research grants with an effort to make sure the world knows about the cutting-edge research taking place at CCNY. As an initial element of this effort, in November 2018 the College published a reformulated College President's Report. This year's report was written and designed specifically to tell the general public about the activities of the College, with a particular emphasis on research.

The College is also taking steps to ensure that the financial benefits of intellectual property created at the College remain with the principal investigators and with the College itself. At the moment, CUNY has a very good system for managing the initial steps of the patenting process. In order to realize the full value of discoveries made on campus by our researchers, we will develop an apparatus that connects investors with intellectual property at the precise stage of development when commercializing a product becomes costly. The College has initiated a search for an individual who will work with our faculty to fulfill this function, and we anticipate building a new revenue stream for the College and for our researchers by commercializing intellectual property developed on campus. In addition to providing revenue for the College, we anticipate that the commercial development of CCNY discoveries will further incentivize research on campus.

2.1.6. Graduate Enrollment

The College is building a brand for master's education at CCNY that focuses on what our master's programs do for the students who enroll. While this is well known in the professional schools, in the liberal arts and science master's programs we have not systematically followed-up with our graduating master's students, meaning that in many places the College lacks the data to properly evaluate and promote its programs. The College is also actively pursuing the development of new master's programs with the goal of providing value to students and revenue to the College. Recent examples of such program development at CCNY include the Branding and Integrated Communications (BIC) Program and the Master's in Translational Medicine. The effort to enhance master's enrollment has been realized in an aspirational outcome (within our OKR management structure) of 200 new master's students to be enrolled for AY19-20. This would correspond to about $1.3 million in new tuition revenue.

Since March 2018, the College can report some progress in these initiatives. Concrete steps that have been taken toward this end include the following:

- The portfolio of the associate provost was restructured to include a primary focus on the coordination and oversight of graduate studies campus wide.
- A Graduate Constituent Council, convened by the associate provost and comprised of a dozen individuals with some responsibility for decentralized graduate programs across campus, was established in June 2018 and has been meeting on a regular basis since. This group is charged with (among other responsibilities) sharing best practices in recruitment and student success, and strengthening partnerships between campus offices and the graduate programs.
- Production and dissemination of the new Guide to Financial Aid for Graduate Students, providing candidates and current students with a comprehensive picture of the grant and loan aid available to support their studies.
- Increased publicity for and participation in the Graduate Studies Open House in October 2018.
- Design and launch of a new recruitment initiative on campus, Graduate Studies Week, taking place 11/8-11/15, encompassing 19 separate events involving seven CCNY schools or divisions.
- Systematic assessment by each graduate program during Fall 2018 of their existing capacity and plans for growth, to be integrated into the strategic planning for resources allocation in Spring 2019.
- Development of a College-wide strategy to better track post-graduate outcomes to support the above.

- Creation of a coherent CCNY graduate studies brand highlighting five shared strengths: price point, location, diversity, rigor, and transformative opportunities.

2.2.   New Campus Budget Process Aligning Resources & Strategic Priorities

City College's TL expenditures in FY19 are estimated, as of the 3rd quarter, to total $169 million. Appendix F show how theses expenses are budgeted across campus. Indirect Cost returns (IDC) from research grant funding represent $6 million in revenue for campus use, after 40% of IDC is used to cover Research Foundation transaction fees. IDC funds are used primarily in support of research infrastructure and are controlled by the Provost's Office. The allocation of IDC funds in FY18 is shown on page 15. Unrestricted philanthropic funds have not been a big part of the College budget in years past, save for the approximately $1.5 million of the President's Fund for Excellence (PFE), a discretionary fund provided to the President by the Foundation. As unrestricted philanthropic funds grow in the coming years, they will become a central part of the operational budget of the College.

The College budget process is aimed at alignment of resources with the College mission and strategic goals. The alignment of resources with strategic priorities is both most difficult and most crucial during a time of budget crisis. As a step in this direction, the president re-established the College-wide Review Committee, which is chaired by the provost and includes the deans of all academic departments as well as two elected faculty representatives, in its role as the campus Budget Committee. In FY19 the Review Committee has played an important role in vetting the very small number of essential hires that have been made. Discussions at the Review Committee also provide a level of transparency for campus financial decisions, one of the president's priorities, that was missing in the past. The Review Committee plays a central role in our new budget process.

The first step in the budget process is the development of a long-range budget plan that lays out the resources that are expected to be available to the College in the coming years. By the end of FY19 the College will develop a five-year budget plan that encompasses three scenarios: optimistic, nominal, and pessimistic, in order to allow planning while incorporating realistic uncertainties in funding.

The five-year budget plan will map out expected revenue from each College source: State appropriation, tuition, IDC, and unrestricted philanthropy. In addition, the plan will map out expected expenses in each division, including contractual step-increases and expected retirements and departures. The latter two items can be estimated from the years-of-service profile and historical averages of each division. Expected retirements and departures provide an opportunity for the College to redirect resources toward strategic priorities.

Planning for redirection of resources will come from a process, mapped out below, that will be initiated prior to the start of each fiscal year. During FY19 each campus unit will undergo a self-study to determine its appropriate level of funding in order to serve students optimally and support faculty and staff. This will be informed by national norms as evinced, for academic units, by the Delaware Cost Study. Among the non-academic units, this has already been done in the Facilities & IT Task Force report (Appendix G). This same study will be done for all other non-academic units of the college (Financial Aid, Admissions, Bursar, etc.). At the completion of this exercise, the necessary budget will inevitably exceed the current resources. But our plans for revenue generation will provide a roadmap for getting to the necessary level of operating expenses. The provost, working with the president and vice president for

finance will develop year-to-year funding trajectories for each unit based on the priorities laid out in the Strategic Plan. These trajectories map out how rapidly each unit's funding level will approach what is determined to be an adequate level. The annual budget process will proceed as follows:

- vice president for finance develops 5-year budget projection
- Available resources are allocated across units, guided by funding trajectories
- vice president for finance develops preliminary budget allocation, guided by funding trajectories
- provost, vice president for finance meet with each campus unit to discuss preliminary budget allocations and make necessary adjustments
- College-wide Review Committee approves budget allocations

The process will be adjusted each year, starting with the budget projections which must be re-evaluated, followed by the funding trajectories which must be tweaked in accordance with the revised projections and the realities of revenue generation.

2.3 Strategic Plan

The College adopted a new Strategic Plan, "Looking Forward," (Appendix H) to articulate our priorities for the next five years. The Strategic Plan is the result of a process that involved both external and internal constituencies to consider the College's responsibilities to all its students, to the local community, and to global communities of knowledge and creativity. Strategic planning committees included members of the student body, the administration, the faculty, the alumni association, the college's foundation boards, and the community. Ratified by Faculty Senate on December 13, 2018, the Strategic Plan remains true to the College's historical core purpose as it recognizes and addresses the very real administrative and economic challenges the College currently faces and must overcome to continue to succeed. It builds on the Strategic Framework (Appendix I) that had been in place since April 2017 by mapping out how to pursue 5 strategic priorities (SP): Build Student Success; Promote Research, Scholarship, and Creativity; Enhance Diversity; Renew and Refresh our Physical Plant; Build Financial Stability and Finance the Strategic Plan.

- SP1: Build Student Success - City College empowers students to realize their personal and professional aspirations by providing an outstanding educational experience. In "Looking Forward" we conceive of that experience holistically as we promote student success by fostering high impact experiences—both within and outside of traditional classrooms—and building efficient and welcoming student services. We will enrich the educational experience by expanding opportunities for undergraduate and graduate research and internships; integrating classroom learning with experiential learning in laboratories, industry, business, schools, and cultural and social services organizations; and improving student support services, such as academic advising, financial aid counseling, registration, and tutoring.

- SP2: Promote Research, Scholarship, and Creativity - City College has a proud tradition of providing high-quality undergraduate and graduate education to students from diverse backgrounds. Our faculty conduct research in the laboratory, the archive, and the world; they produce scholarship; and they engage in artistic creation. This work engages students, enriches undergraduate instruction, provides experiential learning opportunities, and makes accessible a high-quality graduate education to students of all backgrounds, particularly those from

underrepresented groups who might not otherwise pursue advanced degrees. These Research, Scholarship, and Creativity (RSC) efforts of faculty extend throughout the College, encompassing the liberal and fine arts, natural and social sciences, engineering and architecture, medicine, and education, and are aligned with the access to excellence mission of City College.

- SP3: Enhance Diversity - Diversity in all of its forms is at the core of our approach to education, and in the next five years we will increase support for diversity in the student body and in the perspectives and role models that students encounter in class and in extracurricular activities by increasing the diversity of our faculty and staff, particularly increasing representation of women and underrepresented minorities in all instructional ranks and in leadership positions. Toward this goal, we will pursue initiatives in three key areas: retention, campus climate, and recruitment. These efforts will be served by the President's Working Group on Diversity and Inclusion, with a membership that includes faculty, administration, and staff.

- SP4: Renew and Refresh our Physical Plant - Maintaining and updating the College's infrastructure, including instructional classrooms, laboratories, studios, research facilities, the virtual environment, and recreational spaces, is critical to the college's missions in areas of student success, research, scholarship, creativity, and community engagement. Equally important is planning and evaluation of space allocation and use in view of changing College needs and requirements.

- SP5: Build Financial Stability and Finance the Strategic Plan - The budget of City College has several components: the so-called 'tax-levy' (TL) budget consisting of tuition and State appropriations, indirect cost revenue (IDC) from grants and contracts, and philanthropy. To support the differential costs of providing a state-of-the-art education to its students across the full spectrum of disciplines at CCNY, from the humanities to engineering, and to fully support the success of its faculty and staff, City College will build a financial model that protects the institution from budget fluctuations and cuts imposed externally. We will thereby achieve financial stability within one year and financial self-sufficiency within ten years. In order to accomplish these aims, over the next five years the College will both increase revenue and engage in cost-cutting where it can be done without negative consequences.

2.3.1. Examples of Resource Allocation Aligned with Strategic Priorities

Examples from FY19 of using resources to support our strategic priorities include:

SP1 Build Student Success:

The Princeton Review cites the College for increasing our scholarship outlays by 35% over the past three years. In FY18, the College awarded $5.5 million in scholarships to students. Over the last 5 years, the College provided over $19 million to students through training grants, including but not limited to those listed below. Additionally, a broad portfolio of research grants, as featured in the President's Report, also provides significant support for both graduate and undergraduate students.

- City College Initiative to Promote Academic Success in STEM (CiPASS)
- Collegiate Science and Technology Entry Program (CSTEP)

- [National Science Foundation Research Experience for Undergraduates](#) (NSF REU)
- [Opportunities in Research and Creative Arts](#) (ORCA)
- [Coordinated Undergraduate Education](#) (CUNY)
- [Student Support Services Program](#) (SSSP)
- [Search for Education, Elevation, and Knowledge](#) (SEEK)
- [National Oceanic and Atmospheric Administration Cooperative Science Center for Earth System Sciences and Remote Sensing Technologies](#) (NOAA-CREST)
- [Moxie Foundation Initiative](#)
- [New York City Teaching Fellows](#)

SP2 Promote Research, Scholarship, and Creativity:

We have replaced a senior administrative position with a new Campus Research Council (CRC) consisting of all of the academic deans, six faculty members, the provost and the director of Grants and Sponsored Programs. The CRC is charged with both the administration of College-wide procedures that support research and creative activities and with making recommendations to the provost for changes to these procedures that will better serve the faculty engaged in this work.

In FY18, CCNY faculty were awarded research grants totaling more than $64 million. These grants generated approximately $10 million in indirect cost returns, of which $4 million covered Research Foundation transaction costs and $6 million was returned to the College. The $6M in IDC that came to the College in FY18 was spent as follows:

$2.1 million	was used for programmatic expenses including

- Animal Care facility
- Shared research instrumentation support
- Lab safety & hazardous waste disposal
- Other College-wide initiatives

$1.1 million	was used to fund the CCNY Office of Research Administration
$1 million	was used as a final payment on a 2012 $3M loan from RF
$0.6 million	was used to balance the FY18 TL budget
$0.6 million	was used for faculty startup costs
$0.04 million	was returned to campus CUNY Institutes and to faculty as a fraction of the IDC generated on their grants.
$0.1 million	was devoted to faculty summer salary payments
$0.1 million	was used for faculty support such as travel and matching commitments on grants

With the exception of $0.6 million used to balance the FY18 TL budget, all of these expenditures represent an investment in research and research infrastructure. We had planned to redirect funds freed up by the payoff of the loan from RF back into direct research support in FY19, but the budget deficit allowed only redirecting $350 thousand for crucial payments for core equipment and infrastructure service contracts.

SP3 Enhance Diversity:

The College has committed to increasing support for diversity in the student body and in our faculty and staff, particularly representation of women and underrepresented minorities, by pursuing initiatives in three key areas: retention, campus climate, and recruitment.

The provost's office has prioritized recruitment of more diverse faculty and allocated resources to bring a national expert, Dr. Cris Cullinan, to campus to run a workshop that informed search committees campus-wide about hiring culturally competent faculty. The workshop addressed issues of unconscious bias in the search process. Increasing the perspectives and role models that students encounter in class and in extracurricular activities is an initial step toward addressing retention and campus climate. While many of the searches are temporarily suspended, this investment is a priority for the College as we move forward.

Despite our financial constraints, we continue to invest in retention of underrepresented faculty. Most recently we petitioned CUNY's Chancellor's Opportunity Fund to support a retention package for an underrepresented minority faculty member.

SP4 Renew and Refresh our Physical Plant:

CUNY provides funds to the campus for construction and renovation projects. The College currently has plans for approximately [$301 million in capital projects](#) through FY20, of which $284 million has already been funded. (Appendix J)

The strategic hiring of an additional project coordinator will enable us to take full advantage of the available funding for the upkeep of our historic campus.

SP5 Build Financial Stability and Finance the Strategic Plan:

We have taken substantial steps to stabilize the budget which are discussed in section 2.1.2. of this document.

The merger of the two foundations into one under the new executive director puts the College in a strong position to achieve its fundraising goals over the next several years. For example, as of this writing, the Foundation's annual fund has generated $1.5 million in unrestricted funds that were previously unavailable to the College.

The ongoing search for a Business Manager for Adult and Continuing Education promises to allow the College to achieve its goal of generating $1 million in FY20, and more in subsequent years.

2.4   Campus Management System

Over the summer of 2018, the College began to develop and implement a management system that models the system designed by alumnus Andrew Grove when he was at Intel. The system revolves around Grove's useful device of linking planning to goals, which he calls Objectives, and empirically verifiable measures of progress toward those goals, called Key Results. OKRs (Objectives and their associated Key Results) are established by the College as a whole and by subsidiary units of the College in annual and quarterly planning sessions. These sessions also include assessments of what happened

in the last quarterly or annual cycle, a discussion of how effectively we hit our targets, and what accounted for whatever shortfalls occurred. (Appendix K)

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

College-wide OKRs were set in a series of meetings in August and September 2018. Adopted OKRs met one of three standards: progress toward closing our financial gap, support of our core mission and strategic priorities, and building a climate of respect and broader representation. Upon the publication of these College-wide OKRs, the different lower-level units of the College began to develop and publish their own.

OKR planning and assessment will take place in two related cycles. Annual planning will take place in May and June and will guide activity for the fiscal year (July 1-June 31). Within that annual cycle, we will undertake quarterly planning and assessment, with quarters ending September 30th[t], December 31st, March 31st and June 30th. Within each quarterly planning cycle, supervisors will assess and report on progress toward goals and make whatever adjustments are necessary to make the achievement of all goals as feasible as possible.

3. Conclusion: Sustainability

The largest obstacles to our success are financial, and so the sustainability of our program of action requires that we establish a strong financial foundation for the College. Initial moves to balance our budget in the short term mainly involve spending cuts, because the first steps in assuring a sustainable future for the College involve changes, and sometimes investments, in our infrastructure. This report has detailed, throughout, these investments, but it makes sense to reiterate some of them here. In the area of philanthropy, we have combined our foundations, strengthened and continued to strengthen our stewardship and financial accounting mechanisms, and established clear cross system communication in our auditing and management data systems. These initial investments will yield downstream infrastructural gains, such as the acquisition, by the College, of proceeds from the annual fund and the consolidation and refinement, for the first time, of a donor and prospect list for all who have given, or may be persuaded to give, to the College (lists have to this point been kept separate, are redundant with one another, and are riddled with inaccuracies). These measures seek to establish a development operation that, for the first time, can rise to the potential of the CCNY alumni base.

We have made similar investments in other elements of our infrastructure. In Adult and Continuing Education, our investments include hiring a business manager. In graduate education, we restructured the portfolio of an associate provost to direct her energies toward graduate education, and created the new Graduate Constituent Council. In the area of research, a restructured Campus-wide Research Council is designed to stimulate greater research activity across the campus, while the creation of a new position designed to match potential investors with recently patented CCNY intellectual property will help insure that the potential financial gains of our research—to researchers and to the College—are maximized. We will continue to seek places where the consolidation of administrative units can be possible.

We anticipate that the greatest guarantee of sustainability in this area will be that the College will have a combined foundation corpus of over 385 million dollars, an infrastructure (including a revamped annual fund operation) that will allow us to build on those assets, and a stewardship and financial accounting system that will help us avoid the mistakes of the past. In other areas where the College can expand its revenue streams, we are building similarly strong new infrastructural components that will help us stabilize the finances of the College in three years (a business manager for ACE, an investment and patent specialist and the CRC for research, a redeployed associate provost dedicated to building our graduate studies programs).

Each of these systemic and infrastructural gains should also strengthen our data and process management systems. In the area of philanthropy, a consolidated and cleaned list, a set of fully audited donor files with updated donor agreements and records, and a strong stewardship and financial management system will mean that we no longer are faced with the level of donor dissatisfaction and alienation that hampered the College for years. The business manager for ACE will be tasked with creating and maintaining relationships with the public—both as a source of students and to gauge the labor market. In research, the transparent operation of the CRC, and the publication of how indirect cost returns are calculated, allocated and spent will incentivize researchers—as will a fuller and more public record of the research and creative activity accomplishments of College faculty.

Gains made in the short term, in terms of a leaner operation and a college more capable of raising monies will allow us, in the medium term, to begin to invest in new initiatives. Here is where the intersection of the new management system and the new budgeting process come into play. The new budgeting system departs from the College's recent practice of a decentralized budgeting process, in which the College's central authorities have relatively few resources to invest, and the various units of the College have few incentives to coordinate with one another. A College-wide budgeting process, in which the College has the incentives to identify the best investment opportunities on campus, and has the resources to invest in these opportunities, will help reverse the unplanned, uncoordinated growth of the past. The new budget model contains clear mechanisms for evaluating the needs of the College's different units.

Coupled with this budgeting process, the management system, in its quarterly and annual cycles of planning and assessment, is designed to keep the units of the College faithful to our shared plans, track and assess progress toward those plans and objectives in quarterly assessment cycles, and provide the opportunity to redirect resources to or away from units of the College, depending on how they perform. By aligning goals across the College, the system helps us make sure that we are focused in our work, and the units of the College are working toward broadly shared goals. By assessing regularly, the system helps us track progress and make necessary adjustments. By making OKRs and assessments of OKR progress public and transparent the system promotes collaboration and a broad understanding of management decisions.

Linking the strategic plan to our new OKR management system means that the document will remain vibrant and useful, ensuring its sustainability. Each quarter, constituencies across the campus will ask how to reach the goals laid out in the plan, and the steps they will take, over the course of the year or the quarter, to reach those goals. This means that the causal story often merely implied in our long-term planning—an account of which actions will produce which results—will be revisited regularly, and assessed against progress toward those same goals. In this way, the management system insures both fidelity to the pursuit of goals laid out in the plan and the impetus to keep planning towards those goals, so that we never cease to ask and evaluate which concrete steps are necessary to achieve the objectives we set for ourselves.

4. Appendices

    A. Budget Process/Calendar
    B. Task Force on the Future of City College: Memo to Campus
    C. President's Objectives and Key Results (OKR) Memo to Campus
    D. Strategic Plan for Development
    E. Political Support Letter for Infrastructure Project
    F. CCNY FY19 Tax-Levy Budget by Division
    G. Facilities and Infrastructure Technology Task Force Subcommittee Report
    H. Looking Forward 2019-2024 (CCNY Strategic Plan)
    I. Strategic Framework Document
    J. Plan for Facilities/Capital Projects
    K. College-Wide OKRs for the Year (2108-2019)
    L. Task Force on the Future of City College: Sub-committees
    M. Academic Task Force Subcommittee Report
    N. Finance Task Force Subcommittee Report
    O. Student Services Task Force Subcommittee Report
    P. CUNY Budget Report

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Appendix A: Budget Process/Calendar
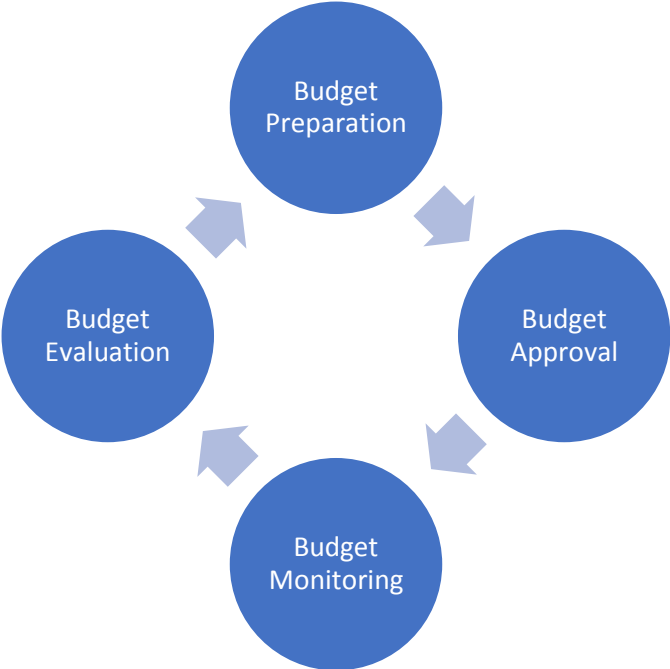
Summary:
The budget cycle refers to the life of a budget from creation to evaluation. The budgeting process progresses in stages as plans are made, funds are allocated and new information leads to revisions. The four segments of the budget cycle are: preparation, approval, monitoring, and evaluation. Budget monitoring and evaluation consistently throughout the year. Below is a list of activities by month and by responsibility.

	CCNY Budget Office	**CCNY Departments**	**University Budget Office**
July	• July 1- Fiscal Year begins • Distribute budgets to all divisions • Enters budget modifications as requested for the current fiscal year • Enters expense adjustments to the University Controller's Office for the prior year. This includes submission of journals and refunds of appropriation, which reduce tax levy expenses. • Monitor OTPS expenses for the prior year and ensure encumbrances are reduced in CUNY First and in the State Financial System. • Monitors year end projections for the prior fiscal year. • Reconciles expenditure information across various platforms (CUNY First, State Financial System, Payroll, Internal Databases) for current year and prior year- including split payroll. • Ensure prior year budget is balanced and identify variances between projections and actual expenditures. • Provide analysis and projections for full-time hires.	• Departments can begin to make OTPS purchases in CUNY First- 1st week of July • Enter appointments for temp services and adjuncts • Monitor costs	• Coordinates the process of CUNY First budgets going live for the current fiscal year • Release a portion of OTPS budgets to Colleges

	CCNY Budget Office	**CCNY Departments**	**University Budget Office**
August	• Enters budget modifications as requested for the current fiscal year • Monitors expenditures and calculates year end costs for the current year and prior year. • Monitor OTPS expenses for the prior year and ensure encumbrances are reduced in CUNY First and in the State Financial System. • Reconciles expenditure information across various platforms (CUNY First, State Financial System, Payroll, Internal Databases) for current year and prior year. • Ensure prior year budget is balanced. Identify variances between projections and actual expenditures.	• Enter appointments for temp services and adjuncts • Enter requisitions for OTPS • Monitor costs	• Release instructions related to the submission of the Financial Plan
September	• College prepares and submits three year Financial Plan (Revenue and Expenses) to the University Budget Office • Prepares first quarter reports to academic and administrative divisions. This report compares projected expenses to budget. • Enters budget modifications as requested for the current fiscal year	• Division administrators provide feedback on quarterly report to the CCNY Budget Office • Enter appointments for temp services and adjuncts • Enter requisitions for OTPS • Monitor costs	• University reviews 3 year financial plan and makes modifications as necessary

	CCNY Budget Office	CCNY Departments	University Budget Office
	• Monitors expenditures and calculates year end costs. • Ensure current year budget is balanced. Identify variances between projections and actual expenditures. • Monitor OTPS expenses for the prior year and ensure encumbrances are reduced in CUNY First and in the State Financial System. • Reconciles expenditure information across various platforms for current year and prior year (CUNY First, State Financial System, Payroll, Internal Databases) • Provide analysis and projections for full-time hires.		
October	• Enters budget modifications as requested for the current fiscal year • Monitors expenditures and calculates year end costs. • Ensure current year budget is balanced. Identify variances between projections and actual expenditures. • Reconciles expenditure information across various platforms (CUNY First, State Financial System, Payroll, Internal Databases)	• Enter appointments for temp services and adjuncts • Enter requisitions for OTPS • Monitor costs	• CUNY prepares State budget request for the upcoming year

	CCNY Budget Office	CCNY Departments	University Budget Office
	• Provide analysis and projections for full-time hires. • Review draft prior year end information.		
November	• The College submits quarterly report to University Budget Office which compares year to date projected expenses to the approved budget • Enters budget modifications as requested for the current fiscal year • Monitors expenditures and calculates year end costs. • Ensure current year budget is balanced. Identify variances between projections and actual expenditures. • Reconciles expenditure information across various platforms (CUNY First, State Financial System, Payroll, Internal Databases) • Provide analysis and projections for full-time hires.	• Enter appointments for temp services and adjuncts • Enter requisitions for OTPS • Monitor costs	• Central Office releases prior year- Year End Report with actual revenue and expense information • University submits upcoming year budget request to the Board of Trustees- Finance Committee
December	• Budget Office prepares second quarter reports to academic and administrative divisions. This report compare projected expenses to budget. • Enters budget modifications as requested for the current fiscal year	• Division administrators provide feedback on quarterly report to the CCNY Budget Office • Enter appointments for temp services and adjuncts • Enter requisitions for OTPS • Monitor costs	• CUNY Board of Trustees approves budget request for new State fiscal year • CUNY submits budget request to New York State Executive branch

	CCNY Budget Office	CCNY Departments	University Budget Office
	- Monitors expenditures and calculates year end costs. - Ensure current year budget is balanced. Identify variances between projections and actual expenditures. - Reconciles expenditure information across various platforms (CUNY First, State Financial System, Payroll, Internal Databases) - Provide analysis and projections for full-time hires.		
January	- The College submits quarterly report to University Budget Office which compares year to date projected expenses to the approved budget - Out year projections are revisited and modified if necessary. - Enters budget modifications as requested for the current fiscal year - Monitors expenditures and calculates year end costs. - Ensure current year budget is balanced. Identify variances between projections and actual expenditures. - Reconciles expenditure information across various platforms (CUNY First, State Financial System, Payroll, Internal Databases)	- Enter appointments for temp services and adjuncts - Enter requisitions for OTPS - Monitor costs	- UBO reviews and approves quarterly report and requests additional modifications if necessary. - Governor presents State budget for the next fiscal year.

	CCNY Budget Office	CCNY Departments	University Budget Office
	• Provide analysis and projections for full-time hires.		
February	• Budget Office prepares quarterly reports to academic and administrative divisions. This report compares projected expenses to budget. • Enters budget modifications as requested for the current fiscal year. • Ensure current year budget is balanced. Identify variances between projections and actual expenditures. • Monitors expenditures and calculates year end costs. • Reconciles expenditure information across various platforms (CUNY First, State Financial System, Payroll, Internal Databases) • Provide analysis and projections for full-time hires.	• Division administrators provide feedback on quarterly report to the CCNY Budget Office • Submits appointments for temp services and adjuncts • Enter requisitions for OTPS • Monitor costs	
March	• The College submits third quarter report to University Budget Office which compares year to date projected expenses to the approved budget • Out year projections are revisited and modified if necessary. • Planning for next fiscal year begins. Personnel costs are projected and high level adjustments are made.	• Enter appointments for temp services and adjuncts • Enter requisitions for OTPS • Monitor costs	• UBO approves quarterly report or requests additional modifications. • State legislature adopts budget for new State fiscal year • State fiscal year ends March 31st

	CCNY Budget Office	CCNY Departments	University Budget Office
	• Enters budget modifications as requested for the current fiscal year • Monitors expenditures and calculates year end costs. • Ensure current year budget is balanced. Identify variances between projections and actual expenditures. • Reconciles expenditure information across various platforms (CUNY First, State Financial System, Payroll, Internal Databases) • Provide analysis and projections for full-time hires.		
April	• The Budget Office begins to closeout the current fiscal year. • Department quarterly reports are reviewed to ensure the budget is balanced and corrective action is taken when necessary. • Ensure current year budget is balanced. Identify variances between projections and actual expenditures. • The Budget Office loads estimated adjunct budgets for the next fiscal year in order for summer adjunct appointments to go through • Provide analysis and projections for full-time hires.	• Enter temp services appointments • Enter adjunct appointments for the next fiscal year • Monitor costs	• State fiscal year begins- April 1st. • UBO sends assessment of upcoming budget.

	CCNY Budget Office	CCNY Departments	University Budget Office
May	• The Budget Office loads estimated temporary services budgets for the next fiscal year. • Invoice departments for expenses over budget. Submit checks to CUNY and New York State as a reimbursement to the tax levy budget. • Enters budget modifications as requested for the current fiscal year • Monitors expenditures and calculates year end costs. • Ensure current year budget is balanced. Identify variances between projections and actual • Reconciles expenditure information across various platforms (CUNY First, State Financial System, Payroll, Internal Databases) • Provide analysis and projections for full-time hires.	• Enter temp services appointments for the next fiscal year • Enter adjunct appointments for the next fiscal year • Reconcile current year costs and when necessary use non-tax levy funds to keep the budget balanced	
June	• OTPS budgets are loaded into CUNY First for the next fiscal year. Typically departments are allocated 25% of the estimated budget. • Enters budget modifications as requested for the current fiscal year. • Ensure current year budget is balanced. Identify variances between projections and actual	• Enter temp services appointments for the next fiscal year • Enter adjunct appointments for the next fiscal year • Reconcile current year costs and when necessary use non-tax levy funds to reimburse the College for shortfalls	• Initiates process for loading budgets in CUNY First for next fiscal year. • Releases initial allocation letter, which serves as baseline for next fiscal year funding.

	CCNY Budget Office	CCNY Departments	University Budget Office
	• Invoice departments for expenses over budget. Submit checks to CUNY and New York State as a reimbursement to the tax levy budget. • Releases projected budgets to internal departments for the next fiscal year. • Analyzes impact of allocation letter to estimated revenue projections • Out year projections are revisited and modified based on allocation letter. • Monitors expenditures and calculates year end costs. • Enters expense adjustments to the University Controller's Office for the current year. This includes submission of journals and refunds of appropriation, which reduce tax levy expenses. • Monitors split payroll costs for salary payments lapsing across fiscal years. • Reconciles expenditure information across various platforms (CUNY First, State Financial System, Payroll, Internal Databases) • Provide analysis and projections for full-time hires. • June 30- fiscal year ends		

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Appendix B: Task Force on the Future of City College: Memo to Campus

CCNY President
The Task Force on the Future of City College

I'm writing to discuss the task force that I've convened. Under normal circumstances, a new president would convene a strategic planning process, designed to outline her or his vision of the college and to set priorities for the new administration. We have just passed through a lengthy strategic planning process that set some goals for our work, many of which are worthy. What we have not done—what that planning process did not accomplish—is to take on the long-term, structural difficulties that the college faces.

For some time, CCNY has existed in a deeply structural budget deficit, surviving at first by spending down financial reserves, but with fewer and fewer resources to do so as time wore on. We have, through these years, managed annual budget shortfalls by across the board cuts, efforts to grow enrollment, and other ad hoc or insufficient measures. What we have not done, even in our strategic planning efforts, is to evaluate the relationship between our mission, our successes, our vulnerabilities, and a set of budgetary priorities. We cannot simply trim our way out of our current difficulties, and we have exhausted the reserves we once had to bridge budgetary shortfalls. We need, instead, to undertake an effort to shape the college in ways that capitalize on what we do best, conserve where we can and should, and set a plan that works within the resources that we have (while always trying to expand those resources).

Here's where we start: We have a unique identity and mission: to provide a high-quality education to the children of New York City, new immigrants, members of under-represented groups, and those without economic means. We also have been, and should continue to be, an institution known for its research and intellectual contributions to humanity, research that has consistently addressed issues affecting the lives of people living in our proximate neighborhoods and populating our classrooms. However, as we have attempted to provision the campus in ways that leave departments insufficiently staffed, that produce lapses in maintenance for physical and research facilities, that denude student services, and leave other gaps, the College's ability to meet its mission has been undercut.

The unique composition of City College - professional schools (Architecture, Education, Medicine, and Engineering) coupled with a College of Liberal Arts & Sciences (CLAS) - enriches the academic lives of students but also requires additional investments on multiple fronts. Recent budgetary pressures force us to confront the fact that teaching and research costs vary widely across its divisions. City College can only sustain its mission and increase its national standing if its financial health is restored and a clear strategy devised for increasing financial resources for future growth. One major focus of the task force will be the relationship between the arts and sciences departments and the professional schools and how it can be reimagined so as to tap the strength

of existing programs and to create new ones. Another will be the improvement of student services and support, administration, and the management and maintenance of the College's physical plant.

To guide the college through these next few years, I'll need a foundation of data and analysis—data that is open for our entire community to view, and analysis that helps make the basis for decisions and necessary trade-offs among our goals explicit and public. To help provide this information, I have organized the Task Force to identify the decisions that brought the College to its current state and to recommend short and long-term steps to restore the health of the College. The Task Force's findings will be shared with College governance bodies, and with the entire college community, for comment and consideration before the process is formally closed and finally submitted to me. The Task Force will begin its work on February 16 with the view of completing it within three months.

Membership of the Task Force. The task force will consist of a steering committee and four sub-committees. I will convene the steering committee, but for much of the Task Force's operation, will not participate in its meetings. I have asked David Jeruzalmi to co-convene the Task Force with me, and to play a more directly involved leadership role in its meetings, and he has graciously accepted that request. The steering committee consists of the eight academic deans, eight faculty members (one from each academic unit) and four staff members selected for their particular expertise. The sub-committees will include five members of the steering committee (two deans, two faculty, and one staff member) augmented by members of the College community with expertise germane to the committee's areas of responsibility.

Members of the Task Force Steering Committee are as follows:

Deans: Gilda Barabino, Gretchen Johnson, Gordon Gebert, Maurizio Trevisan, Erec Koch, Kevin Foster, Tony Liss and Juan Carlos Mercado.
Faculty: Mitchell Scheffler (engineering), Hazel Carter (Education), Marta Guttman (architecture), Jack Martin (Medical School), Ellen Handy (H&A), Rajan Menon (Colin Powell School), and Anuradha Janakiraman (Science), and Justin Martin (CWE).
Staff: Doris Cintron, Celia Lloyd, Felix Lam and Ken Ihrer
I am grateful to each of the men and women who have agreed to serve on this Task Force.

I have decided not to rely on any consultants to assist in this process. These are expensive outfits and typically, I find, make their living by producing boilerplate and feeding your own ideas back to you as if they were their own. Rather, I asked CCNY's Johanna Urena to serve the Task Force as its project manager. It will be her responsibility to keep the Task Force on schedule, and to help resolve issues that arise, for example, in the provision of data to the Task Force from various offices of the college. Her work as Task Force project manager, and liaison between the Task Force and the college, has my full confidence and the backing of my office.

Focus of the Task Force. The following are among the questions that the committee will consider: What are the College's major successes, and what opportunities lie ahead, and how are we to define and measure these successes and opportunities? What costs and other obstacles must the College contend with in trying to improve upon what it currently does well, and to seize new opportunities? What synergies exist among the College's different units, what are the attendant tradeoffs, and how can innovative cross-divisional research and teaching initiatives be formulated and realized? In order to find answers to such questions, the task force will identify areas for future growth, areas in which growth may no longer be justifiable, and the costs and benefits (both financial and otherwise) of trade-offs among these areas.

At the first meeting of the task force, I will workshop, with the steering committee, a list of more specific questions to guide their work, questions designed to produce precise empirical foundations for our work on campus. Based on those questions, I will ask any and all personnel and agencies of the college to provide, on a continuing basis, whatever data and sources of data are deemed necessary to complete this work, and will work to insure this cooperation.

The task force's sub-committees will be organized as follows:

Finances: This sub-committee will construct a fiscal history of the College from 2005 to the present. The goal of this exercise will be to examine how changes in the College's budget, enrollment, revenue, spending choices, and external circumstances have created the current crisis.

Academics: This sub-committee will consider the size, costs, and successes of the College's departments as well as the opportunities for innovation and growth in various disciplines.

Student Services: This sub-committee will examine the effectiveness of the offices of financial aid, the bursar, and the registrar. This review will encompass the management of student scholarships, the collection of student support, and internship services.

Facilities and Information Technology: This sub-committee will adequacy of funding, staffing, and plans related to the College's physical plant.

I said early in their letter that I hope the work of the Task Force will be completed within 3 months. I set that goal because I'll need to results of the Task Force analysis to set our course for next year. Working on this accelerated schedule will be demanding for all of us. It also means that we will not have the opportunity for as lengthy a set of consultations or town halls as some might like before a preliminary set of analysis comes out.

That said, I want to emphasize that this is in no way a closed or confidential process. The documents and data produced by the Task Force will be available for public review, and we will soon lay out the mechanism by which you will have access to them. The working groups will have occasion to consult with stakeholders across the college. Further, sub-committee membership will include at least as many non-steering committee members as representatives from that committee. In all of these ways, I am hoping to thread a line between the efficiency of working in a small group and the democracy of an open process. The final document, before it becomes a foundation for action, will be subject to open and public review.

Finally, I want to emphasize that the analysis and recommendations that the Task Force makes will be advisory to me. In the end, the document will inform decisions that I'll need to make, and allow the college community access to the data and analysis that provided the foundation for these decisions.

I thank everyone who has agreed to work with me on this process. I have great hopes that the work we do together in these difficult times will help us secure the future of our great institution.

Sincerely,

Vince Boudreau
President

Monitoring Report for MSCHE – March 2019

Appendix C: President's Objectives and Key Results (OKR) Memo to Campus

Dear Colleagues,

I wanted to write to try to help clarify where we are in our various planning processes, and to describe where they are headed. I realize that we now have three separate planning initiatives taking place simultaneously on campus, and I understand that this can be daunting for any organization. I think that they all fit together and mutually reinforce one another, but wanted to take a moment and describe what I think that looks like.

The three major planning initiatives are 1) The Task Force on the Future of City College; 2) our Middle States accreditation process, which in turn has required a strategic planning process, and 3) the development of a new management process, which you might have heard referred to as OKRs. As I said, I think these all hang together, and here's how:

The Task Force was designed to provide an empirical foundation for assessing risk and value against our budgetary realities. I initiated the task force on the understanding that we would, as a campus, likely have some tough decisions to make, and I wanted the basis for those decisions to be a matter of public record. At this writing, some of the reports are more or less finished, others are not. In this latter group, I've asked some to take on new questions, or address follow up inquiries. Others are now working on issues that cross committee lines, and still others finding their areas of inquiry to simply require more time and deeper examination.

These reports, even those still in progress, are available online for your examination at:

 https://www.ccny.cuny.edu/presidentsoffice/sub-committee-draft-reports.

These have produced (and will continue to produce) interesting results, both in terms of data and recommendations for action. The Task Force's main role in the complex of planning initiatives is to provide the foundation or activity, and even where the Task Force recommends that we take certain measures (such as, for instance, moving student services in the direction of a One-Stop arrangement) the larger context of the Strategic Plan will give the recommendation a broader situational logic.

Members of the Task Force, and those who have agreed to serve on sub-committees have put in long hours of work trying to develop a picture of the campus that will help us more nimbly navigate the challenges that we face as a college community. I'm deeply grateful for the work they put in, and will continue to contribute, to our efforts to make CCNY everything is should be.

The **Strategic Plan** (a necessary component of our Middle States Review) establishes a sequence of goals and priorities, and presents a framework for reaching college-wide, 5-year goals. The strategic plan is *strategic* in how it prioritizes work, and establishes the proper sequence for the college to address one goal before others, or another. It is a plan in the sense that it requires that we think clearly about how we accomplish a goal, working with the resources that we have, and mapping out what steps we think will lead to a goal that we establish for ourselves. That will mean some real thinking about the reasons we're currently not reaching one of our goals.

We have some foundation for the strategic plan in the Vision 2022 document, but I've never been fully satisfied that the document presents a strategy or lays out clear plans for how to reach our objective. Also, I think we

need a clearer approach to prioritizing our actions against budgetary realities. I'll be working with a small team to establish the basis for the strategic plan--using data from the Task Force and work already accomplished as a starting point, and then we'll open the process up for comments and bring it through the governance process.

The final planning process centers around a management system that we're adopting on campus, something you maybe heard about in reference to OKRs (meaning Objectives and Key Results). Ideally, the management system would work as a way of implementing the strategic plan. Annually and quarterly, the college as a whole, and units of the college would set objectives for themselves, and map out the key results (the signposts for progress toward those goals) that we need to make progress towards our goals. Breaking long term goals into shorter term plans should help us be more strategic, and also undertake whatever course correction we need along the way. We'll have (and I suspect that some of you are already having) some deeper discussion about this; my current purpose is to put it in relationship with the other planning exercises on campus.

Ultimately, OKRs will be the implementing and management methodology for our strategic plan. In the current absence of a strategic plan, OKRs will serve as our short-term planning device. In fact, the college wide OKRs for this next year will be written into the strategic plan as the initial steps in our longer-term strategy. Over the course of the summer, I developed, in consultation with the Cabinet, 5 OKRs that I will use to guide my activity. They reflect my priorities for the college and the areas where I think early work can produce substantial gains; you will in all likelihood be involved in setting your own such goals, aligning many of them with the college priorities but also developing some that are specific to your area of work. You can see these OKRs at this link: https://www.ccny.cuny.edu/presidentsoffice.

(As I said, this isn't the place to map out the whole OKR/management strategy that we'll be adopting, and I know that many of you have already been talking through how this will work with your departments and divisions. I made a fairly crude couple of videos that lays out how we will be using them, and they're up on the CCNY YouTube channel. You can view them here:

1. **Introducing OKRs** -https://youtu.be/BdNF8d3xnks
2. **How to Create an OKR** -https://youtu.be/9rumG1qp7IU

So, to summarize: The Task Force is producing an empirical record, and some recommendations, about where the college stands, including both a clear financial picture that we can all agree on, and information about where we're doing well, where we need and merit further investment, and where we do not. The strategic planning process will lay out a medium-term program for college activity, with some clear priorities and a strategy describing what we need to do in early, middle and later phases of the plan. Our OKR management system will be a short term stand in for that strategic plan, and will eventually become the implementing, assessment and adjustment vehicle for our plans.

Sincerely,

Vince Boudreau
President

The City College
of New York

Monitoring Report for MSCHE – March 2019

Appendix D: Strategic Plan for Development

Draft Strategic Plan for
The Combined Foundations for The City College of New York
Fiscal Years 2019 - 2024

Executive Summary
(***first revision Aug 1, 2018***; **Amendments made September 2017**)
Drafted by Dee Dee Mozeleski, Interim Executive Director
21st Century Foundation
(Director, Combined Office of Institutional Advancement and Communications)

Beginning July 1, 2018, the 21st Century Foundation and the City College Fund will effectively become a unified fundraising organization for The City College of New York. The combined assets of both foundations will be reviewed by a team of auditors, in collaboration with the Executive, Budget, Investment and Audit Committees of both foundations, and in collaboration with the Interim Executive Director of the 21st Century Foundation and the Vice President for Finance of the City College of New York. The work will result in a proposed management plan for merging assets, while ensuring the integrity of individual donor agreements and appropriately pooled accounts. At the request of the current Interim Executive Director, the Finance and Administration Department, under the guidance of Felix Lam, began a complete merger of the two financial and donor databases (Raiser's Edge/Blackbaud and Sage/Abila) approximately 18 months ago in order to be prepared for the merger of the 21st Century Foundation and the City College Fund. However, it was also our professional opinion that, regardless of the merger status, bringing the two disparate databases together made the most sense for efficiency and accuracy of information. The coordination of the two departments was always a concern and this alleviates future potential issues in accounting and donor stewardship practices.

The Director of the Foundation intends to direct her staff to commence the work of merging an additional 100,000 records, currently managed in a database that is proprietary to the Alumni Association and City College Fund as soon as possible after the foundations agree to sign the final term sheets to consolidate. However, it is her intention to begin moving as much new alumni data to the College's donor database effective immediately. To that end, she has begun working with the College's registrar to outline a guideline for data transfer ahead of the 2018/2019 graduation season. At the end of these planned mergers, we expect to have one unified database with approximately 150,000 to 200,000 records (once we ensure no duplicate records remain) from over 20 years of donor, prospect, and alumni membership information.

Year 1 (FY19):

Fundraising goal: $15m in new cash and new pledges; plus 100% attainment on pledge payments; identify new board prospects; staffing (as outlined below); completion of merger document review and submission to NYS Attorney General and Internal Revenue Service; onboarding of all foundation staff, including Zahn Center staff; establish an 18 month calendar of special events, including targeted mailings, with an 18-month projection listed; finalize a donor stewardship calendar for all 21st Century Foundation accounts; (will onboard City College Fund accounts to stewardship calendar by January 2019 and continue to add as needed). President to visit all Alumni Chapters not visited since 2017; establish closer collaboration with the City College Alumni Association and review of staffing plans to bring our work more closely aligned. (see attached current organization/staffing chart); set donor recognition levels, inclusive of historic categories and the needs of the Alumni Association.

The initial goals of the new foundation will be to:

1. Adhere to the requirements of the approved terms sheets, including: Creating a new board of 25, consisting of 12 members from the 21st Century Foundation, 12 members from the City College Fund and the College President;

2. Establish a set of approved term limits for members of the new board, including a staging of terms so that new members can be recruited without losing the integrity of the Board. This recruitment process will also help establish a new base of prospects for all of our board sub-committees and will allow us to have a pool of candidates who will be stewarded to become members of the full board. This will be done in a collaborative way with all members, and we will continue to work to ensure that the diversity of our Board is reflective of our overall campus community;

3. Grow the staff size by three full-time employees by adding one additional stewardship manager to help manage the new portfolio of approximately $300m; add a new finance position (comptroller, with a direct report to the Board and dotted line to the Foundation Director and CCNY CFO), and add an Assistant Executive Director (search to begin Fall 2018) to serve as the second in charge of the office, allowing the senior fundraiser to spend more time doing direct fundraising of major gifts, and tasking the AED with a portfolio of gifts between $9,999 - $24,999 across targeted schools and divisions (this portfolio will grow as new fundraisers are brought onboard)

4. Review the past five annual fund campaign totals, and ensure that we are staging a comprehensive, year-round campaign, including expanding our planned giving outreach, scheduling regular donor thank you calls for all gifts of $100 to the college (to any fund) and establishing a solid CUNY Giving Tuesday presence and cultivating prospective gala honorees at least 12 - 18 months in advance of an event.

5. This plan, as drafted by the Interim Executive Director, will move forward regardless of the timeline of the consolidation of the two Foundations, with one major concern being the issue of the necessary postponement of the database merger.

Year 2 (FY20):
Fundraising goal: $20m in new cash and new pledges; plus 100% attainment on pledge payments across both foundation accounts; continue to identify new board prospects; staffing increased as follows: 2 additional fundraisers; possible consolidation of the College's events team to ensure a more closely connected special events profile for the College; add one alumni or planned giving specialist (will depend on the outcome of the Alumni Association conversations over the FY19 year); closer connection to the high-end research on campus through the College-wide Research Committee (CRC), on which the Fundraising office will have a role. Adhere to 100% performance evaluation of all staff; adjust staffing needs as appropriate while ensuring professional staff development is a priority.

Year 3 (FY21):

Fundraising goal:
$25m in new cash and new pledges; plus 100% attainment on pledge payments across both foundations accounts; will plan to bring on an additional annual fund manager (begin recruitment in FY20)

Year 4 (FY22)

Fundraising goal: $30m in new cash and new pledges; plus 100% attainment on pledge payments across both foundations accounts; identify if our office needs its own planned giving specialist (currently, only the ED has experience in planned gifts) or if CUNY will have moved to a shared services model by FY19 or FY20. If no movement has been made on this at the CUNY level, then identify a planned giving specialist in FY21. If CUNY handles this area, then we will plan?look to hire an additional alumni stewardship specialist. Recruitment to begin in FY21. Recruitment of two additional fundraisers begins at the end of FY21, to be onboarded during FY22).

Year 5 (FY23)
Fundraising goal: $35m in new cash and new pledges; plus 100% attainment on pledge payments across both foundations accounts; While this is a long-term goal, at the end of Year 4, we will start a discussion (possibly sooner) related to the feasibility of a multi-year, $1B campaign in support of the College as a whole; The campaign strategy will be a separate

document, to be drafted in FY19 and FY20 with revisions made, inclusive of the fundraising and communications staff, Board and external constituents. Review staffing needs associated with larger campaigns.

End of Executive Summary

Draft Strategic Plan for
The Combined Foundation for The City College of New York
Fiscal Years 2019 - 2024
May 2018 (Amendments made August 2)

HISTORY

For much of its history, The City College of New York did not have a robust, or consistently managed development operation. Founded as an institution with public support, decades of College leadership did not see an urgent need to make philanthropy part of the operating mandate of the College. When the City College Fund was established 70 years ago, it was as a way to gather philanthropic donations that would primarily support scholarships on campus, although in time it also expanded to recruit donations for endowed professorships, lectures, academic programs and the like.

Toward the end of the 20th Century, in part because philanthropy was disaggregated across the campus and because the College presidents began to understand the importance of being able to set funding priorities for the College, President Yolanda Moses established the 21st Century Foundation, initially as a holding agent for philanthropy, with little direct Board oversight. Soon after, under President Gregory Williams, an investment board was convened as a way to make sure that philanthropic resources from the college were invested as wisely, and with the greatest hope of return on investment, as possible. It was only years later that the investment board began moving in the direction of constituting itself as a fully functioning foundation board that would concern itself with the full range of foundation concerns, including development, but reaching as well into the public face of the College, membership needs and overall fiduciary responsibilities.

Hence, by the 21st Century, City College had two foundations, often in competition with one another and, even when not explicitly so, constantly out of coordination. The costs to the College, over those years, are almost incalculable. We certainly lost donors because of the confusion created by the existence of the two foundations. But more important, we lost the ability to steward donors seamlessly from their first interaction with the College through their maturation as major donors because we did not have the organizational apparatus to manage them, particularly with one organization concentrating on medium level alumni giving, another focused on major gifts, and with no coordination between them when donors went from being annual fund donors to major gift donors.

At this writing, we have created a term sheet laying out the rules for the operation of a single, combined fundraising operation. We have a staff that has begun to work under the unified direction of our foundation's interim director, and we have a great deal of work to do.

Yet the merged staff represents several redundancies, and reflects the departure of several other employees. The CCNY Development Office lost all fundraisers (as distinct from the core group of staff who focus on the important areas of database management, prospect research, scholarship management, special events and corporate and foundation management *[this position also involves direct fundraising]*) save for its executive director. The City College Fund currently has one fundraiser who specializes in annual fund/direct mail, but no other fundraisers. They are also staffed by a corporate and foundations relationship manager and a senior level finance director, who works closely with the College's AED for Finance, himself tasked on a part-time basis to support the work of the combined foundations for the College.

The overriding legacy of our history - the history of both foundations - is this: the accounting, stewardship and disposition of our philanthropy has never been anything close to adequate. We have systematically been confronted with donors whose initial excitement at the idea of supporting CCNY was eroded over the course of subsequent, disappointing interactions with the College. We therefore face the current conjuncture at a moment of great potential, an utterly enviable array of potential supporters, but a history of activity that has never measured up to that potential.

This is a plan to change that.

Current Issues:

There is an adage in fundraising (and in business) that you shouldn't raise more money that you can manage and allocate, and the recent history of the college demonstrates that we may well have violated that adage in the recent past. The immediate, merger-imposed tasks of the Foundation are infrastructural: merging the data-bases, integrating the financial management and accounting systems, and (what will be most important and time consuming) auditing all of the donor files and records to make sure that we have been accurately allocating philanthropic funds, and that our records are up to date and pristine. On the 21st Century Foundation side, we have been undertaking this audit for almost 10 months, moving alphabetically through the files and, as of mid-April, had reached the "Ls." The City College Fund has approximately the same amount of records and will also require our staff to take a complete audit of donor agreements and stewardship issues going forward.

The audit is not merely a record keeping exercise, but rather a process that involves calling each donor for whose file we discover a problem, rectifying that problem, and, where necessary, paying a visit. The process has been time consuming and frustrating, and we have found far more files with problems in them than not. But it is also an essential process, one which, to date, has generated no small number of renewed gifts to the College.

Understanding the audit process is important for three reasons. First, I have asked for additional staff, at all levels, to help us speed up the audit process (at present, we are undertaking the audit staffed with three CCNY student interns and myself). Second, until we are able to move forward in our work without continually being forced to spend weeks fixing long standing problems with their files, we cannot hope to be able to devote ourselves to more sustained fundraising. And finally, while I have narrated an ask for some new resources to help us with fundraising, we cannot fully enter into the effort to ramp up our staffing to acceptable levels until the audit is complete.

That said, the audit process frequently turns up individuals who are eager to contribute to the College, and we miss opportunities when we are understaffed. The ability to double fundraising this past year, is a direct testament to the stewardship our team is doing on a daily basis. There have been times over the past academic year when the scant number of fundraisers working in the office has made it difficult to keep up with the outreach from donors and potential donors. Even before the audit is entirely complete, we will need to begin hiring more people on the fundraising staff (keeping in mind that our hires must not outpace the management capacity of the office, and that we strongly believe that a centrally managed and coordinated fundraising strategy is best).

One of the key discoveries of the audit process has been that many of our scholarships are either allocated in the wrong way or not allocated at all. Earlier in the year, we restricted the number of people who had the authority to sign scholarship allocations, thinking that by designating one or two people in each school or division to do that work, we would be able to tighten controls. We are finding, however, that the academic units of the College simply do not have the staff or the orientation to avoid these mistakes - and we remain in a situation where scholarships have been misallocated this year.

The damage this does to us is incalculable, because a bad experience with the College turns donors away at a point when they could be transitioning from small grants to larger ones. We have had one person in the office working on a revised scholarship management protocol for the past 12 months, and her impact has been substantial and obvious. Our scholarships manager is the only person who is looking to systematically reconcile scholarship payments with donor accounts across an almost $200m foundation.

To rectify this problem, we would like to move the management of scholarships out of the schools and divisions and into the central fundraising apparatus, and add staff tasked with the management of these accounts. Faculty and departments would still have the responsibility (and the right) to select specific students for awards. But a central scholarship administration process will insure that scholarships are being awarded in a timely fashion, that they are awarded in the right way, to the right student, and that we are avoiding the too common problem of over-

packaging students (that is, awarding the same student many scholarships from a variety of departments).

Goals of the College

The goals of the College for itself are substantial and necessary. In the short term, the College must stabilize its financial foundations, rectifying a situation that has seen CCNY in some form of economic difficulty since the late 1970s. We seek to expand the College's role in the public sphere, continue and deepen its leadership in the realm of social mobility, and build on our legacy of being a courageous pioneer in the education of the whole people.

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

A) Elevation of CCNY's fundraising targets: The College has never truly touched its fundraising potential. With alumni spread across the nation - and around the world - a prominent and beloved place in New York City and a mission that is utterly in line with the needs of the moment, CCNY should be a fundraising powerhouse. Despite what may have been reported in the past, however, the college has never raised more than about $10 to $12 million a year, except in those infrequent years when a building or a school was named. Apart from mega-gifts associated with the Spitzer School, the Grove School, the Cohen Fund and the Colin Powell School, our fundraising attainment has been more modest. In more recent years, attainment from the development office has been closer to 7-8 million per year. A program that fixes our infrastructure to steward donors appropriately, integrates our fundraising apparatus into a single unit, and undertakes a more effective effort to communicate our activity and success to a wider audience should increase those attainment levels manyfold. There is no reason why five years from now CCNY should not run a $50 million dollar a year development operation. With an integrated foundation and an annual fund linked to a robust operation, we could produce far more than currently in the way of discretionary resources.

B) An initial measure taken in the revamp of our development operation was the integration of the communications and development offices into one group. The logic of that integration was that development is the main constituency of our communications work: we want to tell the world what is going on at CCNY in order to interest as many people as possible in supporting the college. A longer range objective of this integration, and an

important goal of the College, is to restore CCNY to its rightful place in the pantheon of New York institutions--not just as a school where remarkable young people get an affordable education, but as a place that is engaged in cutting edge work with these students, in all fields of endeavor.

C) The College's needs are evolving and the Foundation is newly positioned to meet those needs. With an expanded endowment corpus, the Foundation is now controlling more financial resources than ever before. Wise investment decisions and a fairly conservative spending policy have combined to produce resources that the foundation simply did not have in the past. To date, discretionary resources have provided a board-mandated 10 million dollar buffer behind discretionary spending, and supported a president's fund for excellence, recently pegged at around 1.5 million dollars annually. With discretionary resources likely to grow in excess of that 11.5 million dollars, it is time for the Foundation to begin taking proposals from the president about investing in the College. In using its discretion to allocate project specific funds in response to proposals coming from the college leadership, the Foundation will exercise an expanded role in the College's future, transcending its current role to become a partner with the College President in setting a strategic course for the institution.

Goals of the Department

The department seeks to establish itself as a first rate advancement and development operation, capable of stewarding and supporting the institution's mission into its next era, and linking development work to a clear communication of the College's intellectual and educational activity. To reach that goals, it must 1) fully and seamlessly integrate the full spectrum of development and advancement activities within a single operational planning cycle, tuned to the evolving strategic needs of the campus and of our society; 2) insure an infrastructure of financial accounting, donor stewardship and record management, prospect research, grant writing, event planning, and database management; 3) integrate the personnel and functions of the City College Fund and, if appropriate, the Alumni Association into a formally consolidated team; 4) begin to build out a fundraising apparatus that through the years has dwindled to one fundraiser for the entire 21st Century Foundation; and 5) consolidate the communications function within the department in ways that link development to the capacity to identify and tell the most exciting stories about the campus.

1) Fundraising on this campus has too often been more or less over the transom: donors come to the College with ideas about what they want to fund (and more often than not, devote resources to direct scholarship support to students). The development office needs to move to a place where it is setting strategic goals that prioritize the college's most pressing needs and most exciting plans, developed in cooperation with the college, divisional and department leaderships.

2) Our review of the Foundation records and practices yields one unavoidable conclusion: the 21st Century Foundation and the College Development office have never had an appropriate staff to maintain its infrastructure, to properly steward donors, and to keep track of financial records. We have also learned that our momentum as an office has been immeasurably hampered by mistakers in stewardship, in fund allocation, and in the management of the financial infrastructure. Last year, we began our work by concentrating on infrastructure, an effort that prominently included an audit of all donor files. To achieve that goal, we made no new hires, except to bring in three student interns. Earlier this year, we replaced a departing scholarship manager with someone more suited for the work, to great effect. A major goal of the department is to insure that we have the proper infrastructure in place to manage our philanthropy.

3) We need to integrate the personnel from the City College Fund and the Alumni Association into a unified team, identifying employees who will become permanent parts of the new formation, and organizing the entire team into well functioning units. There are opportunities and challenges here. The biggest opportunity, of course, is that we have the potential to build the first integrated apparatus for external relations that the College has ever had. The integration of our foundations also offers us, for the first time, the opportunity to be strategic about how we shepherd donors from first contact and smaller initial gifts through their maturation into major gifts prospects or people interested in making a legacy gift. As we refine the way we talk about CCNY (See point #6, below) foundation integration also allows us to be more effective and strategic in things like our annual fund campaign, making it a far more important part of our development profile each year.

4) We need to build out the College's fund-raising apparatus. Our initial concentration on infrastructure was an appropriate response to the conditions we found in the development office. As we tackle those problems and correct the records of donors with problems that we encounter, we have met increasing volumes of fundraising opportunities. We currently have one fundraiser in the 21st Century Foundation office, and one annual gifts officer in the City College Fund. No such position exists in the Alumni Association. Once we have made some significant progress on the infrastructure front, we will need to begin rebuilding our capacity to raise new monies, and this means hiring new fundraisers. Ultimately, we seek to build a group of fundraisers that are tightly coordinated with the central apparatus, but who also are grounded in specific areas of the campus. Past models, in which fundraisers were entirely located in different areas of the school (engineering or science, for instance) deprived them of the central and strategic coordination that will be necessary for us to reach our goals. Ultimately, we are working to build a fundraising team that is, in its size, adequate for the scope of work we are taking in, possessed of areas of strength that encompass the different fields of study on campus, but tightly coordinated in a central team.

5) In early 2017 we consolidated our communications and fundraising offices into a single unit. This organizational move signals the achievement of an important strategic goal of the operation. The development and communications team needs to be far better coordinated with one another, and far more in tune with the activity of the campus. CCNY has, over the years, projected a fairly one-dimensional image of itself, relying mainly on stories of our students, the struggles they overcome, and the things they achieve--and these are important parts of our message. But we need to do a far better job communicating the substance of the exciting work that our students and faculty engage in on this campus. That means that communication and development work should more deeply engage with faculty and departmental work, involving them more fully in the effort to make potential benefactors aware of the most exciting things happening at CCNY.

Assets of the Department:

The assets of the department include 1) the actual and existing assets of the CCNY Office of Institutional Advancement, 2) the assets that we presume will be moved into the unified team with the CCF staff in the foundation merger process; and, 3) staffing assets that we may be receiving if or when the City College Alumni Association partners with the current team more formally. We'll move through these assets in sequence.

The Staff of the Executive Director of the 21st Century Foundation:

The staff includes one fundraiser (the executive director of the Foundation), one highly experienced prospect researcher, one database manager, one stewardship specialist, one executive assistant, one grants and foundation writer/manager, a team of special events and creative designers, one events planner, and a team of interns working on a donor file audit. Merged into this staff is also the former staff of the office of communications. This staff includes: 1) two writers (one senior and one junior); one public relations coordinator, a web-design and marketing director, two website managers and two part-time writers. In addition, the finances of the 21st Century Foundation are managed on a p/t basis by 1 Assistant Vice President for Finance, 1 Director of Accounting and on a f/t basis by three additional finance managers who oversee disbursements, investments and all reconciliation.

The staff of the City College Fund, as it currently exists, includes one annual fund specialist, one finance director, one grant writer, and a small team of finance interns. How many of these assets will transition to the new formation is a little uncertain, since the terms of the merger allow any CCF employee, after 119 days, to resign their position and avail themselves of a severance package.

In the event that the Alumni Association also joins this formation, it is unclear at this point what that will mean for staffing.

Needs of the Department

1. **Infrastructure/Stewardship/Finance:**

A great deal of the College's development operation problems, historically, stems from its neglect of the need to build an appropriate infrastructure. In the absence of that infrastructure, the College has too often asked academic departments to play a larger role than neededt in keeping track of their accounts properly and stewarding donors. For their part, our foundations have often concentrated more on raising money than taking care of it--and that's a reflection both of office practice and hiring patterns. A huge component of our wasted opportunities lie in donors or prospects who turn away from the College because they've encountered problems with their accounts.

Stewardship: We currently have one person tasked with stewarding donors, a task that includes making sure that donor accounts are allocated on time and in accordance with donor agreements, and that donors receive reports, thank you's and other information about their philanthropy. At our current foundation size, we need a minimum of three people doing this work.

Finance: It would be normal for a foundation managing $260 million dollars in assets and processing roughly 20,000 disbursements annually on those assets, to be served by a finance team of from 5 to 8 people. We currently have 3 full-time people, plus the resources, on a p/t basis, of our AED for Finance and Director of Accounting. In our old model, the staff of the foundation office and the College's finance team were separated into different units. As part of the merger and reorganization, the Foundation will be absorbing 3 people who work exclusively on foundation disbursements and investment portfolio management in the College's finance office. That still means, however, that we will need to address staffing increases as the Foundation's net assets grow. **One point to note: The College is also the beneficiary of cumulative assets totaling approximately $60M, currently held at CUNY Central in their office of estates and bequests. That means that our staff is responsible for managing, once the merger is complete, a total of over $330M in assets.**

2. Management:

In the early weeks of the presidential transition in November 2016, we removed the vice president for development, and soon after, the assistant vice president left for a new position. While the current interim executive director of the Foundation has replaced the VP position, as

well as the VP for communications, we never replaced the AED. It is clear now that for the executive director to have the time to concentrate on major gifts and overall development strategy, she needs a high level assistant executive director. Initially, this person would have a portfolio of gifts at the $9,999 and up level, which would increase after hiring of fundraisers to $50,000 and up.

The primary responsibility of the assistant deputy director will be the management or development teams, the monitoring and management of foundation record and stewardship processes, and the processing of donor agreements and contracts.

At present, the concentration of these tasks, and the tasks associated with fundraising, in the current executive director is imposing real limits on our fundraising capacity. For this reason, identifying and hiring a deputy foundation director should be a high priority. We should commence looking for this person in the early months of the fall 2018 semester.

3. Fundraising:

With virtually all fundraisers gone from the campus, we need to rebuild our capacity to do this work from the ground up. Over time, we will calibrate the size of our fundraising staff to an assessment of the amount of fundraising activity, and the funds raised. At the outset, however, we need a fundraising operation with coverage across the three major areas of activity (major gifts, annual fund, and planned giving).

Annual Fund: The College needs between 1 and 2 annual fund specialists. This means assessing the capacity of the current annual gift specialist (1 existing person) and augmenting as necessary - but also prioritizing the replacement of the existing annual fund specialist if she decides to accept a severance package from the City College Fund (still undetermined, although we would ideally like her to stay). We also believe, however, that the annual fund has been an area of consistent underperformance at the College because of the lack of coordination across offices, and it is time to revamp the entire approach to raising these kinds of resources. Nevertheless, the annual fund represents a crucial source of unrestricted resources for the campus, and so should receive some substantial attention in the reconstruction of our fundraising capability. Moreover, annual giving is often introductory giving, and helping to develop this aspect of our portfolio will be an important early step in revitalizing our fundraising pipeline.

We will spend the summer assessing and planning the annual fund campaign, and should it be necessary to hire someone into that position, we will do so by August, most likely at a fairly junior level. The annual fund staff must be in place by August, with a campaign mapped out by the start of September, at the latest. Should the incumbent in this position choose to stay with the new foundation (again, that is our hope as she is extremely dedicated to the College and has

managed the CCF annual fund for years), then we will assess the need to hire someone at a later date.

Planned Giving: Every year, we take in a substantial share of revenue (⅓ of all new gifts) through planned giving, yet the College has not built up its capacity to undertake a sustained planned giving effort. CUNY as a whole had a longstanding contract with a planned giving expert - but that contract only resulted in 52 gifts, system wide, and it was recently terminated. There is some talk of CUNY beginning to develop a new planned giving apparatus, but we feel strongly that, particularly given the comparative advantage that our alumni base affords us, we would be well advised to develop our own capacities.

That said, planned giving is typically something that a robust fundraising operation can entrust to a relatively junior fundraiser. It's main activities involve mailings, planned giving events, and planned giving contracts. As we think about developing a robust planned giving operation, we would like to plan to either work with CUNY central, or contract (1-3 years) with an outside firm to manage our planned giving marketing and contract needs (already being done for CCF) and then bringing on someone in this capacity by the start of FY20 or FY21.

Major Gifts Officers: Once planned giving and annual fund teams are in place, it will be necessary to begin searching for major gifts officers. We believe that previous deployment patterns for major gifts officers, patterns that essentially seconded them to academic units of the college, were wrong headed. While gifts officers will have areas of expertise and emphasis, their work needs to be coordinated with a central fund raising strategy and integrated into the central development operation. At the same time, we want major gifts officers to develop distinct skills and portfolios, and so we will most likely hire one with expertise in engineering and science, and another with skills more applicable to the humanities, education, arts and the social sciences.

We anticipate bringing major gifts officers on board once our management, infrastructure and other fundraising staff needs (i.e., annual fund and planned giving) are met. In the interval, it will be possible to manage our major gifts portfolios by freeing the foundation executive director from a range of management and back-end functions (via the expansion of our infrastructure and management resources) and allowing her, in collaboration with the president, to devote more exclusive attention to our fundraising activities.

Going forward, it will be necessary for the Foundation to work with the College to establish parameters for the expansion or contraction of the office staff. We should develop an understanding about the relationship between our human resources, our fundraising attainment, and our potential expansion.

Pathway to Goals

We believe that the correct sequence of actions we must take to reach our goals begins with the process - underway for the last year and a half, of identifying problems with our existing systems, auditing our accounts and donor records, establishing an infrastructure that is adequate to the management of our operation, and then expanding our fundraising capabilities. Additionally, the work that accompanies the foundation merger(s) both compels us to undertake these infrastructural efforts across a broader range of organizations, and to integrate the infrastructures of several different groups into one unit. Accordingly, we propose to move toward our goal in the following sequence.

Spring/Summer 2018:

1) Consolidate the existing staff of the different organizations into functional units (stewardship, **database management and research***, events planning, communication, financial management, fundraising, senior leadership). Assess gaps in coverage following that consolidation.
2) As that consolidation takes place - and as gaps in coverage appear obvious - prioritize hiring in three areas: stewardship, financial management, writing.
3) Augment our writing staff, either by extending the hours of our part-time writers, hiring a full time writer and/or recruiting writing interns from the pool of CCNY graduate programs in writing and integrated communication.

*When we look at database management, prospect research and biographical records management, we see these roles as integral to the entire makeup of the department and impacts all other functions of our team. Stewardship, relationship management and the ability to fundraise for strategic priorities is directly impacted by prospect research and prospect management, gift and biographical records management, and a cohesive "Advancement Services" team continues to be our staffing priority.

Late Summer/early Fall 2018: With the appropriate infrastructure being rebuilt, we can, at this time, begin thinking about re-establishing our fundraising apparatus, beginning with elements of the operation that will most easily be integrated into existing elements of our work.

1) Assess our annual fund infrastructure. We have one annual fund specialist from the CCF employment pool, but we believe it is time to revamp that operation (a process that she supports and will participate in). We will assess whether or not an additional person is necessary to resource the annual fund. We will make this assessment early in the fiscal year, so that the annual fund operation will be running at full speed for it's fall semester cycle.
2) Identify and hire someone in the Associate Executive Director position to assist and support the Executive Director for the Office of Institutional Advancement (In 2016, when the leadership transition in the College, and in this office, took place, we also lost an assistant vice president in this office, a position we have not replaced.)

Late Fall 2018 - Winter 2019: At this time, we should be able to insure that our infrastructure is running as it should be, although in all likelihood, we will still be moving through our donor file audits. We can, at this point, contemplate hiring two major gifts officers. In making these hires, and contemplating the further expansion of the office, we should arrive at an understanding of what the proper balance between staffing and development workload/fundraising revenue should be, so that marginal increases in staff are justified (both in prospect and in review) in terms of greater development achievement.

Appendices to include (drafting)

Calendar of Special Events and Program Mailings
Stewardship Calendar
Annual Fund (Including Giving Tuesday) Schedules
Alumni Association Chapter Programming
Foundation Board and Sub-Committee Schedules
School-Based Board Schedule
Alumni Programming (including structured recruitment)

Monitoring Report for MSCHE – March 2019

Appendix E: Political Support Letter for Infrastructure Project

Congress of the United States
House of Representatives
Washington, DC 20515-3605

September 21, 2018

Vincent Bourdeau
President
Senior Colleges
City University of New York
160 Covent Avenue
New York, NY 10031

President Bourdeau,
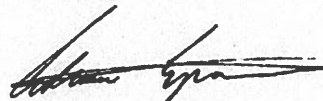
Throughout the summer, elected officials and stakeholders in New York have held serious conversations on the persistent underutilization of both skilled minority labor and Minority and Woman-Owned Business Enterprises (MWBE). With a growing number of development initiatives taking place in New York, we believe this is a tremendous opportunity for young people residing in our districts possessing the skills and desire to make a positive and constructive impact in our communities. We have agreed that leaving this gap in utilization unaddressed would be a great disservice to our constituents.

The problem we aim to address requires a long-term commitment and comprehensive course of action that includes legislators, private developers, labor unions, government agencies, and academia. To remedy the current state of MWBE utilization in New York, stakeholders for each of these agencies must "carry water" in their respective areas of expertise.
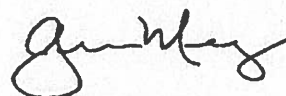
It is our understanding that the Honorable Charles B. Rangel has submitted a thoughtful request of the City University of New York (CUNY); establishing a minority-focused training program to equip young adults with the knowledge, confidence, and dexterity necessary to successfully fill the void that currently exists in minority labor force utilization.

Please accept this letter as a formal notice of support for Congressman Rangel's request. CUNY's ongoing participation in these efforts is crucial and will lead to equitable investment in billions of dollars' worth of development contracts and lucrative employment opportunities for both the minority and young workers in our districts. If you have any questions or concerns, please contact Mr. Joe Newman in my office at (646) 634-7471 or joseph.newman@mail.house.gov.
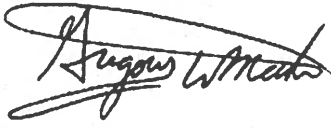
Very Sincerely Yours,
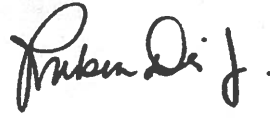
ADRIANO ESPAILLAT
United States Representative

GRACE MENG
United States Representative

GREGORY MEEKS
United States Representative

RUBEN DIAZ JR.
Bronx Borough President

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Appendix F: CCNY FY19 Tax-Levy Budget by Division

City College of New York
FY19 Tax-Levy Budget by Division
As of Third Quarter

Division	PS Regular	Adjuncts	GA	Temp Services	OTPS	Total
Colin Powell School	$ 9,363,992	$ 1,708,197	$ 108,637	$ 308,940	$ 51,653	$ 11,541,419
Grove School of Engineering	$ 20,407,692	$ 1,810,758	$ 735,972	$ 306,519	$ 113,200	$ 23,374,141
School of Education	$ 4,681,759	$ 1,260,662	$ -	$ 94,606	$ 12,519	$ 6,049,546
School of Humanities and the Arts	$ 17,285,873	$ 4,882,397	$ -	$ 420,320	$ 77,262	$ 22,665,852
School of Interdisciplinary Studies	$ 1,978,890	$ 434,184	$ -	$ 173,578	$ 20,750	$ 2,607,402
School of Science	$ 18,158,623	$ 2,246,518	$ 300,558	$ 573,077	$ 70,127	$ 21,348,903
Spitzer School of Architecture	$ 3,408,371	$ 1,093,450	$ -	$ 310,584	$ 64,642	$ 4,877,047
Library	$ 2,384,832	$ -	$ -	$ 409,034	$ 1,056,586	$ 3,850,452
Office of the President	$ 2,214,662	$ -	$ -	$ 118,378	$ 20,975	$ 2,354,015
Provost	$ 7,519,417	$ -	$ -	$ 785,132	$ 78,080	$ 8,382,628
VP Campus Planning and Facilities	$ 13,485,625	$ -	$ -	$ 297,262	$ 5,255,711	$ 19,038,598
VP Information Technology	$ 3,719,521	$ -	$ -	$ 598,866	$ 1,782,814	$ 6,101,201
VP Student Affairs	$ 2,855,312	$ -	$ -	$ 693,921	$ 27,082	$ 3,576,315
VP Urban and Government Affairs	$ 1,167,073	$ -	$ -	$ -	$ 3,591	$ 1,170,664
VP Finance	$ 3,413,908	$ -	$ -	$ -	$ 88,469	$ 3,502,377
Human Resources	$ 1,394,526	$ -	$ -	$ 244,940	$ 20,000	$ 1,659,466
Public Safety	$ 5,321,897	$ -	$ -	$ 11,278	$ 135,181	$ 5,468,355
SVP of Administration	$ 149,575	$ -	$ -	$ -	$ 1,500	$ 151,075
College Wide	$ 3,398,868	$ -	$ -	$ -	$ 518,262	$ 3,917,130
University Wide Initiatives	$ -	$ -	$ -	$ -	$ 2,185,099	$ 2,185,099
Medical School	$ 14,062,000	$ 756,000	$ -	$ 546,000	$ 3,280,000	$ 18,644,000
Total	**$ 136,372,417**	**$ 14,192,167**	**$ 1,145,167**	**$ 5,892,435**	**$ 14,863,499**	**$ 172,465,684**
Additional Items						
Reimbursements	$ (4,638,417)	$ (104,874)	$ -	$ (380,147)	$ (1,065,000)	$ (6,188,438)
Lump Sum Programs	$ -	$ 630,707	$ -	$ 1,219,545	$ 189,916	$ 2,040,168
Rollovers	$ -	$ -	$ -	$ -	$ 512,000	$ 512,000
Tuition Surcharge/Professional Fees	$ -	$ -	$ -	$ -	$ 287,585	$ 287,585
Total	**$ (4,638,417)**	**$ 525,833**	**$ -**	**$ 839,398**	**$ (75,499)**	**$ (3,348,685)**
FY19 Tax Levy Budget	**$ 131,734,000**	**$ 14,718,000**	**$ 1,145,167**	**$ 6,731,833**	**$ 14,788,000**	**$ 169,117,000**

Monitoring Report for MSCHE – March 2019

Appendix G: Facilities and Infrastructure Task Force Subcommittee Report

FACILITIES AND INFRASTRUCTURE TECHNOLOGY TASK FORCE FINAL REPORT

FIT TASK FORCE MEMBERS

FIT Chairperson
Ken Ihrer, AVP & CIO
Office of Information Technology

Dean Members
Gordon Gebert, Acting, School of Architecture
Gilda Barabino, Grove School of Engineering
Rose Wesson, Associate Dean, Grove School of Engineering

Faculty Members
Kevin Gardner, Division of Science
Laurent Mars, Division of Science
Carol Huang, School of Education
Umit Uyar, Electrical Engineering Dept.
Justin Williams, Center for Worker Education (CWE)

Administrator Staff Members

David Robinson, AVP of Facilities
Moe Liu Dalbero, Colin Powell School
Vatthana Chin, Facilities
Khadesha Maxin, Facilities
Otto Marte, Information Technology

Glossary

- **Full-time Equivalent (FTE)** – An employee who works at least a 35 hour week.
- **Working Managers –** A supervisor who also performs line duties, such as working on networking equipment and supervising a staff who also works on the networking equipment.
- **Part-time Staff** – An employee who works 32 hours or less per week.
- **Facilities and Information Technology (FIT)** – Two departments reporting to the Senior Vice President and Chief Operating Officer, which handle physical infrastructure and technology infrastructure for the College.

Summary and Recommendations

This Interim Report represents the work product developed by the Facilities and Information Technology (FIT) Task Force to-date. The report represents the cumulative efforts of the FIT Task Force members for the analysis of the facilities and IT infrastructure/operation on the CCNY campus as well as preliminary findings that will be used to shape the FIT Task Force's recommendations in the Final Report.

This report includes discussions in the following areas:

- Conditions that limit the delivery of Facilities and Information Technology services to the campus community;

- The evolution of preventative maintenance on the CCNY campus and the impact that preventative maintenance has to the campus community;

- A comparison of past personnel and OTPS budgets together with a recommended four (4) year projection for funding to meet the Facilities and Information Technology campus needs;

- A discussion of Research on the CCNY campus relative to the special maintenance and support that is required to meet their needs;

- The importance of Space and Capacity Planning towards the effective utilization of campus buildings and grounds;

- The importance of Facilities and Information Technology modernization as it relates to the level facilities and technology needed to deliver teaching and learning excellence;

- Institute regular in-person meetings between IT and Facilities with the academic divisions to maintain and improve customer service.

- A discussion of space management and ownership of classroom space.

The reader needs to understand that points referenced above represent the findings of the FIT Task Force to-date.

A synopsis of recommendations at this time are as follows:

Staffing (dependent upon budget issues being resolved):

- Balance Facilities and IT staffing levels to the workload and needs of the campus;
- Increase Custodial Assistant levels to 130 over the next 4-years;
- Add the position of Oilers with a staffing level of eight (8) over the next 4-years;
- Increase the Facilities Staffing from 253 to 329 persons over the next four (4) years
- For the IT Department, determine the support model for the divisions and Research and add staff appropriately.

Ensuring proper staffing levels is key to recovering our campus to expected levels of operation. Hiring should be considered in the framework of how it meets overall CCNY goals and how by hiring staff can reduce costs elsewhere. We should look closely at the impact of each hire to the bottom line. For example, if by hiring Oilers it will save us maintenance expenses over the long term, we should consider making that hire.

Preventative Maintenance:

- Institute a plan to counter the deferred maintenance that has been pervasive on the CCNY campus for the past 15-years;
- Recognize the level of preventative maintenance needed to maintain operations on the CCNY campus and fund the maintenance accordingly;
- Recognize that the maintenance needs for spaces such as Research varies compared to the maintenance needs for classrooms. As such, one must not fit maintenance into a broad category but instead customize and support campus maintenance relative to the diversification of uses on-campus;

OTPS Budget:

- Establish a four (4) year budget for the Facilities and IT Departments that will be used as a guide to implement non-capital improvement initiatives across the campus.
- Retain a purchasing agent specific for the Facilities Department to facilitate Facilities purchases;
- Facilities and IT Departments to take advantage of the CUNY electronic purchase program eMarketplace portal when delivered;
- Set-up preventative maintenance contracts for a 5-year term so that they are available to the Facilities Department at the beginning of the fiscal year;
- Establish a list of M/WBE and Veteran Owned Businesses to aid in the facilitation of purchases;
- Establish an equipment replacement plan to insure IT hardware does not become obsolete;

Research:

- Provide for transparency in use of indirect costs for academic research; establishing separate overhead budgets for FIT that will be earmarked for research infrastructure support;
- Enhance communication between FIT and researchers:
  o implement ongoing feedback mechanisms to gauge customer satisfaction (e.g., forumCures);
  o Identify physical space and IT needs specific to cutting-edge research (e.g, networking speeds and bandwidth); and,
  o Enhance IT support for Research computing infrastructure through training and possible additional resources
  o open, two-way discussions to determine cost sharing between university and faculty;
- Improve communication and cooperation between CCNY and CUNY ASRC; and,
- Provide for transparency in criteria applied to optimizing utilization of research space across campus.

Space:

- Future designs should incorporate materials that are low in maintenance;
- Ownership of spaces and sharing of spaces should be resolved to best serve the overall campus needs;
- Use of technology to allow for multiple-room classes;
- Recognize those spaces on-campus that need expedited upgrades/renovations; and
- Move towards the development of a new Master Plan for the CCNY campus.

Modernization:

- Establish a program for modernization needs to be established and maintained to insure that classrooms, lecture halls, music rooms, arts and sciences laboratories, theatrical spaces, libraries and all student spaces will provide for spaces for excellence in teaching and learning.

I.   Introduction

Studies undertaken in higher education institutions over the course of the past 10-years show direct relationships between the quality and condition of campus infrastructure and facilities to the ability of colleges to attract and retain new students, the caliber of education that can be delivered in classrooms, the test scores achieved by students, the ability to attract research, the satisfaction for research facilities and the overall quality of campus life.[i] These same studies show that campuses with clean well-functioning facilities versus the converse have one thing in common…campus culture.

The FIT Task Force Committee is comprised of a cross-section of campus employees with strong focus in the fields of administration, academia and research. Together the Task Force members have been working towards consensus on the importance of sound campus facilities, the condition of the current campus facilities and the limiting factors towards bettering the facilities

and infrastructure on-campus. The interim report that follows illustrates some of the issues that have been deliberated by the Task Force, research that has been undertaken to assemble evidence for the current infrastructure conditions and topic points that are in-progress.

II.   What We Have Learned:

In 2013 and again in 2015 the Faculty Council solicited academic departments asking for input on information technology, adjunct budgets and infrastructure of learning spaces relative to the impact they pose to teaching excellence.   One takeaway from these surveys is the importance to understand the paradigm of others for the services needed to support academic program deliveries. From the perspective of the users contributing to these surveys, information technology and facilities infrastructure that did not support their academic needs was seen as a reflection of negative customer service. To the provider, the inability to deliver services is a reflection of inadequate resources. The FIT Task Force committee deliberated these points and finds that each needs to be taken seriously in their own context and that each forms the touchstone for being able to inspire institutional advancements.

The diversity of the FIT Task Force lent important insight and conversation towards the different information technology and facilities infrastructure needs on-campus.   Simply put, the FIT needs for a classroom are different than a research lab, than an office, than a library. To that end, the optics for each user needs to be understood and supported. In some cases this means a higher level of cleaning services while in others it means a higher level of financial support for the repair and maintenance of specialty equipment. In either case, the inability to deliver these resources represented the same metrics of negative customer service.

Lastly, The FIT Task Force finds their role and mission as an opportunity to research the FIT attributes that impact the quality of life on the CCNY campus for students, teachers, research scientists and administration alike and, to present facts and propose findings that can be used by the college to equitably improve the quality of life for all. Both Facilities and IT recognize the need to continually solicit input from its customers and commit to holding face-to-face meetings each semester with the schools and divisions to help focus on what is most important to the user community.

III.   Limiting Conditions:

The mission of the Facilities and Infrastructure Technology (FIT) Task Force is to understand the current state of FIT infrastructure on the CCNY campus, to relate the impacts, positive or negative, that the condition of the FIT infrastructure has on the campus community and to understand the causal factors that pose limiting conditions towards advancing improvements to the campus FIT infrastructure through looking at long-term and short-term solutions and goals.

The FIT Task Force has done a considerable level of research and is continuing to do more in an effort to understand the FIT service needs of the diversified customer population on campus. Along with this work comes insights towards the customer's paradigms and initiatives to improve the services that meet the customer's needs. While we view this work as continuous, some of the limiting conditions to-date that have been identified includes but is not limited to: personnel and staffing, budget and OTPS, space management, preventative maintenance and modernization and Research support. A summary of these follows.

Facilities Personnel and Staffing

Recognized industry organizations as well as comparisons to fellow CUNY institutions were used to gauge the standings of the Department of Facilities Management and the Department of Information technology against generally accepted standards and peer colleges. Results of this exercise suggests two things: 1) the aggregate number of employees to provide the level of services customers need is greater than currently employed; and, 2) the job titles currently employed do not include titles that are needed to satisfy customer needs. Examples of this can be seen in the Department of Facilities Management wherein the total number of custodians are less than needed to provide the level of service for campus cleaning. Attrition was also found to illustrate the need for positions that currently are not employed. A discussion of both is shown below.

Custodial Assistants:

The title of Custodial Assistant incurs high levels of attrition, resulting in both performance based and economic based impacts to the college. In 2015 the Facilities Department evaluated all spaces on-campus and developed a plan for Custodial Assistant Post Assignments. This exercise evaluated every space on-campus using the Archibus system and then assigned the spaces for cleaning either in the day shift, afternoon shift or evening shift. A fourth shift was developed to address cleaning needs over the weekends due to weekend events that are hosted on-campus so that the campus would be clean on Monday mornings. These Shifts are identified as the A, B, C and D shifts respectively.

Prior to the development of the Post Assignment schedules in late 2015, which was a first of its kind for the college, the cleaning department carried approximately 62 cleaners. The 2015 Post Assignment schedule that was developed called for 79 post assignments, requiring an increase of 17-Custodial Assistants. The 2015 post assignment was purposively narrowed so as not to induce a large hiring demand on the College but at the same time to increase the low level of staffing that existed at that time. This still represented approximately 23 less Custodial Assistant positions in comparison to the levels carried in 1991-1994, even though the campus building gross area square feet (GASF) increased ±400,000 sf with the addition of the ASRC/CDI campus in 2015.

While the Facilities Department has authorization to carry 79 Custodial Assistant positions, attrition causes the number to regularly be in the range of 69-positions. Coupled with a 15% to 18% daily attrition rate, the daily count of Custodial Assistants is in the range of 57. That means that the 79 post assignments need to be covered by 57 Custodial Assistants, resulting in an average of ±48,000 square feet /Custodial Assistant.

The Association of Physical Plant Administrators (APPA) is an industry standard for higher educational institutions to use in gauging the number of cleaners needed for a facility. Using the APPA guidelines, if cleaning activities are accomplished with decreasing frequency, appearance will suffer. Accordingly, the APPA has identified five levels of appearance together with a corresponding an assignable cleanable square feet (CSF) per custodian or FTE. Information relative to the five (5) levels of appearance together with the CSF/FTE that is needed to meet each of the five (5) appearance levels is also included in Appendix A.

Appendix B includes survey information from Oakland University relative to campus cleaning and APPA's five (5) levels of cleanliness. From Appendix B the survey results obtained by Oakland University shows that 88-percent of respondents reported that a lack of cleanliness becomes a distraction at APPA Level 3 (causal inattention) and Level 4 (moderate dinginess). 85-percent reported that they want APPA Level 2 (Orderly Spotlessness) or Level 1 (Orderly Tidiness) standard of cleanliness to create a good learning environment.

From Appendix A and B it can be understood that there is a direct correlation of the amount of resources and the cleanliness of a building. The appearance factors for each level of cleanliness are also included in both Appendix A and B.

Appendix C includes information relative to the number of FTS's needed to obtain a desired level of cleanliness. From Appendix C one can see that the number of FTE's needed to obtain a given level of cleanliness is a function of the space being cleaned with a higher number of FTE's (more resources) yielding a higher level of cleanliness and a lower number of FTE's (less resources) yielding a lower level of cleanliness. Based upon Appendix C, to obtain a Level 2 standard of cleanliness the CSF/FTR ratio needs to be in the range of 20,000 CSF/FTE. Using our current staffing levels of 69 and a campus wide average cleanable square footage of 75-percent or 2.6M sf, the average CSF/FTE is equal to 37,681. Taking into consideration an 18-percent daily attrition, the CSF/FTE is reduced to 45,614 CSF/FTE, which is equal to an APPA Level 3 to 4 standard of cleanliness (casual inattention to moderate dinginess).

As identified by the Oakland University survey and so many other studies that are available for cleanliness at college campuses, one needs to strive for a Level 1 standard of cleanliness for bathrooms and food service areas and no less than a Level 2 standard of cleanliness for most other spaces. In order to obtain these levels of cleanliness on the CCNY campus the level of resources (FTE's) needs to be increased from the staffing level of 79 (69 currently on-staff due to attrition) to a staffing level of 130 (2.6M sf / 20,000 CSF/FTE).

Taking into consideration an 18-percent daily attrition rate and the high turn-over rate for the position of Custodial Assistant, one would need a staffing level of 153 FTE's to maintain a daily FTE count of 130. As budget constraints will in all likelihood hinder our ability to fully staff, our alternative is to reduce daily attrition rates so that we have as many of our workforce present, as possible, on any given day.

Attrition in cleaning services is an industry-wide issue and takes place for some of the following reasons: Compensation; benefits; training; appreciation and respect. While compensation and benefits are contractual and we have little leverage in those two areas, we can directly impact the remaining areas.

It should not be assumed that new employees are capable of doing the job correctly and efficiently. New employees should shadow a seasoned veteran for a minimum of one month to learn our processes and procedures. Close supervision of progress is essential and monitoring of absenteeism during the probationary period is crucial. If a new employee is frequently absent during the probationary period, they should be terminated before it becomes almost impossible to do so.

Employees want to show up when they feel they are part of the organization and that what they contribute has value to the mission of the College. Direct supervisors can play a role in

communicating our mission and message. Supervisors should undergo training to help them with this goal. When selecting new supervisors, we should closely consider whether or not the candidate has the soft skills required that can foster a family atmosphere among the staff.

A small amount of money should be set aside in the budget for appreciation purposes. Gift cards or small tokens could be given on a quarterly basis to employees who do not miss a day of scheduled work. An employee suggestion box for ideas should be established so that line-level employees feel they have a say in improving services.

While the bottom line is that an FTE can only clean so much space, having those FTEs here on the job every day and committed to high performance, will improve our cleanliness with the workforce that we do have.

When our employees feel that what they do is appreciated and important, it will help with retention and it should improve the quality of work. This is a supervision issue that can and should be addressed with minimal cost to the College.

Oilers:

Until 2015 the campus carried 4-6 FTE's in the title of Oiler. In 2015 the number of FTE's in this position was reduced to 1 through attrition and thereafter left unfilled. The reason for having a discussion about the position of Oilers is because personnel in this title are the ones on the front line of maintenance for campus mechanical equipment. In addition, persons with this title are generally versed in the troubleshooting and maintenance of refrigeration equipment, such as cold rooms that support much of the science research that occurs on campus. Having these positions helps to reduce deferred maintenance, increases the level of preventative maintenance for campus mechanical equipment and reduces the response time for corrective maintenance due to equipment failure. Not having persons in this title leaves the campus devoid the mechanical aptitude and skill-sets needed to maintain and repair the large amount of mechanical equipment that is throughout the campus. It is recommended that the position of Oiler be re-instated within the ranks of the Facilities Department with no less than three (3) hired for FY'19 and increasing to eight (8) by 2022.

The current staffing levels for the Facilities Department is shown in table 1. A proposed 4-year staffing plan for the Facilities department is shown in Table 2.

Table 1
Historic Staffing Levels
CCNY Facilities Department

Title	FY91-92	FY93-94	FY12	FY13	FY14	FY15	FY16	FY17	FY18	Needed Staffing Level
The Department of Facilities Management										
Staffing Levels vs Time										
Vice President			1	1	1	1	0	0	0	0
Assistant Vice President			1	1	0	1	1	1	1	1
Chief Administrative Superintendent			1	1	1	0	0	0	1	2
Administrative Superintendent	2		1	1	1	2	2	1	2	3
Supervisor of Mechanic	2	1	1	1	1	1	1	1	1	1
Carpenters	3	3	2	2	2	2	2	2	2	4
Carpenter Supervisor	1	1	1	1	1	1	1	1	1	1
Electricians	10	13	5	5	5	5	7	7	7	10
Electrician Supervisor	1	1	0	0	0	0	1	1	1	1
Plumbers	4	6	2	2	3	3	4	4	4	6
Plumbers Supervisor	1	1	1	1	1	1	1	1	1	1
Maintenance	16	17	4	4	5	4	7	7	7	16
Maintenance Supervisor	1	1	1	1	1	1	1	1	1	1
Laborers	12	12	5	5	5	5	9	9	9	15
Laborer Supervisor	1	2	2	2	2	2	1	1	1	1
MVO	2	3	3	3	6	5	7	7	7	7
Painters	4	4	4	4	4	4	5	5	7	7
Painters Supervisor	1	1	1	1	1	1	1	1	1	1
Thermostat Repairer	3	4	4	4	4	3	5	3	4	6
Thermostat Supervisor	0	0	0	0	1	1	1	0	1	1
Oilers	4	6	4	4	1	0	0	0	0	8
Stationary Engineers	16	15	12	12	15	14	20	19	19	24
Senior Stationary Engineer	2	3	1	1	1	1	3	3	3	4
Steamfitters	1	3	3	3	3	2	4	2	2	4
High Pressure Plant Tender	10	9	4	4	2	2	9	6	6	12
Locksmith	1	2	1	1	1	1	1	1	1	2
Principal Custodial Supervisor	1									1
Assistant Principal Custodial Supervisor			1	1	1	1	1	1	1	1
Sr. Custodial Supervisor	3					6	6	5	5	8
Custodial Supervisors	12	13	10	10	8	5	5	7	7	13
Custodians	99	102	83	83	72	62	79	72	69	130
Office staff Classified	2		3	3	3	2	2	3	3	4
Office staff HE	0		2	2	2	5	4	5	5	5
EHOS	0		4	4	4	4	4	5	4	7
Campus Planning	6		2	2	2	2	4	4	4	6
Mailroom/Duplication	0		8	8	8	10	10	10	9	8
Graphic Designers	0		3	3	3	3	3	3	3	3
Property Management	0	0	1	1	1	1	1	1	2	3
Motor Vehicle Operator	0	0	3	6	5	9	7	7	7	7
Grand Total	**221**	**223**	**185**	**188**	**177**	**173**	**220**	**207**	**209**	**335**

Table 2

The Department of Facilities Management								
Staffing Levels vs Time	**Staffing Levels - Four Year Projection**							
Title	Proposed FY'19 Count	Proposed FY'19 Cost	Proposed FY'20 Count	Proposed FY'20 Cost	Proposed FY'21 Count	Proposed FY'21 Cost	Proposed FY'22 Count	Proposed FY'22 Cost
Vice President	0	$0	0	$0	0	$0	0	$ -
Assistant Vice President	1	$185,704	1	$185,704	1	$185,704	1	$ 185,704
Chief Administrative Superintendent	1	$145,000	1	$145,000	1	$145,000	2	$ 290,000
Administrative Superintendent	2	$223,145	2	$223,145	2	$223,145	3	$ 334,718
Supervisor of Mechanic	1	$124,340	1	$124,340	1	$124,340	1	$ 124,340
Carpenters	4	$364,524	4	$364,524	4	$364,524	4	$ 364,524
Carpenter Supervisor	1	$96,612	1	$96,612	1	$96,612	1	$ 96,612
Electricians	8	$716,184	8	$716,184	9	$805,707	10	$ 895,230
Electrician Supervisor	1	$96,374	1	$96,374	1	$96,374	1	$ 96,374
Plumbers	5	$471,730	5	$471,730	5	$471,730	6	$ 566,076
Plumbers Supervisor	1	$98,914	1	$98,914	1	$98,914	1	$ 98,914
Maintenance	9	$542,042	11	$662,495	13	$782,949	16	$ 963,630
Maintenance Supervisor	1	$70,432	1	$70,432	1	$70,432	1	$ 70,432
Laborers	11	$751,971	11	$751,971	13	$888,693	15	$ 1,025,415
Laborer Supervisor	1	$67,233	1	$67,233	1	$67,233	1	$ 67,233
MVO	7	$313,438	7	$313,438	7	$313,438	7	$ 313,438
Painters	7	$381,750	7	$381,750	7	$381,750	7	$ 381,750
Painters Supervisor	1	$87,258	1	$87,258	1	$87,258	1	$ 87,258
Thermostat Repairer	4	$377,384	4	$377,384	5	$471,730	6	$ 566,076
Thermostat Supervisor	1	$94,346	1	$94,346	1	$94,346	1	$ 94,346
Oilers	3	$289,647	4	$386,196	6	$579,294	8	$ 772,392
Stationary Engineers	22	$2,794,748	23	$2,921,782	23	$2,921,782	24	$ 3,048,816
Senior Stationary Engineer	3	$528,158	3	$528,158	3	$528,158	4	$ 704,211
Steamfitters	3	$301,455	3	$301,455	4	$401,940	4	$ 401,940
High Pressure Plant Tender	12	$869,688	12	$869,688	12	$869,688	12	$ 869,688
Locksmith	1	$61,805	1	$61,805	1	$61,805	2	$ 123,610
Principal Custodial Supervisor	0	$0	1	$44,650	1	$44,650	1	$ 44,650
Assist. Principal Custodial Supervisor	1	$40,319	1	$40,319	1	$40,319	1	$ 40,319
Sr. Custodial Supervisor	6	$227,941	7	$265,931	8	$303,922	8	$ 303,922
Custodial Supervisors	9	$323,217	11	$395,043	12	$430,956	13	$ 466,869
Custodians	95	$3,046,567	115	$3,687,950	123	$3,944,503	130	$ 4,168,987
Office staff Classified	4	$139,208	4	$139,208	4	$139,208	4	$ 139,208
Office staff HE	5	$588,565	5	$588,565	5	$588,565	5	$ 588,565
EHOS	4	$340,538	5	$425,673	6	$510,807	7	$ 595,942
Campus Planning	4	$284,631	5	$355,789	6	$426,947	6	$ 426,947
Mailroom/Duplication	9	$485,892	9	$485,892	9	$485,892	9	$ 485,892
Graphic Designers	3	$170,945	3	$170,945	3	$170,945	3	$ 170,945
Property Management	2	$100,740	2	$100,740	2	$100,740	3	$ 151,110
Grand Total	**253**	**$15,802,445**	**283**	**$17,098,623**	**304**	**$18,319,999**	**329**	**$ 20,126,081**

OIT Personnel and Staffing

The Office of Information Technology (OIT) employs 41 fulltime staff, 11 tax-levy part-time staff and 53 Tech Fee staff. The department reaches across all areas of the campus to supply services to students, administration and faculty. Some of our services are provided by CUNY, such as Blackboard (Learning Management System) and CUNY First (Enterprise Resources such as Student Information System, Electronic Procurement, and soon, Human Resources). Even with these centralized services, local OIT staff support the users of these centralized services, provide for their security and interface with CUNY when issues arise.

As a long-term goal, we should look to move as many Tech Fee funded employees as possible over to the OIT budget. Tech Fee employees cost additional monies in fringe benefits and reduce the purchasing power of our Tech Fee budget. Currently, about $1.3 million of our overall Tech Fee budget is spent on personnel.

Short-term goals should be focused on positions that bring us an immediate return. For example, two areas where we frequently pay outside labor to perform tasks are with cable pulling and AV installation. By making select hires, we could reduce contractor costs and have additional labor to help with other projects.

Services provided directly by OIT include Infrastructure Services, Frontline Services, Application Services and Academic Services. Each of these areas has a Director that oversees personnel and operations.

Infrastructure Services

The Infrastructure Services area reports to the Deputy CIO and has three (3) working managers that oversee Networking, Telecommunications and System Administration. Total headcount for Infrastructure Services is three (3) FTEs in Networking, four (4) FTEs and three (3) part-time in telecommunications, three (3) FTEs and two (2) part-time in Systems Administration.

The support model for Infrastructure Services is currently a hybrid model whereby many services are provided campus wide but others are split among centralized IT and the Divisions. For example, email and our network are campus-wide services. However, some Divisions support their own servers and in the case of Research, central IT is rarely involved with the support of those systems.

Staffing needs will depend on how the College decides to support the Divisions. If a decision is made to provide centralized support for Researchers and Divisional labs, we will need to reorganize the support structure and a few additional system administrators will be needed. How we staff will depend on the level of support desired/required by the Divisions. Even if the decision is made to keep this support decentralized, it is important that we ensure that the Divisions are adequately staffed. Current support of research systems is performed by faculty and their assistants. As this is not their primary jobs, much is left undone and security breaches as well as poorly functioning equipment are a concern.

Telecommunications handles our phone systems and our data wiring throughout the campus. The current staff is only capable of supporting smaller wiring jobs and much of our data wiring projects are contracted out. Between FY 16 & FY 17 we spent $274,179 on contractors for

wiring jobs and about $24,140 in cable materials for job done in-house. By hiring 2 additional certified cable specialists at a cost of $(66,710) per year, our overall costs will go down plus we will reduce the load on procurement to fill these contracts.

Frontline Services

The Frontline Services area reports to a director and has four (4) managers that oversee the Help Desk, Client Services, OIT Labs and limited Divisional Support. The Help Desk has one (1) FTE, and 6 part-time employees and 180 hours/week of Tech Fee employees. Client Services has three (3) FTEs, 4 part-time employees and 128 hours/week of Tech Fee employees. OIT Lab Services has two (2) FTEs, 19 part-time employees (404 hours/week) of Tech Fee employees. Divisional Support has eight (8) FTEs, 1 part-time employees and 5 Tech Fee employees.

Our Help Desk operates 12 hours per day, five days per week. Currently, the only FTE is the manager. The staff primarily consists of student Tech Fee employees. This arrangement is beneficial to students who are wanting to learn about IT but disadvantageous when it comes to continuity and level of support. While we recommend that some of the Help Desk staff continue to come from Tech Fee, long-term we should consider adding three (3) more FTEs with higher skill levels that are capable of resolving more problems on the first call instead of needing to pass the issue to Client Services. This will also reduce the overall personnel cost to our Tech Fee.

Client Services is the OIT area that is sent out in the field to repair or solve user issues with technology. While the current Client Services team primarily supports desktop and laptop computers, they are also responsible for the maintenance and repair of AV equipment in the classrooms. The centralized Client Services team supports faculty and administrative staff and also divisional labs that do not have a dedicated Divisional Support technician.

Some of the personnel changes to this area will depend on how we decide to support the Divisions and Research. In addition to the Divisions, a primary area that could use additional resources, regardless of the support model, is in the area of classroom support. We currently have one technician that supports the 180 smart classrooms on campus.

As we look to enhance technology in the classroom, it is recommended that we consider hiring one or more AV specialists. Installation of AV equipment can run as high as 50% of the cost of components and installing cameras and specialized equipment for automated recording will be needed if we move to the next phase of classroom technology. Having the right personnel that can program and install this high-tech equipment will save us thousands in the long run.

OIT Labs consists of the two main computer labs on campus (City Tech Center and Fishbowl). While there are at least 58 additional computer labs on campus, central OIT is fully responsible for just these two. These OIT labs are open seven days per week and operate between the hours of 7:00AM until Midnight Monday through Friday, 9AM to 6PM on Saturday and Noon to 6PM on Sunday. The overwhelming majority of support for this area comes from student Tech Fee employees. This seems to work well, although schedules can be hard to fill around midterms and finals. Table 3 shows the numbers of computer Labs by school/division. Some of these labs are also used for teaching.

Table 3
Computer Labs by School/Division

School/Division	
School of Architecture	2
School of Education	2
Division of Science	12
Grove School of Engineering	20
Humanities and the Arts	9
Colin Powell School	3
Center for Work Education (CWE)	2
College Libraries	3
SEEK Program	2
Student Affairs	3
Total # of Labs:	**58**

Divisional Support currently covers CUNY School of Medicine, Engineering, Science, Accessibility, Architecture, CWE and Public Safety. Support ranges across all areas of Frontline Services. Some employees handle system administration tasks, others desktop support and others lab support. Several of the Divisions receive Tech Fee dollars to supplement their lab support. This entire area of Divisional support will continue to be analyzed by the FIT Task Force for further recommendations.

As we look for cost saving solutions for our labs, we must look at virtualization. Not only can we extend the life of older equipment through virtualization, but we can also customize images so that a lab can be multi-purpose. For example, an engineering lab could be used to host a science class and all of the software needed for the science class would be virtually available during the time the class was operating. This is an area we should explore short-term as the savings of replacing computers could be reduced and space management issues may be more easily resolved.

Application Services

The Application Services area reports to a Director and has five (5) FTEs and two (2) hourly employees that provide Programming, Reporting, Web Services, and Broadcast Services. The group has recently lost one of its programmers and therefore production is slower. Areas for consideration include the addition of a high-level Database Administrator to support the growing need for data analytics and buildout of decision making systems.

Application Services has undertaken multiple projects to increase productivity. We will continue to seek out areas where we can automate tasks and reduce workload of staff members so that they can focus on work that may not be getting the needed attention it deserves. Some of the projects that we are currently engaged in will have a large impact on reducing work for staff members. An example of one of these projects is an Adjunct Appointment System that electronically handles reappointments, which occur every semester and currently require a large amount of manual labor.

This area also handles the support of several departmental websites and does broadcast communications for the campus.

As we look to utilize data analytics to help us improve services, retain students, and improve graduation rates, the services that are provided by OIT become more and more vital to the College's success. As Institutional Research handles some of this data, opportunities may exist to leverage personnel and cross-train.

Academic Services

The Academic Services area reports to a Director and has one (1) FTE and two (2) hourly employees along with six (6) Tech Fee College Assistants and two (2) Federal Work Study staff. The area of Academic Services supports equipment loaning to faculty and students, provides design services for classroom technology and architects solutions for media spaces across campus. We are considering moving the equipment loaning portion of this group to Frontline Services where we can take advantage of a combined staff and potentially reduce the overall number of hourly workers used on both teams.

Academic Services primary responsibility is to ensure that technologies needed for teaching and learning are being evaluated and considered for our classrooms. As we continue to rely more and more on technology as part of pedagogy, it is important that we are able to service a classroom quickly, as soon as the faculty member requests it. As of now, much of this is handled by this group. We are considering making this a part of Frontline Services by folding the two groups together. This should strengthen both groups but we would retain the architect function of Academic Services to help us evaluate and select technologies.

Additional IT Personnel

In addition to the areas detailed above, IT also has a Business Services Director, a Procurement agent (works at the campus Procurement Office), and one part-time staff to handle our purchases, CUNY First input, Tech Fee and Budget. We also have a Project Manager and a Grant Support staff member. Table 4 below represents the OIT personnel data.

OIT Personnel and Staffing Conclusion

While additional staff have been requested in the final report, it should be noted that it is understood that budget considerations make it difficult to fulfill these requests. With that in mind, there are a few requests that make financial sense. Hiring cable installers will save the college money in contractor costs. If we move forward with upgrading classroom technology, it will also make financial sense to hire AV technicians, as the cost of installation is very high for these projects.

Table 4.
FY'18 OIT Personnel

	Full-time	OIT Temp Services		Tech Fee Temp Services	
	# of FTE	IT-Hourly	CA(s)	IT-Hourly	CA(s)
Office of AVP & CIO	1				
Grant Support	1				
Infrastructure	14	3	2		
Frontline Services	15		2	16	24
Academic Services	1	1		1	6
Application Services	6	2			
IT Business Services	2	1			
School/Division Labs					6
Total Personnel	**40**	**7**	**4**	**17**	**36**

The capital cost of the Facilities and Information Technology infrastructure on the CCNY campus is in the hundreds of millions of dollars. It is the expectation of the City University of New York that CCNY take ownership and be the steward for the preventative, routine and corrective maintenance needs of the campus. However, to fully understand the complexity of this charge one needs to take a step back and understand the history for how facilities maintenance on the campus use to be funded.

As part of our research we have learned that the cost of maintenance use to be subsidized to the CCNY campus by both CUNY and DASNY in the following ways. First, CUNY use to receive a lump sum amount of money termed "Minor Repair Money" in the range of $7M from NYS at the beginning of each fiscal year that would be earmarked for maintenance at senior campuses. CCNY's share of the Minor Repair Money was in the range of $1M. This money would be used for repair and maintenance of facilities infrastructure across the campus as needed. A second funding source was provided through and administered by DASNY that was termed "Building and Equipment" or B&E funding. This funding was the result of the interest on the investments from bond borrowings and would be in the range of $65M. There are no accounting records of this money since the program was administered by DASNY, but it is believed that CCNY's share of the B&E money was in the range ±$10M per year. This money was not considered as "capital" and therefore could be used for larger maintenance projects, such as re-tubing boiler numbers 2 and 3 in or around 2004, maintaining the chiller plant with an annual cost of ±$500,000, repairing variable frequency drives across campus and other such work that required contractor support to accomplish. In or around 2004 to 2006 the B&E funds that were used for facilities maintenance were taken away from the CUNY campuses by NYS. We are told that the Minor Repair Money was taken away from the CUNY campuses some time before that, possibly between the years 2000 to 2004.

As can be seen from the above, the Minor Repair Money and the B&E funds were important linchpins to the overall maintenance of the Facilities and Information Technology Infrastructure on the CCNY campus. The point where deferred maintenance substantially took hold can also

be discerned as those dates when these funds were taken from the campus, resulting in a 10 – 15 year period where the maintenance needs of the campus were unfunded.

For many years preceding the termination of the Minor Repair Money and B&E funds, the culture of the campus was that DASNY would handle any larger scale maintenance that was needed with the campus only responsible for the maintenance that could be handled in-house. As it seems to have happened, the termination of the Minor Repair Money and B&E funds occurred without planning, leaving the campuses to figure-out how maintenance was to be accomplished. Even after the removal of the B&E funds, the culture of the campus was so tied to DASNY performing maintenance that broken equipment laid in abeyance with the belief that DASNY would someday handle the repairs. Needless to say, that someday never happened and we are now at a point where deferred maintenance needs to be addressed.   It should be understood that at this point in time, unless campus maintenance can be pigeonholed as Capital Work, CUNY and DASNY take no role in campus maintenance and, that said campus maintenance is solely funded through the campus tax levy budget.

In addition to the scope of maintenance described above, the campus is also responsible for maintaining ±3.4M square feet inclusive of cleaning, repair and replacement. Much of this maintenance is handled through the Facilities and Infrastructure Technology staff, but a large portion needs assistance from outside vendors. For FY'19 it is estimated that the preventative maintenance contracts for the CCNY campus will be in the range of $3.4M. Tables 5x & 6x illustrate the preventative maintenance contracts for both the North campus and South campus areas respectively.

Table 5.1

FY'19 Proposed North Campus Preventative Maintenance Contracts				
VENDOR	DESCRIPTION	TRADE	ANNUAL AMOUNT	CONDITION
ASSOCIATED BOILER (A.B.L.E. Company)	BOILER MAINTENANCE	ENGINEER	$ 100,000	Mandatory
BARCLAYS WATER TREATMENT	WATER TREATMENT	ENGINEER	$ 100,000	Mandatory
CONTROL SOLUTIONS	BUILDING MGMT. SYSTEM SERVICE-PM	ENGINEER	$ 25,000	Mandatory
DAIKIN McQUAY	CHILLER MAINTENANCE	ENGINEER	$ 250,000	Mandatory
SCALES INDUSTRIAL	AIR COMPRESSOR MAINTENANCE	ENGINEER	$ 6,500	Advised
SIEMEN'S INDUSTRY	VIVARIUM- BMS MAINTENANCE	ENGINEER	$ 63,860	Mandatory
TO BE BID	SPRINKLER STANDPIPE HYDROSTATIC	Engineering	$ 130,000	Mandatory
ARI – FLEET	VEHICLE REPAIRS	Operations	$ 180,000	Mandatory
SLADE ELEVATOR	ELEVATOR - PM CONTRACT	Opertions	$ 783,089	Mandatory
WELD OR CUMMINGS	Generator Service	Operations	$ 85,000	Mandatory
WEX – FUEL	FUEL	Operations	$ 110,000	Mandatory
AMERICAN LAMP RECYCLING	LIGHT BULB RECYCLING	EHOS	$ 13,000	Mandatory
CENTRAL OFFICE ALARM	FIRE ALARM MONITORING	EHOS	$ 20,000	Mandatory
ENVIRONMENTAL ENGINEERING SOL.	EMISSIONS REPORTING	EHOS	$ 15,000	Mandatory
FIRE SAFETY DIRECTORS (PERMITTING)	PERMITTING	EHOS	$ 5,000	Mandatory
LANDAUER	RADIATION MONITORING	EHOS	$ 5,000	Mandatory
MJWTS	RADIATION Instrument Calibration	EHOS	$ 10,000	Mandatory
NEW YORK ENVIRONMENTAL	ASBESTO Testing	EHOS	$ 4,500	Advised
O'Brien & Gere Engineering	PETROLEUM BULK STORAGE TANK SERVICE	EHOS	$ 42,000	Mandatory
RC TESTING	FUME HOOD TESTING	EHOS	$ 12,000	Mandatory
RED HAWK	Fire Alarm Inspection Services	EHOS	$ 135,000	Mandatory
ROSEWOOD FIRE	FIRE EXTINGUISHER INSPECTIONS, SERVICE	EHOS	$ 8,000	Mandatory
ROSEWOOD FIRE	Replacement of Fire Extinguishers	EHOS	$ 60,000	Mandatory
SIEMEN'S INDUSTRY	VIVARIUM- FIRE ALARM	EHOS	$ 7,611	Mandatory
SIEMEN'S INDUSTRY	SPITZER- FIRE ALARM	EHOS	$ 55,881	Mandatory
TRIUMVIRATE ENVIRONMENTAL	WASTE MANAGEMENT	EHOS	$ 5,000	Mandatory
VERRAZANO EXTERMINATING	PEST MANAGEMENT SERVICES	EHOS	$ 90,000	Mandatory
RICHO	Color Copier Maintenance	Reproduction	$ 35,000	Advised
KONICA MINOLTA	Black & White Copier Maintenance	Reproduction	$ 30,000	Advised
PITNEY BOWES	Postage Machine	Reproduction	$ 11,000	Advised
NEOPOST	Receiving database and hardware maint.	Reproduction	$ 2,000	Advised
	Maint. for Duplofolder folding machine	Reproduction	$ 1,000	Advised
XEROX	Copier Lease	Reproduction	$ 9,000	Mandatory
TOTAL			$ 2,409,441	

Table 5.2
North Campus OIT Preventative Maintenance Contracts

Vendor	Description	Yearly Cost
	Hardware	
Dell	Enterprise Backup Systems & Email sever	$ 67,251.00
GIOIA P AMBRETTE INC	Voice Mail System	$ 16,533.00
HP	Active Directory AD -Server	$ 9,469.00
iSecure LLC: JZ	Procera Security Device	$ 5,966.00
Lane Refrigeraton Co Inc.	AC Maintenance for PBX Switches	$ 12,000.00
NEC Corpration of America	PBX Maintenance & monitor	$ 51,785.00
Paetec	Phone Line T-1 - PRI for CDI	$ 66,891.00
Vandis	Palo Alto Firewalls	$ 49,000.00
Vandis	InfoBlox DSN	$ 6,500.00
Virtuit Systems	Compellent-Storage	$ 38,000.00
Sub-total		**$323,395**
	Software	
Apple	Apple Developer Program	$ 107.79
Aurea Lyris Inc	Broadcast List-Serv	$ 5,000.00
Dyntek Services Inc	Commvault Endpoint Backup	$ 15,941.00
ExQuilla Addon	(1) ExQuilla email migragration	$75.00
IBM	SPSS Statistics Standard	$ 6,000.00
Parallels	Plesk Web Host	$ 315.00
ProcessMaker Inc	ProcessMaker	$ 12,995.00
SHI	EnCase Enterprise SMS	$ 3,597.00
SHI	LiquidFiles -FTP Server	$ 1,419.98
SHI	Patch Management	$ 22,965.00
SHI	Kiwi Syslog Server	$ 202.39
West Unified Comm Services	Blue Jeans video conferencing	$ 14,420.00
Sub-total		**$83,038**
Grand Total		**$ 406,433.00**

Table 6.1

FY'19 Proposed South Campus Preventative Maintenance Contracts

VENDOR	DESCRIPTION	TRADE	ANNUAL AMOUNT	CONDITION
ABLE	Boiler Maintenance	Engineering	$ 15,000	Mandatory
Dakin McQuary	Maintenance for three Multi-Stack Chillers	Engineering	$ 16,000	Mandatory
Barkley	Boiler and Chiller Water Treatment	Engineering	$ 30,000	Mandatory
Siemens	BMS Control System	Engineering	$ 65,000	Mandatory
D&L Installations	Air Compressor Maintenance	Engineering	$ 15,000	Advised
Vaccum Pump Service	Vaccum Pump Service	Engineering	$ 12,000	Advised
	Lighting System	Engineering	$ 4,000	Advised
PVR	Boiler Controls and Calibration	Engineering	$ 40,000	Mandatory
Harris (or equal)	Cold Rooms	Engineering	$ 40,000	Advised
Pure H2O	RO Water Treatment	Engineering	$ 30,000	Advised
H.O. Penn	Emergency Generator PM	Operations	$ 37,000	Mandatory
Eaton Company	High Tenson Service	Operations	$ 129,000	Mandatory
Fujitech	Elevator PM Contract	Operations	$ 81,000	Mandatory
Unknown	Landscape Contract	Operations	$ 140,000	Advised
UNknown	Curtain - Shade PM	Operations	$ 20,000	Advised
Tractel	Window Washing Machine Maint.	Operations	$ 29,000	Advised
Unknown	Standpipe Testing and Backflow Preventer Certification	Operations	$ 5,000	Mandatory
Verrazano Exterminators	Extermination Services	EHOS	$ 22,000	Mandatory
American Lamp Recycling	Lamp and electronics recycling	EHOS	$ 8,000	Mandatory
Siemens	Fume Hood Certification / Testing	EHOS	$ 110,000	Mandatory
RC Testing	Biosafety Cabinets Certification	EHOS	$ 5,000	Mandatory
Rosewood	Fire Extinguisher annual testing	EHOS	$ 4,000	Mandatory
Unknown	Acid Neutralization System Service	EHOS	$ 10,000	Mandatory
Siemens	Fire Alarm	EHOS	$ 120,000	Mandatory
Rosewood	Fire Extinguisher replacement	EHOS	$ 3,000	Mandatory
Central Alarm Monitoring	FDNY Alarm Monitoring	EHOS	$ 5,000	Mandatory
TBD	Service to Pre-Action System for Fire Supression	EHOS	$ 15,000	Mandatory
Vertiv	UPS/Battery Fixed Contract	IT	$ 29,000	Advised
Total			**$1,039,000**	

Table 6.2

South Campus OIT Preventative Maintenance Contracts

Vendor	Description	Yearly Cost
	Hardware	
Dell	Blade servers for VM	$ 14,000.00
Dell	Dell PowerEdgeM I/O Aggregator	$ 1,955.00
NetApp	Storage	$ 31,219.00
Presidio/ went to QED Inc	APC /UPS)	$ 3,900.00
SHI	F5: BIG-IP	$ 26,000.00
Vandis	Infoblox -DNS	$ 13,000.00
VirtuiT System	Liebert Vertic - UPS	$ 25,000.00
Virtuit Systems	Compellent-Storage	$ 38,000.00
Sub-total		**$ 153,074.00**
	Software	
Aruba	ClearPass, 7220 Controllers	$ 41,680.00
Presidio	NetBrain Monitors	$ 25,136.00
SHI	SolarWinds Network Performance	$ 9,000.00
Vandis	Palo Alto Networks	$ 49,000.00
Sub-total		**$ 124,816.00**
Grand Total		**$ 277,890.00**

Research carries an extra burden to the maintenance needs of the campus. Again, prior to the Minor Repair Money and B&E funds being taken away, the committee has been told that the maintenance needs for the campus' research community was well handled. For example, autoclave equipment or cold boxes used in many research laboratories across campus were covered by annual preventative maintenance contracts. Today, preventative maintenance contracts are not purchased by the science department nor any other department on-campus for the maintenance and repair of specialty equipment dedicated to the research community. The FIT Task Force understands the constraints of the Facilities and IT budgets, but at the same time holds strong belief that since the campus elected to attract research in the first instance that the campus now carries a responsibility to provide adequately maintained facilities in support of the research programs and research grants it oversees. To that end, the FIT Task Force recommends that a percentage of the IDC funds, which sometimes amounts to 61-percent of grant awards being returned to the college for operating costs, be separated into a sinking fund account that can be used to defray the cost of the maintenance of facilities and equipment needed to support the research for which the grants were intended. This conversation is seen as one that needs to occur soon.

From the above it can be inferred that the deferred maintenance of the campus infrastructure that has led to the current condition of equipment began or was accelerated in or around 2004 – 2006 when the Minor Repair Money and the B&E funding was taken from the campus, leaving all maintenance formerly undertaken with funds from those programs to the campus OTPS budget. One also needs to understand the spectrum of maintenance needs on campus, each with customers who hold widely different challenges and expectations in order for them to effectively do their jobs. In the end, quality maintenance is and will always be a function of resources in the form of personnel to undertake the work, budget to purchase the services and supplies and Administrative support to understand the complex and dynamic environment nature of the work and to help navigate the divide between customer service and maintenance support. Information on the OTPS budget and how that interplays with the preventative maintenance is shown in the following section.

Facilities OTPS Budget:

Table 7 illustrates the Other Than Personnel Services (OTPS) budget for the Department of Facilities Management for 2010 to 2018. From Table 7 one can see that the level of spending decreased by 33-percent at year 2012 and remained at this level for two years. 2014 showed a slight increase in spending and then remained constant at ±$3M through 2016. 2017 showed another increase and continued through 2018.

Table 7

Fiscal Year	OTPS Budget	OPTS Actual Expense	OTPS Unexpended
2010	unknown	$ 3,539,116	$ -
2011	unknown	$ 3,540,169	$ -
2012	unknown	$ 2,386,674	$ -
2013	unknown	$ 2,352,915	$ -
2014	$ 3,311,599	$ 2,816,313	$ 495,286
2015	$ 4,065,044	$ 3,041,671	$ 1,023,373
2016	$ 3,584,836	$ 2,923,273	$ 661,563
2017	$ 4,386,991	$ 3,649,203	$ 737,788
2018	$ 5,446,325	$ 4,645,325	$ 801,000
Total	**$ 20,794,795**	**$ 28,894,659**	**$ 3,719,010**

Note: 2018 Actual OTPS Is an estimated

Table 8 breaks-out the North Campus and South Campus budgets separately to illustrate the onset of the ASRC/CDI building which occurred in 2015/16. With the advent of the ASRC/CDI buildings the North Campus budget decreased by ±30-percent in comparison to the FY'14 budget and FY'10 and FY'11 expenditures.

Table 8

Fiscal Year	North Campus Budget OTPS Budget	OPTS Actual Expense	OTPS Unexpended	vs	South Campus Budget OTPS Budget	OPTS Actual Expense	OTPS Unexpended
2010	unknown	$ 3,539,116	$ -		$ -	$ -	$ -
2011	unknown	$ 3,540,169	$ -		$ -	$ -	$ -
2012	unknown	$ 2,386,674	$ -		$ -	$ -	$ -
2013	unknown	$ 2,352,915	$ -		$ -	$ -	$ -
2014	$ 3,311,599	$ 2,816,313	$ 495,286		$ -	$ -	$ -
2015	$ 2,936,732	$ 2,402,629	$ 534,103		$ 1,128,312	$ 639,042	$ 489,269
2016	$ 1,519,107	$ 1,279,127	$ 239,980		$ 2,065,729	$ 16,441,046	$ 421,583
2017	$ 2,007,464	$ 1,777,619	$ 229,845		$ 2,379,527	$ 1,871,584	$ 507,943
2018	$ 2,031,713	$ 1,781,713	$ 250,000		$ 3,414,612	$ 2,863,612	$ 551,000
Total	**$ 11,806,615**	**$ 21,876,275**	**$ 1,749,214**		**$ 8,988,180**	**$21,815,284**	**$ 1,969,795**

Note: 2018 Actual OTPS Estimated

Regarding the OTPS budget, one of the largest costs that is incurred is that of preventative maintenance contracts. Table 5.1 and Table 6.1 illustrate the preventative maintenance contracts for the North Campus and South Campus budgets respectively. From these tables the maintenance contracts have been separated into two categories, mandatory and advised. Mandatory preventative maintenance contracts are driven by regulatory or CUNY guidelines. Maintenance contracts identified as 'Advised" are recommended for the operation of the campus. In total, the value of the preventative maintenance contracts is equal to $3,368,441. This represents 100% of the current OTPS actual expenditures shown in Table 5.

Table 9 includes a proposed four year OTPS budget for the Facilities Department. From Table 9 it is recommended that the OTPS budget for the Facilities Department be increased to ±$7.5M in FY '19 with a 5-percent increase to FY'22. Personnel services are estimated based upon the proposed staffing plan shown in Table 2 as implemented over a 4-year period. The results of this budget will be that maintenance contracts needed to provide a continuity of operation on-campus will be in-place together with the resources (personnel and funding) necessary to repair out-of-service mechanical equipment, hire contractors needed for specialty maintenance, undertake in-house preventative maintenance programs, maintain the integrity and usefulness of maintenance equipment, expand the depth and skill-sets of the personnel in the Facilities Department to match the needs of the campus and elevate the overall quality of life for the campus community.

Table 9

CCNY Office of Facilities Management

4-Year Budget Projection

	FY 2019	FY 2020	FY 2021	FY 2022
Regular - PS Cost	$ 15,802,445	$ 17,098,623	$ 18,319,999	$ 20,126,080
OTPS	$ 7,463,946	$ 7,837,143	$ 8,229,000	$ 8,640,450
Grand Total	$ 23,266,391	$24,935,766	$ 26,548,999	$ 28,766,530

Note: Personnel costs do not include OT, Shift Differential, Temp Service. Or Holiday Pay

Table 9.1 shows a proposed four year budget plan for the Office of Information Technology. The additional $1.4M at least for FY 2019 will be used to start upgrading campus network infrastructure, main PBX phone system, Smart-Classroom AV equipment, etc.

Table 9.1

CCNY Office of Information Technology

Next 4-Year Budget Projection

	FY 2019	FY 2020	FY 2021	FY 2022
PS Regular	$3,934,175	$3,934,175	$3,934,175	$3,934,175
Temp Services	$605,699	$605,699	$605,699	$605,699
OTPS	$2,749,082	$2,659,682	$2,646,182	$2,671,377
Total	$7,288,956	$7,199,556	$7,186,056	$7,211,251

Form Table 7 and 8 one can see that approximately $750,000, or ±18-percent, remains in the budget at the end of the fiscal year. This results from a number of factors such as purchase

orders not issued, invoices not paid in the fiscal year where the expense was incurred, services or supplies not received by the end of the fiscal year and contractual anomalies. Annually the Facilities Department processes approximately 400 purchase requisitions through the CUNYFirst system, which requires in-puts from both Facilities, CCNY Purchasing, CUNY Purchasing and NYS for a purchase order to be issued. Needless to say this process has been found not to be user-friendly and does cause a backlog of purchase requisitions for any point in time. For FY'16, FY'17 and FY'18 the average length of time for a purchase order to be issued once a Purchase Requisition was entered was equal to 72-days, 59-days and 69-days respectively. This data does not include purchase requisitions that could not be issued due to contractual issues.

Preventative maintenance contracts have a strong influence on the OTPS budget. Drivers for preventative maintenance contracts are regulatory based, institutional based as mandated by CUNY and locally driven by the needs of the campus. For FY'19 it is estimated that the Facilities preventative maintenance contracts for the North Campus will be equal to ±$2.4M and the South Campus equal to ±$0.96M for a total of ±$3.36M. The OTPS budget is also driven by the level of annual routine and corrective maintenance that is needed on the campus together with the level of deferred maintenance that has transpired over the years and now needs to be addressed. Simply put, the maintenance that is required for the campus boiler plants could easily reach $250,000 in a good year and 4x that in the event of a failure. Next year the NAC Chiller Plant will need to start the 5-year overhauls for the three steam chillers. Each of these overhauls will cost a minimum $100,000. If possible the overhauls will be done over three consecutive years. This is on and above the routine and corrective maintenance for the chiller plant which alone can be another $200,000.

Deferred maintenance holds different needs and shapes its own dimension on the OTPS budget. For too many years the campus has been treading a fine line wherein primary lead equipment was not replaced but instead secondary or lag equipment was used with no back-up. In 2018 the Facilities Department began correcting some of this deferred maintenance but more needs to follow for the next four years in order to keep critical systems operating with suitable back-up in-place to avoid catastrophic failures. Along with the strategy for correcting the deferred maintenance is the need to build an adequately stocked spare parts inventory for critical mechanical equipment so that corrective maintenance can be initiated in a timely manner as opposed to waiting long lead times for equipment orders to be processed and filled. Where possible we are being strategic with our spare part selections such that they will be able to be used in more than one application.

A strategic four (4) year budget and staffing plan will bring the following benefits to the campus community:

- The Planning Department to hire outside consultants as needed for projects that arise throughout the year;

- The Trades Department to purchase the level of supplies needed to support the maintenance workers, plumbers, electricians, carpenters, and lock smiths throughout the year;

- The Trades to be able to hire outside contractors to perform specialty work such as replacing the exterior control joints or repairing building roofs, both to eliminate water from intruding into buildings;

- The Department of Environmental Health and Occupational Safety to support the programs offered by the Grove School of Engineering, the Division of Science, the Center for Discovery and Innovation and all of the mechanical, chemical, research and teaching labs across the campus;

- The Engineering Division to be able to maintain and repair mechanical equipment throughout the campus, address failures, upgrade system technology, and maintain the second largest boiler plant in NYC; and,

- The Cleaning Division to be able to increase the level of cleanliness across all campus spaces which in-turn increases customer satisfaction and provides for a better quality of life on-campus.

Optimizing the use of the Facilities Budget each year needs to be a priority. Improvement initiatives that could help to increase the spend-down level are as follows:

- Increase the number of open market contracts available to the Facilities Department. This will reduce the number of purchase requisitions that the CCNY Purchasing Department needs to process and will allow products and services to be furnished in a more timely manner;

- Establish authorizations for the Facilities Department to purchase from the NYS OGS Contract through a portal termed NYS eMarketplace. This will allow the Facilities Department to purchase items that are available on the OGS site without the need to process additional purchase requisitions through the CUNYFirst system;

- Allocate a purchasing representative to the Facilities Department whose main focus is the processing of Facilities Purchase Requisitions and bidding of items and services for the Facilities Department.

- Set-up preventative maintenance contracts for a 5-year term so that they are in-place at the beginning of the fiscal year, as opposed to waiting 3-9 months for the contracts to be available to the Facilities Department.

- Develop metrics for how long purchase requisitions should remain in the CUNYFirst system without action;

- Establish a list of M/WBE and Veteran Owned Business for the Facilities Department where common items such as lumber supplies (which always has a long lead time) can be purchased more easily; and,

- Look for opportunities to join Purchasing Consortiums, such and E&I which the college is a member, to help streamline the purchase of goods and services.

OIT Budget and OTPS

Historically, OIT's budget and OTPS has provided for Personnel Services and Operating Expenses (Other Than Personnel Services). Occasionally, OIT will receive funding outside of the normal budgeting channels, such as in FY '17 when OIT received $527,650 as part of an online education grant awarded by CUNY to the Provost's office. Additionally, budget allocation comes from both North and South campus funds. Table 10 represents the department expenditure budget for the past five years. Note: The OIT proposed allocation for FY 2018 was $5,802,475. As of July 31, 2018, $5,512,919 has been paid (see Table 10 below). Leaving a balance of $289,556. Of this $289,556 we asked Eva Medina to transfer $200,000 to Facilities. Leaving a balance of $89,556 which will be used to pay for pending invoices as Account Payable is still paying invoices.   Also notice that personnel salaries in FY 2017 was higher than previous years due to the retro-active salary payment increase.

Table 10
OIT 5-Year Historical Budget

Allocation	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
OIT	$3,492,563	$3,810,505	$4,056,836	$4,966,275	$5,802,475
Online Education Grant				$527,650	
Total	**$3,492,563**	**$3,810,505**	**$4,056,836**	**$5,493,925**	**$5,802,475**
Expenses					
Salaries					
Tax-Levy (Temporary Service)	$925,567	$614,865	$470,751	$548,456	$557,960
Personnel Services (Regular -PS)	$1,995,809	$2,179,210	$2,504,870	$3,291,994	$3,539,977
Total	**$2,921,376**	**$2,794,075**	**$2,975,621**	**$3,840,450**	**$4,097,937**
Other than Personnel Services (OTPS)					
Information Technology Service	$294,837	$707,261	$769,468	$836,800	$1,123,186
Telecommunications	$276,350	$309,169	$311,747	$289,025	$291,796
Online Education Grant				$527,650	
Total	**$571,187**	**$1,016,430**	**$1,081,215**	**$1,653,475**	**$1,414,982**
Total Expenses	**$3,492,563**	**$3,810,505**	**$4,056,836**	**$5,493,925**	**$5,512,919**

Currently, OIT's budget includes approximately $55,000 that is designated for equipment replacement. This amount covers very little in the way of replacements and is generally for IT departmental equipment. Occasionally, we will purchase equipment for a Division in emergency situations.

It is the FIT Working Group's recommendation that the College consider a comprehensive equipment replacement plan. Keeping relatively current on the infrastructure hardware and classroom equipment will provide the services our faculty and students expect and position us to utilize the latest pedagogical practices.

Table 11 below shows the current state of much of our infrastructure equipment.

Table 11
Networking Equipment

Device Types	# of Devices	# of Device at (EOL)
Traffic Application	1	1
Cisco Routers	4	
Network Firewalls	4	
Cisco Switches	291	177
Wireless Access Points(AP)	586	140
Grand Total	**886**	**318**

Excluding the equipment located in the following buildings, ST (Steinman), SH (Shepard) and MR (Marshak) which are being replaced as part of a capital project, we have more than 100 additional switches that are operating at End of Life (EOF) today. These devices are no longer supported and in many cases parts are not available for them if they break. Operationally, they do not handle the demands of our faculty, students or staff. Network equipment typically has a lifespan of six to seven years. We recommend a rapid replacement of End of Life equipment with a future replacement schedule refreshing our network equipment every six to seven years.

Servers should be replaced every six to eight years. As you can see from Table 12, we have 25 servers that are at End of Life. Our demand for storage continues to grow and as we develop online content and move towards electronic record keeping, storage demand will increase significantly. Recently, through a CUNY online education grant, we purchased a new storage system for storing online content as well as other things. That system is in good shape as it is new but our storage system that stores email is at End of Life.

Table 12
OIT Servers and Storage Equipment

Device Types	# of Devices	# of Device at (EOL)
NetApp- (Controllers)	2	
Compellent- (Controllers)	4	
Physical Servers (VM hosts)	57	25
Enclosure (NetApp + Compellent)	13	2
Disk-drive	89	24
Grand Total	**165**	**51**

The Telecommunications systems consists of a PBX phone system for North campus and a Voice over IP (VOIP) system for CDI. Table 13 shows CCNY telecommunications equipment that is end of life. The primary PBX that support the majority of CCNY will be End of Life in December 2018. From Table 13, the FIT Task Force recommends replacing this system by EOL to avoid phone disruption that could be very costly for the College.

Table 13
Telecommunications Systems

Device Types	# of Devices	# of Device at (EOL)
NEC PBX(Phone System)	2	2
NEC PBX Battery Backup	2	2
Telecom –main Air Conditioner AC)	2	2
Campus Emergency Phones(Talk-A-Phone)	87	87
Grand Total	**93**	**93**

Equipment for teaching and learning includes lab and classroom computers and Audio Video Equipment. This technology is a major part of teaching and learning. Most of our AV equipment is so old that it requires VGA connectivity and does not support high definition video. Many of our PCs will not support software needed for instruction. The tables 14 and 15 below show the state of the AV and PC equipment.

The replacement plan for equipment can be categorized in two distinct domains – infrastructure equipment, which supports the college as a whole, and user-based equipment, which is primarily desktops for individual users and labs. Plans have been submitted to SVP Zinnanti and VP Lam for network infrastructure replacement as a top priority. Depending on budget relief, plans for other infrastructure equipment have been submitted as well.

OIT will continue to work with BMCC to obtain equipment they have replaced as it is usually several years newer than the equipment we are replacing. We will also be looking to virtualize were possible to expand the life of desktop equipment.

Table 14
AV Equipment

School/Divison	Category	School/Division AV & SmartBoard Data			
		# of Devices/ (2004-2008)	# of Devices/ (2009-2013)	# of Devices / (2014-2018)	Total
School of Architecture					
	Projector	**9**	**-**	**-**	**9**
School of Education					
	Projector	6	6	2	**14**
	SmartBoard	4	-	7	**11**
		10	**6**	**9**	**25**
Divison of Science					
	Projector	**-**	**2**	**-**	**2**
Grove School of Engineering					
	Projector	2	3	6	11
	SmartBoard	-	4	2	6
		2	**7**	**8**	**17**
Humanities and the Arts					
	Projector	10	4	9	23
	SmartBoard	-	3	-	3
		10	**7**	**9**	**26**
Center for Work Education (CWE)					
	Projector	**-**	**2**	**12**	**14**
	SmartBoard	-	-	-	
Information Technology (iMedia)					
	Projector	26	83	47	156
	SmartBoard	-	-	4	4
		26	**83**	**51**	**160**
SEEK Program					
	Projector	**-**	**2**	**-**	**2**
Total # of Projectors	Projector	53	102	76	231
Total # of SmartBoards	SmartBoard	4	7	6	17
Grand Total (devices)		**57**	**109**	**82**	**248**

Table 15
Computer Equipment in CCNY Computer Labs

School/Divison	Category	# of Devices/ (2003-2009)	# of Devices/ (2010-2013)	# of Devices / (2014-2018)	Total
School of Architecture					
	PC Desktop	**25**	**32**	**32**	**89**
School of Education					
	PC Desktop	1		80	
	Laptop/Tablet		5		
	Apple Desktop		8	12	
	Apple Laptop	20			
	iPad/iPod		49		
		21	**62**	**92**	**175**
Divison of Science					
	PC Desktop	78	76	53	
	Laptop/Tablet	5	15	50	
	Apple Desktop		12		
		83	**103**	**103**	**289**
Grove School of Engineering					
	PC Desktop	**48**	**174**	**271**	**493**
Humanities and the Arts					
	PC Desktop			26	26
	Apple Desktop		53	97	150
	Apple Laptop			7	7
		53	**130**	**183**	
Colin Powell School					
	PC Desktop		**36**	**57**	**93**
Center for Work Education (CWE)					
	PC Desktop			23	23
	Laptop/Tablet		30	5	35
	Apple Desktop	4			4
	Apple Laptop			5	5
		4	**30**	**33**	**67**
Information Technology &					
Other Computer Labs	PC Desktop	37	167	167	
	Laptop/Tablet		12	149	
	Apple Desktop		81		
	Apple Laptop			25	
		37	**260**	**341**	**638**
Student Affairs	PC Desktop		17		
	Apple Desktop		22	10	
		39	**10**	**49**	
SEEK Program	PC Desktop		**12**	**20**	**32**
Grand Total		**218**	**801**	**1089**	**2108**

IV.   **Research**

As with other universities, academic research at CCNY takes many different forms – involving anywhere from individuals to groups, in facilities ranging from single offices to large multiuser equipment installations. Clearly, these different research modes have markedly different requirements for facilities, IT and space resources on campus; STEM (Science, Technology, Engineering and Mathematics) research modes are typically more demanding on these resources than for other fields, given their integral use of large and specialized experimental and computational instrumentation with often complex infrastructure requirements.

Among campuses in the CUNY system, CCNY has traditionally been the leader in STEM research. According to the 2016 RF-CUNY Annual Report, of all of the 24 CUNY colleges, CCNY leads CUNY with over $51.7M in external funding[ii]. CCNY research grants account for 30% of all CUNY research awards. This leadership position has been strengthened during the Decade of Science (2005-2015), City University's commitment to advancing science at the highest levels by investing over $1 billion on the construction and modernization of science facilities. While this initiative has enhanced STEM operations across campuses, its greatest impact has been felt on the CCNY south campus with the addition of 215,000 NASF (400,000 GSF) of research space through the CCNY Center for Discovery and Innovation (CDI) and CUNY Advanced Science Research Center (ASRC). As a result, the percentage of research space on the CCNY campus increased from 11% in 2013 to 24% in 2016. Research space on the CCNY campus now accounts for 46% of all CUNY research space.

With these new research opportunities – especially, the starting of new research initiatives – comes the requirement for substantial long-term commitments to ensure the upkeep of specialized infrastructure needed for this work. In particular, such activity requires well-functioning physical and IT infrastructure for research to proceed in a timely and effective manner; indeed, such is explicitly or implicitly assumed to be in place for federal research grants. Yet, a preliminary analysis of budget trends over the past 10 years indicate that the substantial increase in research infrastructure (+59% without ASRC, +124% with ASRC) has not been accompanied by a commensurate increase in resources for Facilities Management and OIT. When the two new buildings opened in 2015, the tax levy budgets of these two departments were at an all-time low (-19% and -43%, respectively, compared to five years earlier). Although the trend has been reversed in the past two years, current tax levy allocations have not yet caught up with the levels of 10 years ago despite substantial increases through two rounds of contractual salary increases.

We note that this decrease in tax levy spending for the facilities and OIT budgets has not been offset by increased spending from other sources, particularly indirect ("overhead") funds from research grants. A cursory review of the past five years' data shows that while external awards have generated a fairly constant amount of overhead since 2013 ($9M a year on average), Facilities and OIT received no significant funding from IDC during that period ($300K total in five years). Even more alarming, the share of IDC spending by academic units dropped from $5.1M in 2013 to $2.7M in 2017.   Regarding IDC, a recommendation can also be made for the CUNY Graduate Center, who occupies the ASRC building, be responsible for defraying portions of their building maintenance through the IDC grants secured for their research endeavors.

What are the appropriate levels of funding to insure the viability of the research infrastructure throughout the CCNY campus? This is what this committee will attempt to answer over the next three months.

Adequate resources for FIT, while a critical component of successful research, is only one of the areas most in need of improvement as far as their impact on the conduct of research. The committee has identified several other areas and will make recommendations for each of them:

- Transparency in use of indirect costs for academic research; establishing separate overhead budgets for FIT that will be earmarked for research infrastructure support;
- Better communication between FIT and researchers:
    - implement ongoing feedback mechanisms to gauge customer satisfaction (e.g., forumCures)Identify physical space and IT needs specific to cutting-edge research (e.g, networking speeds and bandwidth);
    - open, two-way discussions to determine cost sharing between university and faculty;
- Better communication and cooperation between CCNY and CUNY ASRC; and,
- Transparency in criteria applied to optimizing utilization of research space across campus.

V.   **Space:**

The Physical spaces – rooms, gyms, labs, lecture halls, public spaces – we use to carry-out the work of the college is a silent but major part of our culture. The size, shape, furnishings and condition of our spaces determine directly and indirectly how well we function. And, the perceived condition of our facilities is taken as an indicator of our institutional health by students, faculty staff, donors and the public - prospective and current.

Facilities are also a major component of spending for such things as energy use, personnel deployment, and maintenance contracts for elevators and escalators, heating and cooling equipment.

The capital funding of the college, while separate from operational funding, is nevertheless closely related and must also be considered going forward.

Utilization

The "capacity" of the college can be measured in multiple ways including the amount and type of facilities available for the various uses such as instruction and research. The university collects data relevant to facilities capacity and there are means to determine from the data actual student and research capacities.

However, there are a number of intervening factors which can impact capacity, particularly student instructional capacity, including scheduling policies, use of technologies and instructional delivery means such as on-line courses.

Space Recommendations

Following are preliminary recommendations. Further collection and analysis of data will be required to prioritize and to add further detail.

Master Plan: Take steps to initiate a new campus Master Plan. The college's last masterplan was issued 46 years ago making it ten years older than any other CUNY senior master plan and well beyond the average cross-university age of 18 years. The master planning process provides a number of opportunities for facilities and overall campus improvement as well as reconciliation and recognition of the college's unique mix of academic activity.

Refurbish Cycle: Establish, budget-for, and carry-out regular cycles of finish, furnishings, and equipment refurbishment for spaces, particularly instructional, conference and public.

Design for Maintenance Reduction: Utilize materials and methods, and select furnishings and equipment to reduce maintenance costs and improve overall conditions. While initial costs might be higher, long-term maintenance costs can often be reduced by selection of more rugged finishes, materials and equipment. Simple design elements may also be employed to reduce maintenance and lengthen refurbish cycles.

Examine expedient (low cost) Space Improvement: Survey various types of spaces, particularly instructional, to determine opportunities for simple re-configuration and re-furnishing to expand capacity or improve utilization.

Examine capital-level (more extensive) Space Improvement: Survey instructional spaces to determine larger scale or more extensive opportunities for re-configuring space to adapt to changing needs in the Academic, Research and Public areas.

Data Sources

The university, in cooperation with each campus, maintains a comprehensive space and facility inventory (referred-to as the "Archibus" system) containing a wide range of information for every space in the university. Included for each space are physical attributes such as area, special equipment and services. In addition the type of space (classroom, lab, office, lounge, etc.) and its allocation (by division, department, etc) are recorded in a database which can be integrated with other university information sources such as course schedules, research activity and facilities management.

The Archibus system is used by the Research Foundation to collect grant information (A21). It is reported that, incorporating the room data from Archibus increased the total square footage reported as assigned to 'research', used for calculation of an indirect cost rate, resulting in an indirect cost increase of 26.9%. It is also reported that it boosted the total research square footage reported, resulting in a 37.9% increase in direct funding.

Several personnel in the CCNY Facilities Office are responsible for coordinating with the CUNY central space inventory group and are able to access CCNY data in a number of formats and report types. Also available is limited information about other CUNY campuses and the university in aggregate.

Information from the CCNY Scheduling Office, particularly when integrated with space data, is key to better understanding instructional capacity. Appendix C is an overview of the Archibus data available and selected reports for CCNY facilities.

VI.   **Modernization**

As the flagship of the City University of New York (CUNY) system, The City College of New York has a responsibility to provide up-to-date facilities and information technology services to our faculty and students. Furthermore, the maintenance of our physical facilities and information technology infrastructure are directly related to our ability to create an environment that fosters quality teaching, high morale and retention of quality faculty and students. In the past few years, administrative instability and severe budget constraints have been identified by faculty and students as primary barriers to classroom instruction and academic success.

This interim report opened with a discussion of the 2013/14 Faculty Council survey.[iii]   Here are some excerpts from the report, from a wide range of academic departments, which demonstrate the universal urgency of this issue:

1.   "The physical state of the laboratory rooms and the furniture in there is dilapidated and almost dangerous in some cases. Second the equipment used in the laboratories are all old. All of this makes any effective teaching and training nearly impossible."
       -Department of Biology;

2.   "Broken chairs in the lecture halls of Marshak seem to be a common problem. This is particularly bad in smaller lecture halls such as MR-1 where class size commonly approaches or surpasses the number of functional chairs. This also impacts the ability of the faculty to administer exams since students are practically on top of each other in these instances and are unable to spread out."
       -Department of Chemistry

3.   "The EAS Department makes use of the Divisional computer classroom MR 044 for our computer-intensive courses. However, the computers in MR 044 are too slow to allow them to be used for many exercises involving remote sensing. Also, there are currently only about 15 computers in the room that will run the geophysics CD's, used in EAS 565, without freezing."
       -Department of Earth and Atmospheric Sciences

4.   "In addition, like everybody else in the NAC, we constantly operate in an environment of broken escalators, dirty windows, broken blinds, non-functioning wall clocks, antiquated and damaged classroom furniture, temperature extremes, dirty student bathrooms, heavy fire doors with malfunctioning (or broken) panic handles, etc."
       -Department of Economics and Business

5.   "My panel of five external reviewers were shocked to discover the lack of instructional technology in our classrooms, and they noted that this deficiency has kept our composition pedagogy a couple of decades behind-the-times. Smart Boards would enable us to do amazing work in lower-division composition classes and the college would see an improvement in student writing as a result."
       -Department of English

7.   "My concern about classrooms is simple: most classrooms are dirty, if not filthy. They are rarely vacuumed, garbage is everywhere, etc."
       -Department of French

8.   "We are being encouraged by the administration to develop hybrid courses but have concerns about the viability of this push given the technology issues facing the college"
-Department of History

9.   "Using Internet-housed info in classrooms is also severely hampered by no or slow Internet access in Shepard. It is frustrating to students and faculty alike. Using either the wifi on their laptops or the connection at the Instructor's station, students have been unable to download presentations from our online course platform. Note: these were NOT large files. Our new end-run has been to ask students to upload from home (or NAC) a day before class and bring material on a flash drive."
-Department of Media and Communication Arts

11.   "Instructors end up wasting time in class, trying to get equipment to work."
-Department of Foreign Languages and Literature

12.   "The carpeting in our classrooms is now 20 years old and in serious need of replacement because they are all filthy, ripped, and moldy."
-Department of Music

13.   "More generally we face the problem of inferior teaching conditions..."
-Department of Philosophy

Each of the survey comments above can be categorized under the heading of Modernization. In 2015 and 2016 a concerted effort was made to rehab classrooms and lecture halls with new furniture and finishes. During this time 1050 new tablet arm chairs were purchased, nine (9) classrooms were converted to smart rooms, nine (9) classrooms received upgrades to their IT/AV equipment, 37-rooms received new carpet, 30-rooms received new window treatment along with ceiling, wall, door and lighting repairs. Since that time no new projects have been undertaken with a focus on modernizing classrooms and lecture halls.

In addition to classrooms and lecture halls, the campus has over 300 teaching and research laboratories combined, four main libraries, >300 restrooms, _____ sf of corridors and 36 acres of hardscape that are all in varied conditions. Together the state of these facilities form impressionable imprints on the students, faculty and staff and in many ways influence their thinking, their attitudes and their achievements. The FIT Task Force finds that the no other sources of funds are available to implement and maintain a schedule for modernization of the campus classrooms, lecture halls, libraries, teaching laboratories, and other areas or facilities that directly influence a decision for a student to come to CCNY in the first place and are needed and necessary for faculty to teach and students to learn. Accordingly, the FIT Task Force finds that a program for modernization needs to be established and maintained to insure that classrooms, lecture halls, music rooms, arts and sciences laboratories, theatrical spaces, libraries and all student spaces will provide for spaces for excellence in teaching and learning.

VII.   Conclusion:

This Report represents an interim work product from the FIT Task Force. The report lays out many of the topics, observations and suggestions deliberated by the FIT Task Force to-date. It is the general consensus of the FIT Task Force that the discussions and recommendations presented in this Interim Report represents the scope of work that the FIT Task Force has been pursuing and illustrates, in large part, the format and breadth that will shape the Final Report. Formatting and stylistic edits will be addressed under the Final Report.

Endnotes

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[i] https://www.oakland.edu/Assets/upload/docs/Facilities/OU-Campus-Cleaning-and-APPA%27s-Five-Levels-for-Cleanliness1.pdf

[ii] We distinguish between awards in general, which are not necessarily sponsoring research activities (e.g., curriculum development) and research grants. CCNY awards represent only 12% of CUNY-wide awards compared to 30% for research grants.

[iii] Citations from 2014/14 Faculty Council Survey

Appendix A

Cleaning Standards
Association of Physical Plant Administrators

And

APPA Custodial Staffing Guidelines

CLEANING FREQUENCIES FOR THE FOLLOWING AREAS

ENTRANCES, LOBBIES, RECEPTION , FOYER– **APPA Level 2**	FREQUENCY
Tiled and linoleum floors will be dust mopped and damp mopped/washed	5 days per wk
Doormats will be lifted and vacuumed both sides.	5 days per wk
Carpeted areas will be vacuumed and spot cleaned.	5 days per wk
Litter receptacles will be emptied and cleaned.	5 days per wk
Door glass and partition glass will be cleaned both sides.	1 day per wk
Door glass will be kept free (clean) of stains, marks, etc.	5 days per wk
Entrance doorframes, side glass panels and top glass panels will be cleaned.	1 day per wk
Finger and other marks will be removed from wall to 2 m. high.	1 day per wk
Horizontal surfaces will be dusted.	1 day per wk
Stainless steel kick plates will be cleaned.	1 day per wk
Exterior garbage containers (within 5m) will be emptied and damp wiped.	5 days per wk

STAIRS AND LANDINGS – **APPA Level 2**	FREQUENCY
Stairs and landings will be swept and damp mopped/washed	5 days per wk
Doors will be kept free of finger marks	5 days per wk
Handrails will be dusted and damp wiped	2 days per wk
Walls will be spot cleaned to 2m high	1 day per wk
Stainless steel kick plates will be cleaned	1 day per wk

CORRIDORS, HALLWAYS - APPA Level 2	FREQUENCY
Tiled and linoleum floors will be dust mopped and damp mopped.	5 days per wk
Carpeted floors will be vacuumed and spot cleaned.	5 days per wk
Horizontal surfaces will be dusted.	1 day per wk
Waste receptacles will be emptied and cleaned.	5 days per wk
Drinking fountains will be cleaned.	5 days per wk
Walls will be spot cleaned to 2 m. high.	1 day per wk
Tiled and linoleum floors will be sprayed and buffed.	1 day per wk
Coin telephones and enclosures will be cleaned and disinfected.	1 day per wk
Door glass and partition glass will be completely cleaned both sides.	1 day per month

ELEVATORS – **APPA Level 1**	FREQUENCY
Floors will be dust mopped and damp mopped/washed	5 days per wk
Doors and wall will be kept free of marks	5 days per wk
Glass ceiling panels will be cleaned	1 day per month
Stainless steel panels will be polished	1 day per wk

LOUNGES, STAFF ROOM – **APPA Level 2**	FREQUENCY
Supplies will be replenished.	5 days per wk
Upholstered furniture will be vacuumed.	1 day per wk
Tables will be damp wiped.	5 days per wk
Receptacles will be emptied and cleaned.	5 days per wk
Walls will be spot cleaned to 2 m. high.	1 day per wk
Chairs will be damp wiped.	1 day per wk
Carpet will be vacuumed and spot cleaned.	5 days per wk
Stainless steel sinks and counters will be cleaned.	5 days per wk

OFFICES – **APPA Level 2**	FREQUENCY
Tiled and linoleum floors will be dust mopped and damp mopped.	1 day per wk
Carpets will be vacuumed and spot cleaned.	1 day per wk
Wastebaskets and recycling bins will be emptied and cleaned.	2 days per wk
Furniture and horizontal ledges will be dusted.	1 day per week
Finger marks will be removed from walls and partitions will be spot cleaned to a height of 2 m.	1 day per week
Telephones will be cleaned and disinfected.	1 day per week
Horizontal and vertical blinds dusted.	2 times per year
Horizontal and vertical blinds spray cleaned in the summer.	1 time per year

WASHROOMS, SHOWERS, CHANGE ROOMS – **APPA Level 1**	FREQUENCY
All fixtures will be cleaned, i.e. bowls, urinals, basins, mirrors, chrome surfaces and interface.	5 days per wk
Waste receptacles will be emptied and cleaned.	5 days per wk
All supplies will be replenished.	5 days per wk
Walls will be spot cleaned to a height of 2 m.	5 days per wk
Walls will be washed floor to ceiling.	1 day per month
Toilet partitions will be damp wiped.	1 day per wk
Floors will be swept and washed.	5 days per wk
Floor drains will be primed.	1 day per wk
Walls and toilet partitions will be kept free of graffiti.	5 days per wk
Floor drains will be cleaned and floor drain lids lifted and cleaned.	1 day per month

LIBRARY – APPA Level 2	FREQUENCY
Carpets vacuumed throughout and spot cleaned.	7 days per wk
Tile and lino floors dust mopped and damp mopped.	7 days per wk
Waste receptacles emptied & cleaned.	7 days per wk
Desk, counters, sills and ledges dusted.	3 days per wk
Doors, door glass and any partition glass cleaned.	1 day per wk
Lighting fixtures dusted.	1 day per month
Walls, stairwells, railings, landings spot cleaned to 2 m.	1 day per wk

CAFETERIA SEATING AND CIRUCLATION AREAS – APPA Level 1	FREQUENCY
Floors will be swept and damp mopped/washed.	5 days per wk
Walls will be spot cleaned up to a height of 2 m.	5 days per wk
Waste will be removed to outside container.	5 days per wk
Horizontal ledges will be wiped.	1 day per wk
Glass doors will be cleaned.	5 days per wk
Chairs, tables and table legs will be damp wiped	1 day per wk
Waste containers will be cleaned - cleaning to include wiping of outside and washing inside with disinfectant.	1 day per wk
Walk-off mats will be vacuumed.	1 days per wk
Remove gum from all surfaces.	1 day per month

MEETING ROOMS. CONFERENCE ROOMS, MULTI PURPOSE ROOMS - APPA Level 2	FREQUENCY
Garbage picked up.	5 days per wk
Carpets vacuumed.	5 days per wk
Upholstered furniture vacuumed.	1 day per wk
Tables damp wiped (policed daily).	3 days per wk
Walls spot cleaned to a height of 2 m.	1 day per wk
Chairs damp wiped.	1 day per wk
Carpets spot cleaned.	5 days per wk

CLASSROOMS, LECTURE THEATRES – APPA Level 2	FREQUENCY
Carpets will be vacuumed and spot cleaned.	5 days per wk
Tiled and linoleum floors will be dust mopped and damp mopped/washed.	5 days per wk
Waste receptacles will be emptied and cleaned.	5 days per wk
Desks, counters, sills and ledges will be dusted.	1 day per wk
Chalkboard ledges and erasers will be cleaned and chalk replenished.	5 days per week
Chalkboards will be completely cleaned and washed.	5 days per wk

White boards will be cleaned.	5 days per wk
Floor grilles will be cleaned.	1 day per month
Door glass and partition glass will be cleaned both sides.	1 day per month
Horizontal and vertical blinds will be dusted.	2 times per year
Horizontal and vertical blinds will be spray cleaned in the summer.	1 time per year

COMPUTER LABORATORIES – **APPA Level 2**	FREQUENCY
Carpets will be vacuumed and spot cleaned.	5 days per wk
Tiled and linoleum floors will be dust mopped and damp mopped/washed.	5 days per wk
Waste receptacles will be emptied and cleaned.	5 days per wk
Desks, counters, sills and ledges will be dusted.	1 day per wk
Chalkboard ledges and erasers will be cleaned and chalk replenished.	5 days per week
Chalkboards will be completely cleaned and washed.	5 days per wk
White boards will be cleaned.	5 days per wk
Door glass and partition glass will be cleaned both sides.	1 day per month
Horizontal and vertical blinds will be dusted.	2 times per year
Horizontal and vertical blinds will be spray cleaned in the summer.	1 time per year

SCIENCE LABORATORIES – **APPA Level 2**	FREQUENCY
Carpets will be vacuumed and spot cleaned.	5 days per wk
Tiled and linoleum floors will be dust mopped and damp mopped/washed.	5 days per wk
Waste receptacles will be emptied and cleaned.	5 days per wk
Desks, counters, sills and ledges will be dusted.	1 day per wk
Chalkboard ledges and erasers will be cleaned and chalk replenished.	5 days per week
Chalkboards will be completely cleaned and washed.	5 days per wk
White boards will be cleaned.	5 days per wk
Stainless steel sinks and counters will be cleaned	5 days per wk
Eyewash stations will be cleaned	2 days per wk
Door glass and partition glass will be cleaned both sides.	1 day per month
Horizontal and vertical blinds will be dusted.	2 times per year
Horizontal and vertical blinds will be spray cleaned in the summer.	1 time per year

FIRST AID ROOMS – **APPA Level 1**	FREQUENCY
All fixtures will be completely cleaned, i.e. bowls, basins, mirrors and chrome surfaces.	5 days per wk
Waste receptacles will be emptied and cleaned as per medical waste disposal regulations.	5 days per wk
All supplies will be replenished.	5 days per wk
Walls will be spot cleaned to a height of 2 m.	5 days per wk
Floors will be swept and damp mopped/washed with germicide.	5 days per wk
Floor drains will be primed.	1 day per wk
Floor drains will be cleaned.	1 day per month
Sinks will be cleaned.	5 days per wk

GENERAL OFFICE SPACE – **APPA Level 2**	FREQUENCY
Tiled and linoleum floors will be dust mopped and damp mopped.	2 days per wk
Carpets will be vacuumed and spot cleaned.	2 days per wk
Wastebaskets and recycling bins will be emptied and cleaned.	2 days per wk
Furniture and horizontal ledges will be dusted.	1 day per wk
Finger marks will be removed from walls and partitions will be spot cleaned to a height of 2 m.	1 day per wk
Telephones will be cleaned and disinfected.	1 day per wk
Horizontal and vertical blinds dusted.	2 times per year
Horizontal and vertical blinds spray cleaned in the summer.	1 time per year

OTHER AREAS - GENERAL CLEANING SERVICES – AREAS NOT SPECIFIED – **APPA Level 2**	FREQUENCY
Sanitize all pay phone handsets	weekly
Furniture will be spot cleaned	weekly
Mops to be cleaned/laundered to avoid odor	weekly
Floor will be spray buffed	monthly
Dust exterior doors and frames of lockers, partitions, and ledges	weekly
Thoroughly clean all floor drains – flush with water and an enzyme product	weekly
All lino floors will be swept with a treated dust mop; spillage will be removed	3 times per wk
All carpets will be vacuumed and all stains removed	3 times per wk
Finger marks will be removed from glass desks, table tops, door glass, and display cases	3 times per wk
Finger marks and smudges will be removed from walls and other surfaces, where accessible	3 times per wk
All graffiti shall be removed as it appears	daily
Exterior sidewalk cleaning; all sidewalk extensions of buildings to be swept and kept clean 5 metres on either side of &	daily

perpendicular to entrance	
All outside garbage receptacles at building entrance to be emptied daily	daily
Clean and sanitize all waste receptacles, sinks, tables and countertops	daily
Window ledges and tracks will be dusted and wiped	monthly
All metal surfaces, including push plates and kick plates will be cleaned and polished	monthly
Spot cleaning of ceramic tile grout	monthly
Clean the interior of all paper towel and soap dispensers	monthly

PROJECT WORK	FREQUENCY
Wash all walls in entrances, hallways and classrooms	1 time per year
Hard surfaces scrubbed and recoated (two coats)	2 times per year
Hard surfaces burnished	2 times per year
Hard surfaces stripped and refinished	1 time in 5 years
Hard surfaces spray buffed	1 time per month
Wash walls in offices	1 time per year
Extraction clean all carpets	1 time per year
Vacuum and clean all fabric furniture, wash all vinyl/plastic furniture	1 time per year
Wash all building outside perimeter windows	1 time per year
All interior glass unless otherwise specified	2 times per year
All supply, return and exhaust air diffuser grills will be vacuumed and washed	2 times per year
Clean and sanitize tables and chairs including tops and underneath surfaces, legs and arms including removing gum, etc.	2 times per year
Service rooms: Boiler, Electrical, Mechanical, communications rooms to be dusted, swept, and/or vacuumed.	1 time per year

Note: Not all areas will receive floor care at the frequencies noted and reductions may be made for low traffic areas and increase for high traffic areas.

APPA APPEARANCE LEVELS DEFINITIONS

Level 1 - Orderly Spotlessness

• Floors and base moldings shine and/or are bright and clean; colours are fresh. There is no buildup in corners or along walls
• All vertical and horizontal surfaces have a freshly cleaned or polished appearance and have no accumulation of dust, dirt, marks, streaks, smudges, or fingerprints. Light all work and fixtures are clean.
• Washroom and shower fixtures and tile gleam and are odor-free. Supplies are adequate.
• Trash containers and pencil sharpeners hold only daily waste, are clean and odor-free.

Level 2 - Ordinary Tidiness

• Floors and base moldings shine and/or are bright and clean. There is no buildup in corners or along walls, but there can be up to two days worth of dust, dirt, stains, or streaks.
• All vertical and horizontal surfaces are clean, but marks, dust, smudges, and fingerprints are noticeable upon close observation. Light all work and fixtures are clean.
• Washroom and shower fixtures and tile gleam and are odor-free. Supplies are adequate.
• Trash containers and pencil sharpeners hold only daily waste, are clean and odor-free.

Level 3 - Casual Inattention

• Floors are swept or vacuumed clean, but upon close observation there can be stains. A buildup of dirt and/or floor finish in corners and along walls can be seen.
• There are dull spots and/or matted carpet in walking lanes. There are streaks or splashes on base molding.
• All vertical and horizontal surfaces have obvious dust, dirt, marks, smudges, and fingerprints. Lamps all work and fixtures are clean.
• Trash containers and pencil sharpeners hold only daily waste, are clean and odor-free.

Level 4 - Moderate Dinginess

• Floors are swept or vacuumed clean, but are dull, dingy, and stained. There is a noticeable buildup of dirt and/or floor finish in corners and along walls.
• There is a dull path and/or obviously matted carpet in walking lanes. Base molding is dull and dingy with streaks or splashes.
• All vertical and horizontal surfaces have conspicuous dust, dirt, smudges, fingerprints, and marks. Lamp fixtures are dirty and some lamp (up to 5 percent) are burned out.
• Trash containers and pencil sharpeners have old trash and shavings. They are stained and marked. Trash containers smell sour.

Level 5 - Unkempt Neglect

• Floors and carpets are dull, dirty, dingy, scuffed, and/or matted. There is a conspicuous buildup of old dirt and/or floor finish in corners and along walls. Base molding is dirty, stained, and streaked. Gum, stains, dirt, dust balls, and trash are broadcast.
• All vertical and horizontal surfaces have major accumulations of dust, dirt, smudges, and fingerprint, all of which will be difficult to remove. Lack of attention is obvious.
• Light fixtures are dirty with dust balls and flies. Many lamps (more than 5 percent) are burned out.
• Trash containers and pencil sharpeners overflow. They are stained and marked. Trash containers smell sour.

APPA Cleaning Standards

Initially published by APPA in 1992 and now in its second edition, *Custodial Staffing Guidelines* covers five levels of clean used to assess facility appearance. The guide includes information on such specialized facilities areas as dormitories, health care facilities, and more. Thirty-three room categories in all are covered by the APPA staffing guidelines. The *Custodial Staffing Guidelines* are based upon the feedback of hundreds of individuals and institutions and have been in use for over two decades by an ever-increasing number of institutions to validate staffing requirements at institutions in higher education as well as K-12, and to justify the need for custodial budgets.

APPA, is the association of choice serving educational facilities professionals. An international association dedicated to maintaining, protecting, and promoting the quality of educational facilities, APPA represents more than 1,500 learning institutions serving over 4,700 individuals.

LEED-EB – Leadership in Energy and Environmental Design for Existing Buildings.

LEED for Existing Buildings establishes a set of performance standards for the sustainable upgrades and operation of existing buildings. Institutions can earn up to two LEED points for using APPA's guidelines as part of the Quality Cleaning section of LEED's Operations and Maintenance guide to determine the appearance level of the facility.

CUSTODIAL STAFFING GUIDELINES

FOR EDUCATIONAL FACILITIES

second edition

Published by

Figure 1 Staffing Service Levels

APPA Standard Space	Level #1	Level #2	Level #3	Level #4	Level #5
Classroom with Hard Floor	8,500	16,700	26,500	39,500	45,600
Entranceway	4,300	7,500	12,300	20,700	35,000
Locker/Changing Room - No Shower	11,800	12,100	xxxx	xxxx	xxxx
Office with Carpet Floor	9,600	18,200	32,000	53,000	87,000
Public (Circulation) with Hard Floor	7,500	20,500	30,500	38,400	41,800
Research Lab with Hazardous Waste	5,200	7,000	8,200	11,400	28,200
Research Lab without Hazardous Waste	6,900	10,600	13,500	25,000	87,200
Stairwell	7,500	15,100	17,400	24,500	75,300
Storeroom	77,000	210,000	395,300	1,832,700	3,360,000
Washroom	2,000	2,600	xxxx	xxxx	xxxx
Shower Room	5,200	5,200	xxxx	xxxx	xxxx
Public (Circulation) with Carpet Floor	17,700	40,400	53,500	80,900	93,600
Office with Hard Floor	8,400	14,600	25,100	36,000	49,500
Classroom with Carpet Floor	9,700	21,700	24,000	34,700	37,200
Classroom with Carpet Floor-High Use	5,100	12,700	13,400	17,900	18,800
Classroom with Hard Floor-High Use	4,700	9,600	10,100	21,000	22,900
Washroom-High Use	1,000	1,300	xxxx	xxxx	xxxx
Utility	4,100	5,500	9,800	17,700	45,700
Vending	4,800	11,100	16,000	17,700	19,500
Dormitory Lounge	5,200	8,700	17,800	42,900	136,500
Cafeteria with Carpet	9,900	15,400	xxxx	xxxx	xxxx
Cafeteria with Hard Floor	11,200	16,400	xxxx	xxxx	xxxx
Library with Carpet	17,900	36,900	72,600	106,400	126,800
Library with Hard Floor	10,900	20,200	23,500	47,000	57,000
Auditorium Seating & Foyer	5,700	14,000	32,600	67,200	408,000
Auditorium Stage & Wings	18,600	27,500	82,800	239,500	xxxx
Gymnasium (Wood Floor)	17,300	36,500	80,700	257,400	1,108,200
Dormitory Washroom	1,500	1,800	xxxx	xxxx	xxxx
Dormitory Sleep/Study	3,900	4,100	8,000	18,700	24,700
Patient Conference Room	8,300	8,300	xxxx	xxxx	xxxx
Patient Treatment Area — Carpeted	3,300	3,300	xxxx	xxxx	xxxx
Patient Treatment Area — Hard Floor	2,900	2,900	xxxx	xxxx	xxxx
Nursing Station — Hard Floor	5,700	5,700	xxxx	xxxx	xxxx

Appendix B

Oakland University Camous Cleaning
and
APPA's 5-Levels of Cleanliness

OAKLAND UNIVERSITY – CAMPUS CLEANING
and APPA'S FIVE LEVELS OF CLEANLINESS

"Campus Cleaning regularly achieves APPA's Level 2 rating of cleanliness. Our department's goal, each day, is to strive for Level 1." Jon Barth, Manager of Custodial and Grounds

Of 1,481 students polled in a poll conducted by APPA and Brigham Young University, 88 percent reported that the lack of cleanliness becomes a distraction at APPA Level 3 (Casual Inattention) and Level 4 (Moderate Dinginess). Eighty-four percent reported that they desire the APPA Level 1 (Orderly Spotlessness) or Level 2 (Ordinary Tidiness) standard of cleanliness to create a good learning environment.

Level 1
"Orderly Spotlessness"

Floors and base molding shine and/or are bright and clean; colors are fresh. There is no buildup in corners or along walls. All vertical and horizontal surfaces have a freshly cleaned or polished appearance and have no accumulation of dust, dirt, marks, streaks, smudges, or fingerprints. Lights all work and fixtures are clean. Washroom and shower fixtures and tile gleam and are odor free. Supplies are adequate. Trash containers and pencil sharpeners hold only daily waste and are clean and odor free.

Level 2
"Ordinary Tidiness"

Floors and base molding shine and/or are bright and clean. There is no buildup in corners or along walls. But there can be up to two days worth of dust, dirt, stains, or streaks. All vertical and horizontal surfaces are clean, but marks, dust, smudges, and fingerprints are noticeable upon close observation. Lights all work and fixtures are clean. Washroom and shower fixtures and tile gleam and are odor free. Supplies are adequate. Trash containers and pencil sharpeners hold only daily waste and are clean and odor free.

Level 3
"Casual Inattentiveness"

Floors are swept or vacuumed clean, but upon close observation, there can be stains. A buildup of dirt and/or floor finish in corners and along walls can be seen. There are dull spots and/or matted carpet in walking lanes. There are streaks or splashes on base molding. All vertical and horizontal surfaces have obvious dust, dirt, marks, smudges, and fingerprints. Lamps all work and fixtures are clean. Trash containers and pencil sharpeners hold only daily waste and are clean and odor free.
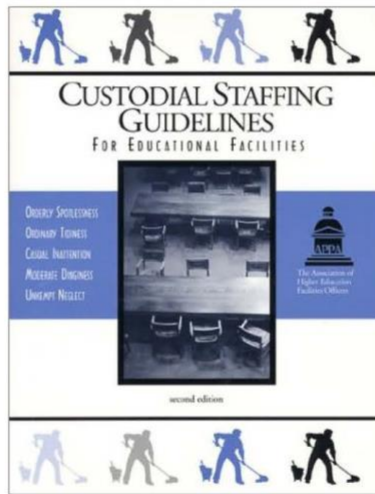
Level 4
"Moderate Dinginess"

Floors are swept or vacuumed clean, but are dull, dingy, and stained. There is a noticeable buildup of dirt and/or floor finish in corners and along walls. There is a dull path and/or obviously matted carpet in the walking lanes. Base molding is dull and dingy with streaks or splashes. All vertical and horizontal surfaces have conspicuous dust, dirt, marks, smudges, and fingerprints. Lamp fixtures are dirty, and some lamps (up to 5 percent) are burned out. Trash containers and pencil sharpeners have old trash and shavings. They are stained and marked. Trash containers smell sour.

Level 5
"Unkempt Neglect"

Floors and carpets are dull, dirty, scuffed, and/or matted. There is a conspicuous buildup of old dirt and/or floor finish in corners and along walls. Base molding is dirty, stained, and streaked. Gum, stains, dirt, dust balls, and trash are broadcast. All vertical and horizontal surfaces have major accumulations of dust, dirt, smudges, and fingerprints, all of which will be difficult to remove. Lack of attention is obvious. Light fixtures are dirty with dust balls and flies. Many lamps (more than 5 percent) are burned out. Trash containers and pencil sharpeners overflow. They are stained and marked. Trash containers smell sour.

Appendix C

CCNY Archibus System
Space Inventory Data

CUNY SPACE DATA (Archibus)
DATA ELEMENTS
Data available for each building, each floor, and each room

BUILDING INFORMATION	FLOOR INFORMATION	ROOM INFORMATION	ROOM BY CATEGORY	ROOM USES
Campus Id	Building Name	Building Code	Room Type	Room Use
Building Code	Floor Code	Floor Code	Description	Description
Building Name	Floor Name	Room Id	Type Count	Total Area
			Average Area per Type	
Address 1	Ext. Gross Area	Room Name		Room Use Count
Postal Code	Room Area	Room Area	Total Area	
Block Number		Room Category		
Lot Number		Room Type		
DOB Bin Number		Division Code		
Number of Floors		Department Code		
Date Built		Capacity		
Date of Rehab		Room Use		
Building Use				
Building Status				
Owned By				
Construction Type				
Building Contact				
Contact Phone				
Contact Email				
Ext. Gross Area				
Int. Gross Area				
Total Room Area				
Total Occup. Area				
Total Non-Occup. Area				

CUNY SPACE DATA (Archibus)
CITY COLLEGE SPACE BY INSTITUIONAL DIVISIONS
Total Room Area Data for all spaces by CCNY institutional division

Division Code	Division Name	Business Unit	Room Area
ARC	School of Architecture, Urban Design & Landscape Architecture	AA	69,728
ASRC	Advanced Science Research Center	ASRC	99,255
AWCS	Access, Wellness & Counseling Services	SA	4,380
COM	Communications	OP	1,965
CON	Controller	FA	11,423
EDU	School of Education	AA	29,279
EM	Enrollment Management	AA	10,562
ENG	Grove School of Engineering	AA	201,241
FAC	Facilities Management	CPFM	58,104
FIN	Finance & Administration	FA	68,201

HR	Human Resources	FA	3,857
HUM	Division of Humanities & The Arts	AA	162,278
ITCS	Information Technology & Computer Services	FA	25,329
LIB	Library	AA	167,382
MED	Sophie Davis School of Biomedical Education	AA	64,909
NNA	Non-Assignable	SUP	1,051,982
NON	Non-CUNY	OP	71,777
PRE	Office of the President	OP	20,158
PS	Public Safety	CPFM	4,940
SCI	Division of Science	AA	354,176
SLLD	Student Life & Leadership Development	SA	8,709
SOC	Colin L. Powell School for Civic and Global Leadership	AA	60,490
SS	Student Services	SA	45,310
UNA	Unassigned	SUP	38,944
VFA	VP of Finance & Administration	FA	7,070
VPAA	SVP for Academic Affairs	AA	132,130
VSA	VP for Student Affairs	SA	69,279

CUNY SPACE DATA (Archibus)
CITY COLLEGE SPACE BY ROOM TYPE
Total Room Area Data for all spaces by by CUNY standard room type.

Room Type	Room Code	Description	Type Count	Average Area per Type	Total Area
050	000	Inactive / Vacant	43	516	22172
060	000	Alterations or Conversions	19	861	16355
070	000	Unfinished Areas	4	1377	5507
110	100	Classroom	146	758	110610
115	100	Classroom Service	52	45	2349
120	100	Lecture Hall	19	1697	32250
125	100	Lecture Hall Service	40	107	4277
130	100	Seminar Room	35	323	11309
135	100	Seminar Room Service	2	170	339
210	200	Instructional Laboratory	292	803	234406
215	200	Instructional Laboratory Service	245	182	44656
220	200	Open Laboratory	67	341	22814
225	200	Open Laboratory Service	21	130	2737
230	200	Study Room / Work Laboratory	0	0	0
235	200	Study Room / Work Laboratory Service	0	0	0
240	200	Resource and Learning Center	0	0	0
245	200	Resource and Learning Center Service	0	0	0
250	200	Research Laboratory (Granted)	381	605	230370
255	200	Research Laboratory Service (Granted)	380	214	81371
260	200	Research Laboratory (Non-granted)	2	645	1289

265	200	Research Laboratory Service (Non-granted)	0	0	0
310	300	Administrative Office	1157	188	217140
315	300	Administrative Office Service	624	157	97888
320	300	Faculty Office	512	132	67402
325	300	Faculty Office Service	88	114	10056
330	300	Adjunct Faculty Office	87	125	10838
335	300	Adjunct Faculty Office Service	6	121	727
340	300	Student Office (Activity or Academic)	56	174	9739
345	300	Student Office Service (Activity or Academic)	10	205	2048
350	300	Conference Room	126	311	39248
355	300	Conference Room Service	33	35	1170
360	300	Research Office	195	234	45654
365	300	Research Office Service	43	111	4757
370	300	Telecommunication Conference Room	0	0	0
375	300	Telecommunication Conference Room Service	0	0	0
410	400	Study Space	157	175	27497
420	400	Stack	13	5410	70327
430	400	Open-Stack Study Room	25	1465	36622
440	400	Processing Room	11	1473	16206
455	400	Study Service	43	455	19579
510	500	Armory	0	0	0
515	500	Armory Service	0	0	0
520	500	Athletic / Physical Education	8	6412	51292
523	500	Athletic / Physical Education Spectator Seating	1	811	811
525	500	Athletic / Physical Education Service	52	271	14101
530	500	Media Production	6	243	1456
535	500	Media Production Service	11	92	1016
540	500	Clinic	8	140	1120
545	500	Clinic Service	1	133	133
550	500	Demonstration	1	518	518
555	500	Demonstration Service	0	0	0
570	500	Animal Facilities	39	135	5246
575	500	Animal Facilities Service	75	216	16171
580	500	Greenhouse	0	0	0
585	500	Greenhouse Service	0	0	0
590	500	Other Special-Use	0	0	0
595	500	Other Special-Use Service	0	0	0
610	600	Assembly	13	3350	43556
615	600	Assembly Service	97	237	22993
620	600	Exhibition	3	1699	5096
625	600	Exhibition Service	1	381	381
630	600	Food Facility	16	1682	26905
635	600	Food Facility Service	28	496	13897

640	600	Day Care	4	395	1581
645	600	Day Care Service	11	54	599
650	600	Lounge	13	966	12564
655	600	Lounge Service	11	122	1339
660	600	Merchandising	8	783	6261
665	600	Merchandising Service	2	282	563
670	600	Recreation	2	3063	6125
675	600	Recreation Service	3	129	386
680	600	Meeting Room	1	47	47
685	600	Meeting Room Service	0	0	0
690	600	Other General-Use	0	0	0
695	600	Other General-Use Service	0	0	0
710	700	Central Computer or Telecommunications	8	1002	8016
715	700	Central Computer or Telecommunications Service	4	203	812
720	700	Shop	19	539	10247
725	700	Shop Service	56	210	11761
730	700	Central Storage	31	550	17058
735	700	Central Storage Service	36	119	4280
740	700	Vehicle Storage	18	205	3686
745	700	Vehicle Storage Service	1	38	38
750	700	Central Service	0	0	0
755	700	Central Service Support	0	0	0
760	700	Hazardous Materials	12	93	1112
765	700	Hazardous Materials Service	0	0	0
790	700	Other Supporting	0	0	0
795	700	Other Supporting Service	0	0	0
810	800	Patient Bedroom	0	0	0
815	800	Patient Bedroom Service	0	0	0
820	800	Patient Bath	0	0	0
825	800	Patient Bath Service	0	0	0
830	800	Nurse Station	0	0	0
835	800	Nurse Station Service	0	0	0
840	800	Surgery	0	0	0
845	800	Surgery Service	0	0	0
850	800	Treatment / Examination Clinic	0	0	0
855	800	Treatment / Examination Clinic Service	0	0	0
860	800	Diagnostic Service Laboratory	0	0	0
865	800	Diagnostic Service Laboratory Service	0	0	0
870	800	Central Supplies	0	0	0
910	900	Sleep / Study without Toilet or Bath	0	0	0
919	900	Toilet or Bath	0	0	0
920	900	Sleep / Study with Toilet or Bath	1	0	0
935	900	Sleep / Study Service	0	0	0
950	900	Apartment	0	0	0
955	900	Apartment Service	0	0	0

970	900	House	0	0	0
M16	MMM	Roof & Miscellaneous Structures (No Building Envelope)	0	0	0
P01	PPP	Parking Structure	0	0	0
P02	PPP	Parking Lot	0	0	0
CORRIDOR	SERV	Corridor	0	0	0
HALLWAY	SERV	Hallway	0	0	0
JANITOR	SERV	Janitor\Custodial Closet	0	0	0
LOBBY	SERV	Lobby	0	0	0
MECH	SERV	Mechanical Closet\Room	0	0	0
MEN	SERV	Mens Restroom	0	0	0
PRIMCIRC	SERV	Primary Circulation	0	0	0
SERVICE	SERV	Service Area	0	0	0
TELECOM	SERV	Telecom\Electrical Closet	0	0	0
WOMEN	SERV	Womens Restroom	0	0	0
ELEV	SERV	Elevator	0	0	0
PIPE	SERV	Pipes	0	0	0
SHAFT	SERV	Shaft, Duct	0	0	0
STAIR	SERV	Stairs	0	0	0
VERT	VERT	Vertical Penetration	0	0	0
W01	WWW	Bridge / Tunnel	5	1127	5637
W02	WWW	Elevator	340	75	25526
W03	WWW	Escalator	11	648	7125
W04	WWW	Loading Dock	8	1071	8565
W05	WWW	Lobby	146	502	73236
W06	WWW	Public Corridor	503	714	359066
W07	WWW	Stairway	515	216	110990
X01	XXX	Custodial Supply Closet	123	56	6893
X02	XXX	Janitor Room	23	93	2130
X03	XXX	Public Rest Room	300	144	43343
X04	XXX	Trash Room	1	1148	1148
Y01	YYY	Central Utility Plant	2	13225	26450
Y02	YYY	Fuel Room	1	583	583
Y03	YYY	Shaft	823	108	88697
Y04	YYY	Utility / Mechanical Space	749	391	292593

CUNY SPACE DATA (Archibus)
ROOM CATEGORIES
List of room category codes

Room Category	Description
000	Unclassified Facilities
100	Classroom Facilities
200	Laboratory Facilities

300	Office Facilities
400	Study Facilities
500	Special-Use Facilities
600	General-Use Facilities
700	Supporting Faiclities
800	Health Care Facilities
900	Residential Facilities
MMM	Roof & Miscellaneous Structures
PPP	Parking
SERV	Service Area Rooms
VERT	Vertical Penetration
WWW	Circulation Area
XXX	Building Service Area
YYY	Mechanical Area

CUNY SPACE DATA (Archibus)
CCNY BUILDINGS
List of all CCNY buildings with bldg. code designation

Building Code	**Building Name**
CCNY-25	25 Broadway
CCNY-AB	Howard E. Administration Building
CCNY-AD	Aaron Davis
CCNY-AH	Alumni House
CCNY-AR	Outdoor Athletic & Recreation
CCNY-AS	ASRC
CCNY-BH	Baskerville
CCNY-CC	Schiff House
CCNY-CG	Compton-Goethals Hall
CCNY-DI	Center for Discovery and Innovation
CCNY-HR	Harris Hall
CCNY-MH	Mott Hall - D.O.E.
CCNY-MS	Marshak Hall
CCNY-NA	North Academic Center
CCNY-OC	Off Campus
CCNY-SA	Spitzer
CCNY-SB	Structural Biology Center
CCNY-SE	Storehouse
CCNY-SH	Shepard Hall
CCNY-ST	Steinman Hall
CCNY-TW	The Towers at CCNY
CCNY-V	Vivarium
CCNY-WG	Wingate Hall

The City College
of New York

Monitoring Report for MSCHE – March 2019

Appendix H: Looking Forward 2019-2024 (CCNY Strategic Plan)

Looking Forward:

The City College of New York Strategic Plan 2019-24

Approved by Faculty Senate 13 December 2018

Letter from the President

Dear Members of the City College Community,

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

There are many things that the College does exceptionally well, and many other things that we would like to do. We are, for instance, the top school in the nation in regards to our ability to create net social mobility in our graduates. We would like to increase graduation and retention rates. We have a tremendously diverse student body and a substantially diverse faculty and staff, but we would like to diversify still more, particularly among upper-echelon faculty and staff. We have a gorgeous and historical campus, and our extremely complex physical plant supports advanced facilities in the sciences and engineering, but we need to make sure that this extensive but expensive physical environment is better maintained.

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

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

1. It means that we will prioritize the goals that are most important to the College, focusing on and committing to those goals. Our plan cannot be a list of all things we wish to happen, but a roadmap to the most important things that we will commit ourselves to.

2. Our strategy must specify the steps that we, as a college community, must take, to reach an objective. If we aim to improve student services or raise the College's profile, our plan must imply an analysis of what measures are sufficient to accomplish our goal and map out the steps that the analysis suggests.

3. Our strategy must be temporalized, meaning that we will probably not undertake all elements of the plan at the same time, and we must prioritize initial stage objectives that are either too pressing to wait, or that, having been accomplished, will enable us to make progress on other fronts.

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

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

Vincent Boudreau
President

<div align="center">

Looking Forward:

The City College of New York Strategic Plan 2019-24

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City College: Past, Present, and Future

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

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

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

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

> **SP1: Build Student Success**
> **SP2: Promote Research, Scholarship, and Creativity**
> **SP3: Enhance Diversity**
> **SP4: Renew and Refresh Our Physical Plant**
> **SP5: Build Financial Stability and Finance the Strategic Plan**

SP1: Build Student Success

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

1. **Expand inquiry-based and experiential learning opportunities**

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

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

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

- Established in 2007 and building steady momentum over the last ten years, the Freshman Inquiry Writing Seminar (FIQWS) is CCNY's learning community. Serving over 1,000 students every year, FIQWS pairs courses in English Composition, which focuses on communication and rhetorical dexterity, with subject area courses from most of the academic divisions and professional schools. The seminar promotes understanding among students and faculty of the overlapping aims of apparently disparate fields, and supports students as they learn how to apply the knowledge they have acquired in one area of expertise and apply it in new learning contexts. Going forward, FIQWS will expand its pedagogic models to include disciplinary specific, experiential, and service learning in some partnerships.

- To better support undergraduate research, the College will create an Office of Undergraduate Research (OUR) where students can search for research opportunities within and outside the College, during the academic year, and during summer and winter recess. The OUR will also offer workshops on topics such as creating posters for conference presentations, writing abstracts, and presenting research to the public. The OUR will also develop new opportunities for students to undertake research alongside faculty members. City College's faculty, active as researchers, scholars, and artists, allow the College to offer a particularly vibrant curriculum. The affiliation of undergraduate students with faculty research activity promotes mature views of the underlying fields, encourages critical thinking, and teaches professional norms, team-work, social dynamics, and persistence in problem solving. The OUR will allow the College to present a more coherent portfolio of research and creative activity opportunities to students, and to make involvement in such work a greater and greater part of what a CCNY education means.

- College faculty established the Opportunities in Research and Creative Arts (ORCA) program in 2016 with the express purpose of promoting student engagement by creating opportunities for faculty-led research and creative activity, and to increase faculty-student collaboration not only in science and technology fields, but also in social sciences, humanities, arts, and professional programs. The ORCA program and newly established Research Experiences for Undergraduates (REUs) programs in the Biology and Chemistry & Biochemistry Departments, join with existing programs (Maximizing Access to Research Careers [MARC], the Research Initiative for Scientific Enhancement [RISE], the Center for Earth System Sciences and Remote Sensing Technologies [NOAA-CREST], the City College Initiative to Promote Academic Success in STEM (CiPASS), and the Center for Interface Design and Engineered Assembly of Low Dimensional Systems (IDEALS CREST) to provide opportunities for faculty to engage students individually and in small groups in the laboratory, the maker space, the field, the studio, and the archive. The Colin Powell Fellowships, Partners for Change, Community Engagement, Skadden-Arps, Levy and Koch fellowships all combine classroom instruction with experiential learning and internships. The College will commit to support and grow these programs from external and philanthropic sources. The College will explore initiating other programs that connect classroom with experiential learning as opportunities arise.

2. **Expand and reorganize internships, career services, leadership, entrepreneurship, and proactive advising resources for students**

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

- CPDI has built a strong model of service, brand awareness, student engagement and technology to expand its outreach to the campus community. While engagement is high among seniors (60% of all appointments), CPDI will aim to engage sophomores and juniors earlier in career planning to better position them for future careers.

- The College will implement an integrated communication strategy among departments and CPDI that shares information about job placement, internships, fellowships, and experiential learning, and also showcases student achievements on each department's webpage with a description of best practices.

- The Zahn Center, a start-up incubator founded in 2012, offers co-working space, hosts four entrepreneurship competitions every year, and provides students, faculty and staff with the tools they need to transform their ideas into sustainable ventures. It offers mentorship, practical workshops, and expert pro-bono services for legal, Intellectual Property, incorporation, and accounting support. The Zahn Center represents a major effort to build connections between students' classroom experiences and entrepreneurship. It is a central pillar of the Community Engagement Network, where it has been able to broaden its reach into many disciplines as it builds relationships with faculty. Over the next five years, the Zahn Center will increase the number of applications it receives for its entrepreneurship competitions and will continue to support participation from every division in the College.

3. **Develop adequate resources and faculty-to-student ratios in line with discipline-specific, national norms in all academic units**

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

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

- The College will develop a recruitment strategy that leverages the expertise of faculty in programs that are targeted to grow.

- The Office of Institutional Advancement and Communications will promote selected programs.

- The College recognizes that education at the master's level is an important component of preparing students to enter the workplace or further study. The College will increase the number of master's students, calibrating the ratio of master's to undergraduate students in accord with available resources.

4. **Build academic momentum through accumulation of thirty credits per year**

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

- Academic support services will provide teleconference advising for international students to integrate them into the CCNY community earlier.

- The College will maintain and publish degree maps for all programs of study; employ degree maps in student advising; and coordinate communications so that all stakeholders, including faculty, advisors, administrators, students, and parents are aware of their purpose.

5. **Build student-centered support services that remove obstacles to enrollment and retention**

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

- The College has made student advising more user-friendly and accessible by consolidating and reorganizing our two entry-point advising centers so that they operate as one center of excellence and articulate a consistent philosophy that seamlessly serves undeclared, undecided, and transfer students.

- The College will make better use of CUNYFirst, the electronic data management system, so that advisors can track and monitor student progress. The College will develop protocols for advisors that encourage them to intervene with students who remain undeclared/undecided in their second year.

- The College will assess staffing levels for advisors, recognizing that different divisions and schools have different needs, that advisors take on specific tasks in different schools, and that faculty assist in advising in some cases. The College will also strengthen the DegreeWorks office so it receives the same level of support as in other senior colleges, in order to allow academic advisors in the divisions to spend more time with students and develop approaches to advise students more efficiently and effectively.

- The College will develop its website so that students and staff can navigate it easily to locate information about student services, including up-to-date information about advising (locations and who is served at various advising units). The College will also improve signage to inform students about specific services, including tutoring, campus jobs, financial aid, and advising.

- The College will reform and reorganize the CCNY Help Desk in the North Academic Center lobby to service students, ensuring that the staff is informed of the full range of available services.

- The Provost's Office will implement an integrated communication strategy that explains the availability, scope, and type of tutoring services offered to students. It will expand Tutor-Trac to create a single, college-wide electronic data management system for tutoring.

- The Provost's Office will develop an assessment plan that measures usage and outcomes and takes account of the general and specialized purposes of tutoring centers on campus.

6. **Expand access to hybrid classes in general education and other high-demand courses**

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

7. **Lower financial barriers to student success by reducing the costs of instructional materials**

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

8. **Improve support for master's programs**

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

SP2: Promote Research, Scholarship, and Creativity

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

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

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

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

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

1. **Change the institutional context for research and creative activity**

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

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

   - The CRC will advise the College on how to use Indirect Cost Recovery (IDC) dollars to support research.

   - Increasing the success rate for large institutional awards (from Federal or private sources) requires a forward-thinking strategy and investment of resources. The College will carefully manage and sequence limited-opportunity competitions so as to maximize the College's chances of success.

- The CRC will revitalize, consolidate, and re-establish core facilities to support engineering, science, the arts, and architecture. Core facilities range from machine shops to high-end shared instrumentation and equipment. The CRC will establish a clear Memoranda of Understanding with the CUNY ASRC for use of core facilities, equipment and instrumentation, and research space.

- The CRC will develop capacity to help researchers establish relationships with private sector investors to commercialize intellectual property that emerges from College research and creative activity for the material benefit of the College and its researchers. This will require articulating with relevant offices at CUNY.

- The College will acquire and maintain licenses for software and scholarly databases as required by RSC.

- After a year of the initial formation of the CRC, the College will evaluate its composition and responsibilities.

2. **Increase external support for research**

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

- By increasing the number of faculty submissions to external granting institutions by 20%, the College aims to grow external support for research to $65 million dollars per year by 2023.

- The CRC will develop an incentive structure to increase the number of submissions, as well as the size, award rate, and number of faculty awards.

3. **Develop new sources of support for RSC activity that is not eligible for external grants**

- The Office of Institutional Advancement will develop infrastructure that will connect RSC to philanthropy.

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

4. **Optimize access to archives and collections, both physical and virtual**

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

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

- Building on these strengths, the College will support the Library as a site for fostering interdisciplinary collaborations.

- The College will maximize use of its collections as the basis for innovative scholarship and pedagogy.

5. **Encourage a culture of college-wide interdisciplinary collaboration**

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

- To foster interdisciplinarity, the College will identify and support the formation of programs across departments and divisions in areas of strength, such as human rights, global modernism, digital humanities, and musical theater.

- To encourage interdisciplinarity, the College will fund and develop mechanisms to foster faculty-led research seminars. Notably, the Rifkind Seminar in the Humanities and Arts is a long running example of such an effort; this series can serve as a model for other such efforts at the College. The Moxie-Foundation-Funded Campus Engagement Network also fosters faculty and staff team-building across disciplines.

6. **Support Graduate Training**

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

SP3: Enhance Diversity

City College proudly serves an extraordinarily diverse student body. Our students represent more than 150 nationalities and speak more than 100 different languages. In 2017 *US News and World Report* ranked the College second for racial and ethnic diversity among regional universities in the North. In Fall 2017, the College's undergraduate population was ~38% Hispanic, ~24% Asian, ~15% Black, ~14% White, and ~6% Non-resident Alien. Our graduate student community in Fall 2017 was ~27% Hispanic, ~16% Black, ~31% White, ~12% Asian, and ~12% Non-resident Alien. The College has committed to expand its Students of Promise program,

which has proven effective in using high-school grades, rather than SAT scores, to identify and admit underrepresented minority students who will succeed at City College. Moreover, the College is committed to providing equal employment and educational opportunity to all persons without regard to race, color, religion, national or ethnic origin, age, gender, sexual orientation, transgender, disability, genetic predisposition or carrier status, alienage or citizenship, prior arrest record, or marital, military, or veteran status.

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

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

In her words, City College is:

> this dynamic, inclusive place where you all have had the chance to really get to know each other, to listen to each other's languages, to enjoy each other's food, . . . music, and holidays. Debating each other's ideas, pushing each other to question old assumptions and consider new perspectives.
>
> And those interactions have been such a critical part of your education at this school. Those moments when your classmates showed you that your stubborn opinion wasn't all that well-informed. Or when they opened your eyes to an injustice you never knew existed. Or when they helped you with a question that you couldn't have possibly answered on your own. . . . That is the power of our differences to make us smarter and more creative.

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

1. **Prioritize retention**

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

   - Units within the College will share best practices for mentoring programs and develop mentoring programs for faculty at various points in their careers, including focused support for underrepresented groups, for faculty returning from parental leave, and for faculty and staff who seek to increase their productivity in order to attain promotion.

   - The College will increase diversity in administrative and leadership positions by offering training and support for faculty and staff to take on new roles.

- In support of work-life balance, Human Resources will develop web pages that serve as a clearing house for resources including camps for children during College breaks and days off, school placement, and elder-care services.

- The College will form a new Staff Council that will provide staff with representation in matters of College governance.

2. Improve campus climate

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

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

- The College will support the development of curricula, courses, readings, and academic programs that expand the perspectives and experiences our students encounter in their studies. Through intellectual inclusivity we will build greater capacity for knowledge and creativity.

- The College will circulate statistics and publicize how our students, faculty, and staff comprise many groups, backgrounds, and identities.

- The College will develop and employ guidelines and practices to encourage respectful discussions.

- The College administration will rapidly implement recommendations from the President's Working Group on Diversity and Inclusion.

- The Provost and President will meet regularly with faculty, student and staff groups across campus to discuss issues of inclusivity, fairness and respect. These discussions will provide specific examples of issues that have recently occurred on our campus (with the privacy of individuals protected) and the resulting actions taken. The purpose of these discussions is to let everyone know that unacceptable behavior is met with consequences, both to discourage offensive behavior and to encourage reporting of incidents.

- The College administration will regularly solicit ideas from faculty, staff and students for further measures to improve campus climate.

3. Enhance recruitment

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

- Using diverse search committees for all positions, the College will expand recruitment plans, investing in more targeted advertising and asking all members of the community to participate in identifying and nominating candidates.

- The College is a meaningful pipeline to diversity in all of its fields. The College will support departments in keeping track of alumni who pursue advanced and terminal degrees elsewhere so that they can later recruit them as applicants for faculty positions.

- The College will encourage departments to develop relationships with minority professional organizations and other minority-serving institutions to recruit minority candidates for faculty positions.

- The College will develop strategic partnerships and alliances to strengthen the pipeline of future applicants from underrepresented groups.

- The College will develop and seek funding for a faculty diversity hiring initiative, including competitive start-up packages.

- The College will develop partnerships and alliances to accommodate partner hires.

- The College will conduct unconscious bias training for deans, search committees, and appointing committees. Search committees will be expected to use best practices.

- The College will develop materials to be used in the hiring process as we compete to hire faculty and staff. These materials will highlight benefits such as Paid Parental Leave, released-time in support of research during the run-to-tenure, and internal sources of research support.

- The College will ensure alignment of hiring practices with national norms and the conventions of specific disciplines.

SP4: Renew and Refresh Our Physical Plant

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

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

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

1. **Create a welcoming and supportive environment for students, faculty and staff**

- The College will continue to improve public, recreational and special events spaces, and commit to scheduled maintenance and care of indoor and outdoor spaces and facilities.

- We will work to maintain comfortable work spaces.

- The College will improve student facilities, lounges, and clubs.

- Information Technology will provide sufficient email, online, and information resources, as well as internet access across the campus, and Communications will maintain user-friendly and thorough online and information resources.

2. **Modernize instructional facilities and technologies to meet the current and future needs of the College**

- The College will establish a program for modernization to ensure that classrooms, lecture halls, music rooms, art studios, maker spaces, laboratories, theatrical spaces, libraries, and all student spaces promote excellence in teaching and learning.

- The College will invest in instructional and information technologies in classrooms and laboratory classes.

- The College will complete $8.5M network upgrades in Marshak and Steinman Halls.

- The College will create and renovate classrooms in order to accommodate academic demand for instructional models that employ larger class sizes.

3. **Mobilize the built and virtual environment in support of research**

- The College will earmark monies from indirect cost recoveries for research infrastructure support.

- Facilities and IT will increase communication with researchers.

- The College will develop criteria for optimizing utilization of research space across the campus.

- The College will plan effectively to provide adequate space for research staff, facilities, laboratories, and studios, as well as to create greater interaction and collaboration among faculty and researchers with similar or complementary research interests (the CDI model).

- IT will improve access to computers and computational resources, as well as provide adequate technical support for research, scholarship, and creative activity (RSC).

4. **Ensure proper staffing levels**

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

5. **Work toward achieving efficiency and establish sustainability practices**

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

6. **Manage space effectively**

- The College will evaluate and plan space allocations and sharing of spaces to best serve overall needs.

- The College will identify spaces on-campus that require expedited upgrades and/or renovations.

- The College will increase efficiency in instructional space scheduling.

SP5: Build Financial Stability and Finance the Strategic Plan

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

1. **Raise new philanthropic support**

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

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

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

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

- The College will make CCNY's most exciting research, scholarship, and creative work an asset that will strengthen fundraising among alumni and with philanthropic foundations by aligning the work of the College's Development Office and its academic wing.

- The College will increase the amount of unrestricted philanthropic funds from $4M in FY19 to $10M by FY24, through a new focus on raising operating funds for the College in addition to the historical focus of the foundations on raising money for student scholarships and other purposes. This amount includes an estimated $1M raised for the Annual Fund, which has historically been used to pay salaries at The City College Fund, but with the merger, will now come directly to the College.

- To reach financial independence, the College must significantly increase its revenue stream so that it no longer relies on resources from the State, which today comprise about $56M.

- As the Strategic Plan for the Foundation proceeds, in years 2-5 the Foundation corpus will increase from $270M in FY19 to $330M with the addition of the $60M in Trusts & Gifts currently held by CUNY, and another $10M in new money, as outlined in the Foundation Strategic Plan. According to the Foundation spending plan, a corpus of $340M would provide $13.6M per year in unrestricted funds to the College. In year 2, the Foundation Strategic Plan calls for raising $20M, increasing by $5M per year through year 5 (FY23) when it reaches $35M. At this time the Foundation corpus will have reached $450M, providing $18M per year for College operations. While the baseline goal for the Foundation is a rather conservative increase in funds raised of $5M per year, there is no reason the Foundation cannot reach $50M per year by FY23, providing an addition $2M per year for operations and reaching $30M in ten years. Such a dramatic change requires a

significant increase in staffing in the Foundation in order to rebuild the fundraising infrastructure.

Table 1. Plan for New Revenue Sources

	Financial Stability within 1 year	Financial Self-Sufficiency within 10 years
Philanthropy	$ 4 Million	$ 50 M per year in gifts, $ 30 M annually for the College's operations
Tuition Revenue	$ 1.3 Million derived largely from graduate enrollment	$ 3.6 Million from international partnerships
Adult and Continuing Education (ACE)	$ 1 Million	$ 10 M per year
State Support	$ 1 Million	> $ 1 Million

2. Increase revenue from enrollment

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

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

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

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

- The GCC will identify 3-5 programs with growth potential and for which the value to students can be clearly articulated and is based on data. The appropriate departments will work with Communications to implement a marketing strategy for these programs. The successful implementation of this recruiting plan will serve as a template for other programs with room to grow. Similarly, a small number of new programs that take

advantage of existing strengths at CCNY will be developed. These programs will target the overlap between high demand and College expertise.

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

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

3. **Generate revenue from adult and continuing education**

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

- In FY19 the College will seek to increase the revenue from ACE to $1M by marketing existing programs and launching new ones. This will be achieved with a new focus on ACE, turning it into a revenue-generator comparable to other CUNY campuses that generate $10-$15M annually in ACE revenue.

- The College will hire a business development manager for ACE to develop training partnerships with City organizations and businesses.

- ACE will work with the University Dean for Continuing Education and Workforce

Development to identify areas for development in ACE that are also areas of strength for the College. These areas should include adult enrichment programs, drawing on the expertise of the faculty and strengthening ties with the Harlem community.

- Over the next five years, ACE will increase its revenue to $10M. It will aggressively pursue programs with growth potential, while simultaneously knitting a closer connection between CCNY and the Harlem community by providing programs of interest that will draw our neighbors to our campus. This includes hospitality courses for the growing restaurant and hotel industry in Harlem. ACE will also pursue contract work with businesses that need training for their employees, for example executive language training and cyber security.

4. Increase state support

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

5. Implement a new campus budget model

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

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

resources are aligned with the strategic priorities in this plan.

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

- During FY19 each campus unit will undergo a self-study to determine its appropriate level of funding in order to serve students optimally and support faculty and staff. This will be informed by national norms as evinced by the Delaware Cost Study, in which the College will participate.

- The President, Provost, and VP for Finance will develop year-to-year funding trajectories for each unit, based on the priorities laid out in this Strategic Plan. These trajectories will map out how rapidly each unit's funding level will approach its appropriate level (assumed to be more than the current level for every unit on campus), and will be informed by the model for short- and long-term revenue growth detailed above.

   The annual budget process will proceed as follows:
   1.   CFO develops 5-year budget projection
   The five-year budget projection will map out expected revenue from each College source: State appropriation, tuition, IDC, unrestricted philanthropy. In addition, the plan will map out expected expenses in each campus unit, including contractual step increases and expected retirements and departures. Expected retirements and departures provide an opportunity for the College to redirect resources towards strategic priorities. The projection will encompass three scenarios: optimistic, nominal, and pessimistic, in order to allow planning while incorporating realistic uncertainties in funding.
   2.   Available resources are allocated across units, guided by funding trajectories
      a. CFO develops preliminary budget allocation, guided by funding trajectories
      b. Provost, CFO meet with each campus unit to discuss preliminary budget allocations
      c. Review Committee approves budget allocations.
   3.   Each year steps 1-2 are repeated to adjust for reality, and funding trajectories are re-evaluated

Setting Priorities and Assessing Progress

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

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

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

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

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

Finally, some efforts will require investment, even in the short term, to pursue objectives vital to the College. Renewing and refreshing our physical plant, described in SP4, will mostly require funding. But much of this funding comes through CUNY for capital projects, independent of the rest of the College budget. CUNY, however, is currently withholding some capital funding because the College has only a single project manager on staff, limiting the number of projects that can be undertaken. Therefore, the College will prioritize hiring a second project manager so that the pace of physical improvements to the campus can be increased.

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

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

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

The City College
of New York

Monitoring Report for MSCHE – March 2019

Appendix I: Strategic Framework Document

Founded in 1847, The City College of New York (CCNY) is New York City's most comprehensive public institution of higher education. For generations, the College has offered a high-quality education to students from varied backgrounds and also ranks among the most diverse institutions of higher education in the United States.

Many CCNY students are the first in their families to attend college; not a few are the sons and daughters of immigrants. By providing an education that combines excellence and affordability, CCNY continues to contribute to social mobility.

The College develops students' knowledge, skills, and critical thinking across the range of academic, artistic, and professional disciplines. For close to 175 years, it has educated students who have become leaders in the economic, social, political, and cultural life of New York, the nation, and the world. Its alumni include ten Nobel laureates and four Rhodes scholars, and its students regularly win Fulbright, Marshall, National Science Foundation, and many other fellowships.

CCNY combines the best of liberal arts and sciences education with professional training in Architecture, Medicine, Education, and Engineering – a distinctive combination in the City University of New York. The resulting synergies ensure that our students graduate with the knowledge to combine technological and scientific skills with creative pursuits and an understanding of culture and society. In short, they receive an education that prepares them for success in the mobile, globalized world of the 21st century. Many CCNY professors have national and international reputations and engage in high-level research and creativity both within their own fields and across the disciplinary divides that so often mark the modern university. Many contribute to the public debate on a host of national and international issues.

Since its founding, CCNY has been inextricably connected to New York City. The College has drawn most of its students from the City, and they in turn have gone on to contribute to New York's culture, economy, and society. Today, CCNY continues its dynamic relationship with New York. Our students complete internships in companies and various organizations that play a prominent role in the New York City and internationally, whether in the economy, whether in technology, media, advertising and public relations, politics, the arts, and architecture. Students also take service-learning courses that place them in New York City schools and community organizations, in Harlem and beyond, and in many New York-based global non-profits.

This strategic plan is guided by CCNY's commitment to transform the learning experience of students—within and outside the classroom—by improving and modernizing the services and educational infrastructure they need to thrive, fostering undergraduate and graduate student research, promoting a rich intellectual environment for faculty, students, and staff, and making a top-flight education available to a diverse student community. To achieve these objectives, over the next eight years, CCNY will focus on the following priorities:

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

- **Ensure student success**
  CCNY will enhance educational experience of students by expanding opportunities for undergraduate and graduate research and internships; integrating classroom learning with experiential learning in laboratories, industry, business, schools, and cultural and social services organizations; creating new academic majors that reflect the importance of interdisciplinary learning; increasing the availability of learning experiences outside of New York City; and improving student support services, such as academic advising, financial aid counseling, registration, and tutoring. In addition, the effectiveness of engagement through student clubs and sports will be assessed.

- **Promote Research, Scholarship, and Creativity**
  CCNY will undertake a number of major academic initiatives. They will be supported by philanthropic fundraising and will strengthen the College's national and international reputation in teaching, research, and the creative arts.

- **Enhance diversity**
  CCNY will work to preserve the diversity of its student body and increase the diversity of its faculty.

- **Craft a financial model for the 21st century**
  CCNY will work with the City University of New York (CUNY) and New York State, CCNY to secure a budget that supports effectively its comprehensive mix of liberal art and sciences and professional schools. The college will also review and renovate its business practices, including purchasing, facilities, faculty support, and student services.

- **Preserve, restore, and develop the campus**
  CCNY will develop a master plan for its main campus to better support its educational, research, and creative mission and to build a greater sense of community.

Student Success

Most CCNY students commute to campus from across the metropolitan area, and many are the first in their families to attend college. Some overcome serious financial and personal challenges to pursue their college education. CCNY's commitment to student success mandates the identification and development of student potential; maintenance of high standards of achievement; recognition of diversity in all of its forms; development of advising and counseling programs to position students for academic and professional success; and support of those students who are confronting challenges. While CCNY is determined to improve retention and the four- and six-year graduation rates, CCNY will not define student success solely in terms of such rates. Ultimately, it will provide students with a comprehensive education that enables them to realize gratifying careers and lives that contribute to their communities.

To achieve these objectives, the College will:

- Provide students, regardless of major, with a comprehensive education that covers writing, communication, and reasoning as well as the basic skills in quantitative and computer-based skills needed to succeed in an increasingly digitalized world.

- Increase funding and staffing for the academic support services (including advising, mentoring, and tutoring) that students require to thrive intellectually and to make informed educational and career decisions.

- Develop stronger relationships with alumni, companies, artistic and non-profit organizations, government agencies, and media to construct a more systematic process for inspiring students, facilitating mentoring opportunities, and arranging internships and career placement.

- Make the submission of institutional proposals for funding undergraduate and graduate education initiatives and the students themselves a priority.

- Identify funding sources to provide subsidized student housing on or near the campus for undergraduates who have long commutes, or reside out-of-state, and for international students.

Research, Scholarship, and Creativity

CCNY has a long tradition of advanced research, scholarship, and creative activity across the liberal arts and sciences and the professional schools. To further strengthen its national and international reputation as a research university and strive to build an even more vibrant intellectual community for its students and faculty, CCNY will:

- Complete the evolution of City College to a research university; Increase resources for research and scholarship in all schools and divisions to retain its outstanding faculty and to compete effectively in the hiring of exceptional teachers and scholars;

- Support existing doctoral programs, and identify areas of present and potential promise to develop additional doctoral programs in either a single discipline or an interdisciplinary endeavor;

- Provide the resources needed to sustain and strengthen Masters level programs.

- Regard scholarship and research as one of the normal functions of faculty members at CCNY, and allow time spent on such activities as part of the workload of the faculty;

- Facilitate and support collaboration in research and scholarship between faculty and undergraduates in all schools and divisions;

- Develop effective strategies for recruiting graduate students, nationally and internationally, and increase support, fellowships, and training programs for graduate students;

- Ensure that the college's research infrastructure—laboratories, equipment, technology, library facilities, studios, and classrooms—meets the need of a major research institution; and

- Make CCNY's most exciting research, scholarship, and creative work an asset that will strengthen fundraising among alumni and with philanthropic foundations by aligning the work of the College's Development Office and its academic wing.

Diversity

From the outset, CCNY has been committed educating "the children of the whole people." The resulting diversity of the student body is one hallmark of the College's success. CCNY will commit to preserve its diverse student body and to recruit and retain a diverse faculty.

CCNY reconfirms the recommendations offered by the President's Council on Inclusive Excellence (2013) and will:

- Foster a campus atmosphere in which diversity, in its numerous forms, is regarded not only as a matter of justice and equity but also as an essential part of, and a means to fulfill, the educational mission;

- Identify and present to deans and department chairs the best practices employed by institutions that have been particularly successful in increasing faculty diversity; and

- Require active searches for faculty positions, with a clear recruitment plan that includes committee members outreach to colleagues at other institutions to identify prospective minority candidates, encourage them to apply, and provide opportunities for applicants to visit the campus and interact with faculty from diverse backgrounds and from different departments.

CCNY's budget has relied on two sources: legislative appropriations and tuition revenues. Working with the City University of New York (CUNY) and New York State, CCNY will secure a budget that reflects the true financial costs of running a research university with professional schools and effectively supports its academic units and programs; its commitment to excellence in research and scholarship; its faculty; and the maintenance and improvement of its historic campus. The requested budget must be adequate for the training of professionals in architecture, engineering, and medicine, which are unique within the CUNY system. In addition to supporting the professional schools effectively, CCNY will fund research in the arts, humanities, education, and the social sciences; and will provide resources for specific student services.

To achieve these goals, CCNY will:

- Design a multi-year budget model that ensures stability and predictability to protect the College from the effects of short-term enrollment fluctuations;

- Restructure internal business practices to ensure greater transparency and efficiency;

- Develop a comprehensive strategy—that is national and international in scope—for private fundraising in order to increase the endowment significantly.

- Cultivate alumni and promote their continued engagement with the College by organizing events that highlight student and faculty accomplishments;

- Take better advantage of CCNY's location in New York City—the world's financial and cultural capital—through a comprehensive fundraising plan aimed at attracting New York City-based non-alumni donors, such as the leading philanthropic foundations, and increasing the endowment.

- Make fundraising a critical responsibility of the college president and a criterion for assessing his or her annual performance;

- Identify new sources of revenue, including major grants and contracts, philanthropy, differential tuition for specific programs, continuing education, certificate programs, and summer courses; and

- Broaden student recruitment plan to include statewide, national and international in its scope.

A successful education occurs not only in the classroom but also in the informal spaces where students and faculty mingle. With this in mind, CCNY will create a master plan for its buildings and grounds aimed at promoting a greater sense of community and encouraging students, faculty, and staff to spend more than class time on campus.

To achieve these goals, CCNY will:

- Form a standing committee of faculty and administrators to develop a long-term plan for improving campus infrastructure that ranks priorities and provides a detailed schedule for their completion;

- Use surveys and student, staff, and faculty focus groups to identify the most pressing needs pertaining to classrooms, public spaces, restrooms, physical plant, and routine maintenance.

- Identify critical priorities for upgrading, restoring, and modernizing classrooms, the communications network, physical plant and for improving custodial services and day-today maintenance;

- Establish a tracking system that provides online reporting, monitors repair and custodial services, and flags unaddressed service requests; and

- Assess the need for increased funding and personnel for facilities management and implement a performance-based evaluation system to increase efficiencies in the provision of services.

- Ensure that CCNY staff members, whose work is indispensible to the day-to-day operation of the College and to its educational and research mission, have regular forums in which to express their needs and ideas and are celebrated for their contributions.

Conclusion

As the City University of New York's flagship, CCNY will embrace new opportunities and address its existing challenges. Its College of Liberal Arts and Sciences and professional schools are in a unique position to develop innovative, exciting programs that meet the needs of students in the 21st century. This strategic plan, fortified by the college's 175 years of tradition and steadfast commitment to its mission, offers recommendations designed to strengthen the College's ability to fulfill its longstanding mission and to strengthen the quality of its teaching, research, and other creative endeavors. Implementing the recommendations offered in this plan will require difficult decisions and an unwavering commitment.

Monitoring Report for MSCHE – March 2019

Appendix J: Plan for Facilities/Capital Projects

OFFICES OF FACILITIES MANAGEMENT
Capital Projects List

Revised 11/8/2018

No.	Building	Project Name	Funding Source / Management	Consultant/Contractor	Space	Status / Phase	Start Date	End Date	Funded Budget	Anticipated Project Cost
1	Aaron Davis Hall	Aaron Davis Hall Renovation	Reso-A / DASNY	THINK Architects	Dressing rooms, classroom, office, theaters, roofs and landscaping	Pre-Design	September 2018	May 2019	$6,916,000	TBD
2	Baskerville Hall	Baskerville Hall Renovation	DASNY	STV Architects / New Style Construction	Lecture hall, new elevator, bathrooms and offices	Construction	February 2018	December 2019	$6,460,000	$6,460,000
3	Baskerville Hall	Roof Replacement	DASNY	Superstructure	Roof	Pre-Design	September 2018	September 2019	$2,400,000	TBD
4	Compton-Goethals	Roof Replacement	DASNY	Superstructure	Roof	Pre-Design	September 2018	September 2019	$4,300,000	TBD
5	Fire House	Fire House Renovation	Reso-A/DASNY	Michielli + Wzetzner Architects	Gallery, art studios, offices, seminar room, bathrooms and new elevator	Design	June 2016	October 2020	$10,485,000	$11,000,000
6	Harris Hall	Sophie Davis Interiors (Medical School) Ph. 1 &2 - Additional Installation of FSD	DASNY	APA Architects/ NSC Construction	seminar rooms and offices	Substantially Completed	September 2018	TBD	$800,000	TBD
7	Marshak Hall	HVAC Upgrade, Phase II (Duct risers, part heating conversion)	CUNY-DASNY/CM	Gensys Engineering / AKS Contractor	Labs and offices spaces above plaza level	Construction	June 2017	November 2018	$48,000,000	$48,000,000
8	Marshak Hall	Fire Alarm Upgrade	CUNY-DASNY/CM	Gensys Engineering / Johnson Controls	All spaces	Construction	December 2017	December 2018	$2,300,000	$2,300,000
9	Marshak Hall	Mechanical Upgrade - Phase 3A- Lower Level & Emergency Generator	CUNY-DASNY/CM	Gensys Engineering	Lower level spaces and roof	Design	January 2015	October 2020	$2,445,000	$2,445,000
10	Marshak Hall	HVAC Upgrade- Phase 3B- Central Core	CUNY / DASNY	Gensys Engineering	All interior core spaces	Design - On-Hold	January 2015	TBD	$8,900,000	$8,900,000
11	Marshak Hall	HVAC Upgrade- Phase 3C - Labs (Rm. MR 1113)	CUNY / DASNY	Gensys Engineering	Lab spaces	Design- On-Hold	January 2015	TBD	$21,100,000	$21,100,000
12	Marshak Hall	Biology Teaching Lab Renovation	CUNY / DASNY	Graf and Lewent Architects	MR 503,504,507 & 511	Design / Construction	June 2016 / TBD	April 2018 / TBD	$2,500,000	$2,500,000
13	Marshak Hall	Modernization of IT Infrastructure	Reso-A / DASNY	APA Architects	Data Closets and MDF	Design- On-hold	June 2014	December 2018	$6,007,000	$9,000,000
14	Steinman Hall	Upgrade				Design	August 2018	February 2020		
15	Marshak Hall	Plaza Roof & Façade	DASNY	APA Architects	Exterior	Design	September 2018	August 2019	$13,500,000	$18,000,000
									$283,899,880	$301,527,010

No.	Building	Project Name	Funding Source / Management	Consultant/Contractor	Space	Status / Phase	Start Date	End Date	Funded Budget	Anticipated Project Cost
		Replacement				Bid	August 2019	December 2019		
						Construction	December 2019	February 2021		
16	Marshak Hall Shepard Hall NAC	Campus Wide Accessibility Project, Phase I	DASNY	OMNI Architects/Volmar Construction /NSC Construction	Lecture Halls & Bathrooms Bathroom	Construction	September 2018	August 2019	$7,253,000	$7,253,000
						Design	May 2017	September 2019		
					Lecture Halls	Construction Substantially Complete	May 2017	August 2018		
	140th St. bet. Convent Ave. & Amsterdam Ave.				Sidewalk	Design	May 2017	March 2019		
17	Marshak Hall	Laser Lab Equipment Replacement	DASNY	DASNY Procurement	Research Labs	Equipment Purchase	December 2017	TBD	$1,500,000	$1,500,000
18	Marshak Hall	Lecture Hall Upgrade (Seating Replacement)	Reso-A / CCNY	KI	Lecture Hall	Furniture Purchase	February 2018	April 2019	$1,250,000	$1,250,000
19	Marshak Hall	Pool and locker rooms renovation	CUNY / DASNY	APA/ Infinity Construction	Pool, locker rooms and bathrooms	Construction	June 2018	December 2019	$16,414,000	$16,414,000
20	NAC	HVAC Upgrade for Library, Tech Ctr, WHCR and Offices	DASNY / CM	Dewberry Engineering/ Infinity Construction	Tech Ctr, WHCR radio classroom, Library	Construction	January 2018	April 2019	$9,200,000	$9,200,000
21	NAC	Aronow Theater Renovation	Reso-A/DASNY	Heritage Architects	Dressing room, stage, theater, seating	Design	October 2014	August 2018	$3,200,000	$3,200,000
						Construction	September 2019	February 2020		
22	NAC	DSI Equipment Purchase	Reso-A / DASNY	Multiple AV vendors	Library Archive Room	Equipment Purchase	September 2018	December 2019	$200,000	$200,000
23	NAC, Marshak Hall, Steinman Hall	Decommissioning of Existing Fuel Oil Tanks and Installation of New Code Compliant Tanks	DASNY	O'Brien & Gere	Exterior	Design	April 2016	March 2019	$950,000	$10,000,000
						Construction - On- Hold	TBD	TBD		
24	NAC	HVAC Upgrades - Replacement of AHUs	NYPA	CDM Engineering	Mechanical rooms	Construction-On-Hold	April 2018	December 2019	$19,500,000	$22,500,000
25	NAC	Elevator/Escalator - Condition Assessment Study	DASNY	CSA Group	Elevator and Escalator banks	Study	March 2017	April 2019	$350,000	$350,000
26	NAC	Exterior Ceiling Replacement	DASNY	Superstructure	Exterior	Pre-Design	June 2018	March 2019	$338,880	$740,000
27	NAC	Culinary Art	DASNY	TBD	Interior	Design	TBD	TBD	$300,000	$1,500,010
28	NAC	Upper Plaza Waterproofing	DASNY	TBD	Exterior and Interior	Design-Procurement	TBD	TBD	$600,000	TBD
29	Schiff House	Daycare Center Renovation	Reso-A - CUNY / DASNY	Michielli + Wzetzner Architects / Inniss Construction	Classrooms, office, bathrooms, kitchen and playground	Construction	March 2013	December 2018	$5,000,000	$5,000,000
30	Shepard Hall & IT Upgrade	Elevators Upgrade / Replacement , and IT data closets upgrade	CUNY /DASNY - CM	Dewberry Engineers / New Style Construction	Lobby area on all floors	Construction	November 2017	October 2020	$9,500,000	$9,500,000
31	Shepard Hall	Computer Teaching Lab Upgrade	Reso-A/ DASNY	Napach Design Group	Computer lab and offices	Design	February 2016	November 2018	$500,000	$750,000
32	Shepard Hall	Music Library Roof Replacement	CUNY / DASNY	Superstructure	Lower Roof	Complete	April 2018	October 2018	$1,000,000	$1,000,000
									$283,899,880	$301,527,010

No.	Building	Project Name	Funding Source / Management	Consultant/Contractor	Space	Status / Phase	Start Date	End Date	Funded Budget	Anticipated Project Cost
33	Shepard Hall	Great Hall Interior Renovation	DASNY	Elemental Architects	Auditorium	Design	March 2018	December 2018	$1,520,000	$1,800,000
34	Spitzer Hall	Fabrication Lab	DASNY	Goshow Architects	Fabrication Lab, roof	Design	September 2017	June 2019	$1,500,000	$1,500,000
35	Spitzer Hall	Atrium Roof Reconstruction	DASNY	Superstructure	Atrium Roof Reconstruction	Pre-Design	September 2018	TBD	$900,000	$900,000
36	Spitzer Hall	Harlem Rooftop Garden	Reso-A / DASNY	Superstructure	Roof Pod	Pre-Design	November 2017	TBD	$201,000	$201,000
37	Steinman Hall	Mechanical Upgrade	DASNY	Gensys Engineering	All spaces	Design	March 2015	September 2018	$20,546,000	$30,000,000
						Construction-On- Hold	TBD	TBD		
38	Steinman Hall	Cellar Level Foundation Water Leak & Façade Restoration @ Basement Level, 1M Roof	DASNY	Superstructure/ SRR Holding Contractor	Teaching lab, conference room, offices, plaza and lower roof	Construction	March 2018	January 2019	$1,700,000	$1,700,000
39	Steinman Hall	Master of Translational Medicine (MTM) Teaching Lab	Grove Foundation/DASNY	Transition Design & Architects / Volmar Construction Inc.	Teaching lab	Construction Contract phase	February 2018	February 2019	$1,500,000	$1,500,000
40	Steinman Hall	Zahn Innovation	Reso-A	Transition Design & Architects	Teaching lab	Equipment Purchase	September 2017	TBD	$500,000	$500,000
41	Wingate Hall	Public Safety Locker Room Renovation	Reso-A / DASNY	Elemental Architects/ Gryphon Construction Inc.	Locker Room, bathrooms, training room	Construction	October 2018	July 2019	$2,214,000	$2,214,000
42	Wingate Hall	Interior Renovation and ADA Upgrades	DASNY	Elemental Architects	Bathrooms, lobby, and new elevator installation	Design	February 2018	March 2020	$3,000,000	$4,000,000
43	Wingate Hall	Lecture Hall Design	DASNY	TBD	Pool	In Planning	February 2018	November 2018	TBD	TBD
									$283,899,880	$301,527,010

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Appendix K: College-wide OKRs for the Year (2018-2019)

OFFICE OF THE PRESIDENT

College Wide OKRs for the Year

1. Raise 7 million dollars in new money

   a. Raise $4 Million in new unrestricted philanthropic monies either from investment earnings on the corpus of the foundation monies or from new cash;
   b. Increase the number of new graduate students on campus by 200 (as of fall 2019)
   c. Increase annual revenue from Adult and Continuing Education by 1 million dollars.
   d. Undertake lobbying to garner state government (and CUNY) support for the idea that more expensive, high value programs like engineering and architecture) require a commensurate investment. Target 1 million dollars in new state investment in these programs.

2. Change the public profile of the college to emphasize the broad contributions that college has made to social mobility, intellectual life, science and technology and a more democratic and vibrant New York.

   a. Reorganize our research operation to include a vibrant post-research communications apparatus as measured by a 20% increase in newspaper/magazine/broadcast media stories describing the importance and impact of our intellectual and research activities.
   b. Develop a stronger internal reciprocal awareness between the academic and programming units of the college and our communication apparatus, as measured by greater adherence to CCNY style guides, stronger participation in experts list activities, better on-time communication of events and measurably greater contact between the communications department and the academic units.
   c. Increase the usage of the term "social mobility" in association with the term CCNY, as measured by media and social media analytics. Develop a baseline first and then set improvement targets.
   d. Initiate stronger community outreach as measured by the number of events done in partnership with community organizations and agencies (established a baseline and then set improvement targets).
   e. More fully utilize the assets of the college by designating 4 "Presidential events" each semester (athletics, theater, music, art, open labs, etc.) as moments to mobilize our events apparatus to invite alumni, donors and other potential external audiences to the college.

3. Restructure our Research operation

   a. Establish the new College Wide Research Committee and develop new plans for the allocation of IDC in ways that incentivize top researchers and grant-funded scholarly and creative activity in support the work of people new to this work.
   b. Increase grant and fellowship applications by 15%
   c. Publish and publically disseminate an annual high quality report on top research, scholarly and creative activity of the CCNY faculty.
   d. Develop a stronger relationship between scholarly activity and research and the communication department, as measured by an experts list with 95% faculty participation, regular meetings between writers and faculty (with initial meetings taking place by the end of this year), and a 10% increase in published stories about the substance of our scholarly activity in print and broadcast media.

4. Insure proper representation of all college constituencies and develop effective methods to manage conflict and insure respect on campus.

   a. Establish the full membership of the Working Group on Diversity and Respect by October 1. Hold 6 meetings of this group by September 1, 2019.
   b. Establish the Staff Council as the official representative body for staff by November 1st. Have the first official staff council meeting by December 20th.
   c. Hire a new Chief Diversity Officer by October 15th. Eliminate any backlog in cases by December 1st, and set case resolution time targets by December 15th. Establish supporting mechanisms for this office (eg working committee composed of public safety, HR, Campus attorney, student affairs head and Chief Diversity officer by December 1).
   d. Develop and deploy a campus wide survey on mutual respect by January 1.

5. Improve the effectiveness and the efficiency of the Student Success apparatus.

   a. Provide FACTS access to all students by October 31st, and disseminate information on how to use that. Assess the effectiveness of this tool, and students engagement with it, by measuring the number of student visits to financial aid to discuss non-0contributory goals. Reduce the # of students making such visits by 20% by June 2019.
   b. Reduce the # of Degree works Exceptions by 40% by June 2019.
   c. Increase by 20% the timely evaluation and posting of prior college work
   d. Make significant progress toward the establishment of One-stop, as measured by the cross-training of 5 members of the Enrollment Services team (admissions, Financial aid, Registrar and Bursar by November 1, and the holding of 3 One-Stop planning sessions by December 20th, 2018.
   e. Increase the number of students applying for national scholarships by 20%.
   f. Develop a better mechanism for college wide institutional research (this needs to be more closely specified).

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Appendix L: Task Force on the Future of City College: Subcommittees

Sub-Committees

Finance Sub-Committee

- Felix Lam
- Raj Menon
- Kevin Foster
- Dee Dee Mozeleski
- Eva Medina
- Tony Liss
- Erec Koch
- Susannah Frittion
- Jack Martin
- Parameswaran Nair
- Gretchen Johnson

Facilities & IT Sub-Committee:

- Ken Ihrer
- David Robinson
- Gilda Barabino
- Gordon Gebert
- Justin Williams
- Karent Pratt
- Khadesha Maxim
- Laurent Mars
- Moe Liu Dalbero
- Otto Marte
- Umit Uyar
- Rosemarie Wesson
- Vatthana Chin
- Carol Huang
- Kevin Gardner

Academics Sub-Committee:

- Doris Cintron
- Hazel Carter
- Mitchell Schaffler
- Ellen Handy
- Juan Carlos Mercado
- Anuradha Janakiraman
- Renata Kobetts Miller

Student Success Sub-Committee

- Celia Lloyd
- Marta Gutman
- Maurizio Trevisan
- Melissa Oden
- Hawai Kwok
- Michael Miller
- Kathy Powell-manning
- Hannah Borgeson
- Richard Steinberg
- James Hedberg
- Brian Aguilar Avila
- Thomas Peele
- Annita Alting
- Rhea Faniel
- Mary Driscoll

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Appendix M: Academic Task Force Subcommittee Report

Task Force on the Future of City College
Academics Sub-Committee
Interim Progress report
April 2, 2018

Committee**: Doris Cintron, Juan Mercado, Mitchell Schaffler, Renata Miller, Hazel Carter, Anuradha Janakiraman, Ellen Handy**

The members of our committee have met several times, gathered data, consulted outside the committee membership, and identified further data we hope to obtain, as well as future data presentations/visualizations which we feel would be helpful. *Our work is still very much in progress, and we do not yet have conclusions to report.*

MAIN DISCUSSION POINTS AND AREAS OF FURTHER EXPLORATION

1. *<u>What an initial review of data tells us.</u>* Most of our time so far has been spent on identifying data of relevance to our concerns, reviewing data, interrogating contradictions and omissions in data. Working with Hsueh Leung**,** and consulting with Kevin Foster, a spreadsheet is under development, draft attached. For each academic department in the college, this table details the number of full-time faculty, the amount of teaching done by full-time versus part-time faculty, and the number of majors as well as total amount of credit hours taught by each department. The two different measures of instruction provided to students allow for a consideration of staffing needs relative to the instructional work conducted by a department. The college has long voiced a commitment to full-time faculty teaching in the general education curriculum, but increasing dependency on contingent labor has worked against that stated goal. This table demonstrates that while some departments are understaffed with full-time faculty to conduct their overall teaching responsibilities, others are understaffed relative to the number of majors they serve.

We have spoken about the examples of departments and programs we each know best. We began but did not yet conclude a discussion of the differences of needs and resources required of graduate and undergraduate programs, professional schools and PhD programs. One suggestion we have been considering is that future college policy should involve regular review of data about all departments and programs in the college, and that norms should be identified, or best practices and standards within the college identified.

We also need to compare our key metrics to data from other CUNY schools, and as well as non-CUNY peer institutions such as SUNY, in order to better assess whether we are in line with similar institutions with regard to metric such as percentage of Fall-time vs Part-time instructions.

2. *<u>Departmental faculty staffing issues</u>*. Much of our discussion in the past two meetings has involved departmental staffing issues. Although questions are persistently raised about CUNYFirst, HR and other data sources, we have working statistics on teaching profiles in all departments and programs of the college. These prove extremely illuminating, and have served as starting points for discussion of other topics (research, workload, budget) as well. We recognize that different sectors of the college have different needs and different approaches to their work, but the range within the college from 18.6 to 100% fulltime instruction was surprising to us. Whether an 18.6% full-time instruction in a given area is out of line with peer norms is not known, hence we require comparison benchmarks from our peer CUNY schools. The suggestion was made that we could identify norms, targets and standards across the college about levels of academic staffing that are unacceptably low, (and potentially about levels that are unsustainably high) to be used as starting points for discussion and intervention. We did not reach a final conclusion about this idea; it is still under discussion.

3. ***Proportion of teaching by full-time faculty and their role as mentors.*** We spent considerable time reviewing the proportion of teaching done in each department by full-time faculty. This proved to be a key data point for judging academic success within the college. It affects the success of students, the health of departments (and indirectly, the likelihood of service and administrative responsibilities in a department falling unproductively heavily on faculty in too-small departments). We spoke about the importance of the mentoring that only full-time faculty can provide for our particular student body, about the role only committed full-time faculty can play in supporting and guiding students in their studies and in career advising, and the difficulty of departments sustaining their enterprises when they become too small.

4. ***Retention, graduation and right sizing.*** We discussed, but reached no conclusions about trying to extrapolate data about retention, graduation rates, and other student-centered measures in relation to high- or low-staffed departments. Similarly, we deliberated how this might correlate with research productivity and funding. Also, we saw that additional data (for instance numbers of majors in relation to fulltime faculty per department, and the amount of General Education or professional schools teaching done in relation to fulltime faculty size) should be explored to illuminate the picture of departments that are, or are not "right sized." Visiting our committee, Kevin Foster showed us some graphs he had prepared which effectively illustrated many different data streams in relation to one other, and we briefly discussed the possibility of doing likewise with more of the data we are consulting.

5. ***Workload vs. teaching load***. One of the most powerful themes of our discussion has been the identification of how many different experiences and practices are gathered under the umbrella of our college. We had a very valuable discussion of workload vs. teaching load—how in the STEM areas of the college and in the Colin Powell school - there are direct calculations of research productivity as an aspect of workload, while in other areas of the college unsponsored research is often used as part of the workload. We considered the idea that to operate successfully as the research university we believe our institution to be, the college must support faculty research, scholarship, and creative activity in all departments and disciplines.

6. Continued disinvestment in certain divisions, department and programs.
One issue which reviewing the data about percentages of fulltime teaching hours per department reveals is that some of the challenges in the college are artifacts of decades of disinvestment and deferred maintenance by the college in certain divisions, departments and programs. Since budgets and staffing levels are normally discussed in relation to previous historic levels, once a department becomes disadvantaged, it is very difficult for that department to maintain or enhance its level of success because mechanisms for requesting additional resources based on need do not exist. Rewarding "success" is only sometimes the right answer; in other cases, solving long-term problems is the necessary and prudent investment.

Measures that analyze teaching and research productivity of departments and programs in the face of resource challenges is important, and need to take into consideration the chicken-and-egg problem of how teaching and research commitments affect each other. We also need to develop ways of identifying which departments and programs are unusually successful despite under-staffing or other forms of resource shortfall.

7. ***Imbalance between research-funded and non-research-funded programs and departments.*** In considering the ways research-funded departments and programs operate in comparison to non-research-funded ones, we recognized that the differences are vast and structural. Budgetary planning is necessarily central to how the college operates, but effective planning has to take into consideration the valid needs of units of the college which do not have the possibility of funding themselves from external sources as well as those of grant-funded disciplines.

City College
Faculty, Student Enrollment by Major, Graduation by Major, Credit Hours by

Division	Department	Full-time Faculty					Total Credit Undergraduate (Course Level)					Total Credit Graduate (Course Level)				
		2008	2009	2011	2013	2016	2008	2009	2011	2013	2016	2008	2009	2011	2013	2016
		N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Architecture	Architecture, Department	24	25	26	28	25	3,323	3,873	3,610	3,067	3,394	1,329	1,276	2,155	2,049	2,035
	FIQWS						294				231					
	Pending Admission															
Subtotal		**24**	**25**	**26**	**28**	**25**	**3,617**	**3,873**	**3,610**	**3,067**	**3,625**	**1,329**	**1,276**	**2,155**	**2,049**	**2,035**
Humanities & the Arts	Art	19	20	22	21	21	7,986	8,763	7,818	7,314	7,419	420	411	543	714	717
	English	29	29	30	32	33	6,842	7,970	8,546	7,648	8,583	1,212	1,119	1,311	1,134	891
	History	21	23	23	25	25	5,288	6,641	7,239	6,933	6,561	297	315	432	339	159
	Foreign Languages & Literature	21	22	20	22	23	8,485	8,975	7,326	6,462	5,520	322	246	189	210	139
	Media and Communications Arts	14	15	16	18	19	3,442	3,809	3,615	3,568	3,655	519	606	624	862	954
	Music	16	17	16	16	15	5,168	5,856	5,746	4,580	4,457	177	153	193	196	29
	Philosophy	6	8	9	8	10	3,235	2,859	2,808	3,789	4,038					
	Area St AS LA RU															
	Area ST BLST PR JWS															
	Theatre and Speech	9	9	10	9	9	5,175	5,754	5,866	4,804	5,594					
	Class Walkin Grad															
	Administrive/Program/FIQWS/ESL/Blst Studies						11,344	12,222	9,708	7,683	8,666					
Subtotal		**135**	**143**	**146**	**151**	**155**	**56,965**	**62,849**	**58,672**	**52,781**	**54,493**	**2,947**	**2,850**	**3,292**	**3,455**	**2,889**
Education	Secondary Education	14	12	11	12	8	358	252	415	486	339	1,792	2,448	1,242	1,392	1,070
	Teaching, Learning and Culture	23	22	20	22	18	1,082	1,373	1,621	1,853	1,970	3,483	3,759	3,659	3,166	3,233
	Leadership & Special Education	11	9	9	11	10	373	509	420	581	404	3,588	3,932	2,612	2,437	1,746
	Pending approval FIQWS						288	132	138	123	285					
Subtotal		**48**	**43**	**40**	**45**	**36**	**2,101**	**2,266**	**2,594**	**3,043**	**2,998**	**8,863**	**10,139**	**7,513**	**6,995**	**6,049**
Engineering	Civil Engineering	18	17	20	23	22	1,691	1,865	2,032	2,172	2,737	435	471	704	651	449
	Electrical Engineering	28	27	25	28	29	3,346	3,022	2,939	2,735	3,842	786	831	836	717	557
	Biomedical Engineering	9	10	12	13	12	344	360	503	574	774	171	249	329	302	325
	Chemical Engineering	14	14	13	14	15	786	1,041	1,018	1,223	1,555	213	261	295	455	159
	Computer Science	23	21	18	21	21	1,962	2,251	2,917	2,981	4,563	906	609	615	363	474
	Mechanical Engineering	18	19	19	18	19	2,494	2,175	2,446	2,977	3,899	270	364	436	314	351
	Engr Management															
	Earth Sys Sci Env Eng															
	Dean of Engineering						1,345	1,371	1,493	1,782	2,347	345	534	471	654	426
	Pending approval															
Subtotal		**110**	**108**	**107**	**117**	**118**	**11,968**	**12,085**	**13,348**	**14,444**	**19,717**	**3,126**	**3,319**	**3,686**	**3,456**	**2,741**
Science	Biology	23	19	23	25	26	5,543	5,959	5,870	6,138	5,735	271	312	325	384	244
	Chemistry	24	26	25	28	31	5,370	5,817	6,122	6,667	7,573	274	229	248	90	111
	Earth And Atmospheric Sciences	8	9	9	11	11	805	1,940	2,432	2,065	1,985	138	179	178	128	151
	Physics	26	24	27	28	32	4,607	5,411	5,713	5,588	6,199	165	139	167	134	151
	Mathematics	25	27	25	27	28	11,038	11,163	12,273	13,093	14,178	617	265	408	400	372
	Pending/Gateway approval															
	Division of Science/FIQWS						1,517	1,722	646	481	612	348				
Subtotal		**106**	**105**	**109**	**119**	**128**	**28,880**	**32,012**	**33,056**	**34,032**	**36,282**	**1,813**	**1,124**	**1,326**	**1,136**	**1,029**
Colin Powell	Anthropology	5	5	4	4	3	1,502	1,677	1,808	1,842	2,351					
	Economics and Business	14	15	15	16	14	4,858	5,071	5,216	5,063	6,029	715	666	582	378	486
	Political Science	13	11	14	15	14	2,795	2,915	3,838	3,364	3,667					
	Psychology	31	34	35	35	37	9,499	9,334	9,815	11,279	11,662	773	988	1,197	1,062	864
	Sociology	16	17	16	16	13	2,626	2,389	2,810	2,762	3,172	140	72	186	174	0
	Public Service Management											141	358	363	396	372
	CPS/LALS/FIQWS/Women Studies/pre-law/Internal Studies						3,302	3,077	2,611	2,202	1,873	514	648	402	507	261
Subtotal		**79**	**82**	**84**	**86**	**81**	**24,582**	**24,463**	**26,098**	**26,512**	**28,754**	**2,283**	**2,732**	**2,730**	**2,517**	**1,983**
CWE	Dean of InterDisc Studies	9	10	11	12	12	5,452	6,123	5,617	5,298	4,877		0	132	123	84
	**Early Childhood Education															
Subtotal		**9**	**10**	**11**	**12**	**12**	**5,452**	**6,123**	**5,617**	**5,298**	**4,877**	**0**	**0**	**132**	**123**	**84**
Division Total		**511**	**516**	**523**		**555**										
Sustainability							281	521	501	762	753			594	1,072	507
Undeclared																
CUNYBA/HS/NonDeg/Unknown/MHC/MSCI							1,027	1,375	2,146	2,715	2,973					
Subtotal							**1,308**	**1,896**	**2,647**	**3,477**	**3,726**	**0**	**0**	**594**	**1,072**	**507**
Sophie							4,241	4,603	4,879	4,288	4,569					20
Institution Total							**139,114**	**150,170**	**150,521**	**146,942**	**159,041**	**20,361**	**21,440**	**21,428**	**20,803**	**17,337**

*Undergraduate Early Childhood Education are counted in CWE instead of Education Division
**Sophie Davis figures are not included in this report.
Source: CUNY Census Data, CUNY HR data
Will be updated as need

City College
Faculty, Student Enrollment by Major, Graduation

Division	Department	Total Credit (Course Level)					Full-time Faculty teaching credit hours (Course Level)	Part-time Faculty teaching credit hours (Course Level)	(Unknown) Faculty teaching credit hours (Course Level)	Total teaching credit hours (Course Level)	Full-time Faculty teaching credit hours (Course Level)	Part-time Faculty teaching credit hours (Course Level)
		2008	2009	2011	2013	2016	2009	2009	2009	2009	2011	2011
		N	N	N	N	N	N	N	N	N	N	N
Architecture	Architecture, Department	4,652	5,149	5,765	5,116	5,429	2,079	1,444	1,626	5,149	2,334	1,441
	FIQWS	294		0	0	231						
	Pending Admission											
Subtotal		**4,946**	**5,149**	**5,765**	**5,116**	**5,660**	**2,079**	**1,444**	**1,626**	**5,149**	**2,334**	**1,441**
Humanities & the Arts	Art	8,406	9,174	8,361	8,028	8,136	1,368	3,633	4,173	9,174	1,647	2,808
	English	8,054	9,089	9,857	8,782	9,474	2,372	3,639	3,078	9,089	2,205	2,961
	History	5,585	6,956	7,671	7,272	6,720	2,297	2,001	2,658	6,956	1,887	1,815
	Foreign Languages & Literature	8,807	9,221	7,515	6,672	5,659	3,342	2,855	3,024	9,221	2,338	2,219
	Media and Communications Arts	3,961	4,415	4,239	4,430	4,609	1,702	555	2,158	4,415	1,520	669
	Music	5,345	6,009	5,939	4,776	4,486	1,715	797	3,497	6,009	1,387	612
	Philosophy	3,235	2,859	2,808	3,789	4,038	813	1,200	846	2,859	378	951
	Area St AS LA RU											
	Area ST BLST PR JWS											
	Theatre and Speech	5,175	5,754	5,866	4,804	5,594	1,189	1,882	2,683	5,754	1,120	1,751
	Class Walkin Grad											
	Administrive/Program/FIQWS/ESL/Blst Studies	11,344	12,222	9,708	7,683	8,666	4,354	3,693	4,175	12,222	3,093	2,207
Subtotal		**59,912**	**65,699**	**61,964**	**56,236**	**57,382**	**19,152**	**20,255**	**26,292**	**65,699**	**15,575**	**15,993**
Education	Secondary Education	2,150	2,700	1,657	1,878	1,409	707	366	1,627	2,700	557	260
	Teaching, Learning and Culture	4,565	5,132	5,280	5,019	5,203	1,213	1,031	2,889	5,132	1,201	836
	Leadership & Special Education	3,961	4,441	3,032	3,018	2,150	307	1,033	3,102	4,441	522	758
	Pending approval											
	FIQWS	288	132	138	123	285	132			132	102	
Subtotal		**10,964**	**12,405**	**10,107**	**10,038**	**9,047**	**2,359**	**2,430**	**7,617**	**12,405**	**2,382**	**1,854**
Engineering	Civil Engineering	2,126	2,336	2,736	2,823	3,186	1,085	249	1,002	2,336	803	282
	Electrical Engineering	4,132	3,853	3,775	3,452	4,399	2,265	455	1,133	3,853	1,916	995
	Biomedical Engineering	515	609	832	876	1,099	582		27	609	722	
	Chemical Engineering	999	1,302	1,313	1,678	1,714	1,053		249	1,302	1,077	24
	Computer Science	2,868	2,860	3,532	3,344	5,037	2,119	66	675	2,860	1,715	
	Mechanical Engineering	2,764	2,539	2,882	3,291	4,250	1,781	101	657	2,539	1,811	137
	Engr Management											
	Earth Sys Sci Env Eng											
	Dean of Engineering	1,690	1,905	1,964	2,436	2,773	1,079	294	532	1,905	1,228	162
	Pending approval											
Subtotal		**15,094**	**15,404**	**17,034**	**17,900**	**22,458**	**9,964**	**1,165**	**4,275**	**15,404**	**9,272**	**1,600**
Science	Biology	5,814	6,271	6,195	6,522	5,979	2,099	1,909	2,263	6,271	3,246	415
	Chemistry	5,644	6,046	6,370	6,757	7,684	4,906	400	740	6,046	3,979	788
	Earth And Atmospheric Sciences	943	2,119	2,610	2,193	2,136	509	215	1,395	2,119	1,344	391
	Physics	4,772	5,550	5,880	5,722	6,350	4,386	752	412	5,550	3,735	564
	Mathematics	11,655	11,428	12,681	13,493	14,550	5,627	2,175	3,626	11,428	3,404	3,966
	Pending/Gateway approval		0									
	Division of Science/FIQWS	1,865	1,722	646	481	612	996	477	249	1,722	580	75
Subtotal		**30,693**	**33,136**	**34,382**	**35,168**	**37,311**	**18,523**	**5,928**	**8,685**	**33,136**	**16,288**	**6,199**
Colin Powell	Anthropology	1,502	1,677	1,808	1,842	2,351	987		690	1,677	983	228
	Economics and Business	5,573	5,737	5,798	5,441	6,515	1,635	922	3,180	5,737	1,232	573
	Political Science	2,795	2,915	3,838	3,364	3,667	1,181	600	1,134	2,915	687	617
	Psychology	10,272	10,322	11,012	12,341	12,526	4,550	1,083	4,689	10,322	3,919	1,217
	Sociology	2,766	2,461	2,996	2,936	3,172	1,332	351	778	2,461	999	340
	Public Service Management	141	358	363	396	372	48	4	306	358		93
	CPS/LALS/FIQWS/Women Studies/pre-law/Internal Studies	3,816	3,725	3,013	2,709	2,134	2,126	852	747	3,725	1,380	954
Subtotal		**26,865**	**27,195**	**28,828**	**29,029**	**30,737**	**11,859**	**3,812**	**11,524**	**27,195**	**9,200**	**4,022**
CWE	Dean of InterDisc Studies	5,452	6,123	5,749	5,421	4,961	1,604	2,500	2,019	6,123	1,046	2,500
	**Early Childhood Education											
Subtotal		**5,452**	**6,123**	**5,749**	**5,421**	**4,961**	**1,604**	**2,500**	**2,019**	**6,123**	**1,046**	**2,500**
Division Total												
Sustainability		281	521	1,095	1,834	1,260	464		57	521	453	
Undeclared												
CUNYBA/HS/NonDeg/Unknown/MHC/MSCI		1,027	1,375	2,146	2,715	2,973			1,375	1,375		
Subtotal		**1,308**	**1,896**	**3,241**	**4,549**	**4,233**	**464**	**0**	**1,432**	**1,896**	**453**	**0**
Sophie		4,241	4,603	4,879	4,288	4,589	2,881	339	1,383	4,603	2,221	484
Institution Total		**159,475**	**171,610**	**171,949**	**167,745**	**176,378**	**68,884**	**37,873**	**64,853**	**171,610**	**58,771**	**34,093**

*Undergraduate Early Childhood Education are counted in CWE in

**Sophie Davis figures are not included in this report.

Source: CUNY Census Data, CUNY HR data

Will be updated as need

Office of the Senior Associate Provost

City College
Faculty, Student Enrollment by Major, Graduation

Division	Department	(Unknown) Faculty teaching credit hours (Course Level) 2011	Total teaching credit hours (Course Level) 2011	Full-time Faculty teaching credit hours (Course Level) 2013	Part-time Faculty teaching credit hours (Course Level) 2013	(Unknown) Faculty teaching credit hours (Course Level) 2013	Total teaching credit hours (Course Level) 2013	Full-time Faculty teaching credit hours (Course Level) Fall 2016	Part-time Faculty teaching credit hours (Course Level) Fall 2016	Total teaching credit hours (Course Level) Fall 2016
		N	N	N	N	N	N	N	N	N
Architecture	Architecture, Department FIQWS Pending Admission	1,781	5,556	2,717	2,092	307	5,116	2,771	2,889	5,660
Subtotal		**1,781**	**5,556**	**2,717**	**2,092**	**307**	**5,116**	**2,771**	**2,889**	**5,660**
Humanities & the Arts	Art	3,732	8,187	2,010	5,310	708	8,028	1,518	6,843	8,361
	English	4,111	9,277	3,643	4,332	807	8,782	4,680	6,939	11,619
	History	3,304	7,006	2,874	3,525	873	7,272	2,895	3,825	6,720
	Foreign Languages & Literature	4,573	9,130	2,852	3,364	456	6,672	1,711	2,754	4,465
	Media and Communications Arts	2,085	4,274	1,929	2,405	96	4,430	2,372	2,237	4,609
	Music	3,427	5,426	1,721	1,863	1,192	4,776	1,704	2,824	4,528
	Philosophy	1,146	2,475	1,830	1,326	633	3,789	1,872	2,166	4,038
	Area St AS LA RU								780	780
	Area ST BLST PR JWS							903	1,269	2,172
	Theatre and Speech Class Walkin Grad	2,606	5,477	1,278	2,968	558	4,804	1,506	4,397	5,903
	Administrive/Program/FIQWS/ESL/Blst Studies	3,375	8,675	1,509	5,043	1,131	7,683	597	5,182	5,779
Subtotal		**28,359**	**59,927**	**19,646**	**30,136**	**6,454**	**56,236**	**19,758**	**39,216**	**58,974**
Education	Secondary Education	1,151	1,968	878	304	696	1,878	739	1,778	2,517
	Teaching, Learning and Culture	3,402	5,438	1,265	2,633	1,121	5,019	2,121	3,698	5,819
	Leadership & Special Education	2,520	3,800	1,030	1,572	416	3,018	258	165	423
	Pending approval FIQWS	204	306			123	123	285		285
Subtotal		**7,277**	**11,512**	**3,173**	**4,509**	**2,356**	**10,038**	**3,403**	**5,641**	**9,044**
Engineering	Civil Engineering	1,467	2,552	1,925	637	261	2,823	2,032	1,154	3,186
	Electrical Engineering	1,218	4,129	2,683	674	95	3,452	2,568	1,831	4,399
	Biomedical Engineering	99	821	876			876	969	130	1,099
	Chemical Engineering	309	1,410	1,678			1,678	1,714		1,714
	Computer Science	1,368	3,083	2,753	333	258	3,344	3,941	1,261	5,202
	Mechanical Engineering	887	2,835	2,528	604	159	3,291	3,272	978	4,250
	Engr Management Earth Sys Sci Env Eng Dean of Engineering Pending approval	789	2,179	1,492	885	59	2,436	1,299	1,309	2,608
Subtotal		**6,137**	**17,009**	**13,935**	**3,133**	**832**	**17,900**	**15,795**	**6,663**	**22,458**
Science	Biology	2,716	6,377	4,854	1,658	10	6,522	3,696	2,355	6,051
	Chemistry	1,063	5,830	4,788	1,969		6,757	6,736	948	7,684
	Earth And Atmospheric Sciences	523	2,258	1,754	304	135	2,193	1,245	966	2,211
	Physics	1,348	5,647	4,262	1,328	132	5,722	5,987	384	6,371
	Mathematics	4,047	11,417	6,653	6,087	753	13,493	5,499	9,480	14,979
	Pending/Gateway approval Division of Science/FIQWS	636	1,291	312	40	129	481	459	153	612
Subtotal		**10,333**	**32,820**	**22,623**	**11,386**	**1,159**	**35,168**	**23,622**	**14,286**	**37,908**
Colin Powell	Anthropology	675	1,886	783	903	156	1,842	791	2,640	3,431
	Economics and Business	3,958	5,763	3,135	2,166	140	5,441	3,056	3,819	6,875
	Political Science	2,207	3,511	1,600	1,644	120	3,364	1,849	2,277	4,126
	Psychology	6,157	11,293	7,490	4,764	87	12,341	8,288	4,505	12,793
	Sociology	1,245	2,584	1,638	1,055	243	2,936	1,930	1,242	3,172
	Public Service Management	246	339	189	207		396	162	210	372
	CPS/LALS/FIQWS/Women Studies/pre-law/Internal Studies	1,017	3,351	1,092	1,263	354	2,709	235	558	793
Subtotal		**15,505**	**28,727**	**15,927**	**12,002**	**1,100**	**29,029**	**16,311**	**15,251**	**31,562**
CWE	Dean of InterDisc Studies **Early Childhood Education	2,044	5,590	864	4,046	511	5,421	1,311	3,644	4,955
Subtotal		**2,044**	**5,590**	**864**	**4,046**	**511**	**5,421**	**1,311**	**3,644**	**4,955**
Division Total								**82,971**	**87,590**	**170,561**
Sustainability		512	965	1,175	264	395	1,834	273	234	507
Undeclared CUNYBA/HS/NonDeg/Unknown/MHC/MSCI		1,622	1,622		1,755	960	2,715	459	294	753
Subtotal		**2,134**	**2,587**	**1,175**	**2,019**	**1,355**	**4,549**	**732**	**528**	**1,260**
Sophie		1,856	4,561	2,754	924	610	4,288			
Institution Total		**75,426**	**168,289**	**82,814**	**70,247**	**14,684**	**167,745**	**83,703**	**88,118**	**171,821**

*Undergraduate Early Childhood Education are counted in CWE in
**Sophie Davis figures are not included in this report.
Source: CUNY Census Data, CUNY HR data
Will be updated as need

Office of the Senior Associate Provost

City College
Faculty, Student Enrollment by Major, Graduation

Division	Department	Undergraduate Enrollment Fall 2009 N	Graduate Enrollment Fall 2009 N	Total Student Enrollment (Major) Fall 2009 N	Undergraduate Enrollment Fall 2011 N	Graduate Enrollment Fall 2011 N	Total Student Enrollment (Major) Fall 2011 N	Undergraduate Enrollment Fall 2013 N	Graduate Enrollment Fall 2013 N	Total Student Enrollment (Major) Fall 2013 N
Architecture	Architecture, Department FIQWS	258	86	344	314	135	449	270	125	395
	Pending Admission	70		70	7		7	1		1
Subtotal		**328**	**86**	**414**	**321**	**135**	**456**	**271**	**125**	**396**
Humanities & the Arts	Art	394	46	440	375	71	446	370	85	455
	English	454	165	619	462	188	650	449	186	635
	History	169	38	207	211	52	263	164	40	204
	Foreign Languages & Literature	123	50	173	97	34	131	91	32	123
	Media and Communications Arts	519	44	563	360	44	404	280	74	354
	Music	277	23	300	311	25	336	309	24	333
	Philosophy	32		32	37		37	39		39
	Area St AS LA RU	24		24	20		20	17		17
	Area ST BLST PR JWS	36		36	30		30	27		27
	Theatre and Speech	107		107	112		112	122		122
	Class Walkin Grad		100	100		89	89		62	62
	Administrive/Program/FIQWS/ESL/Blst Studies	112		112	138		138	106		106
Subtotal		**2,247**	**466**	**2,713**	**2,153**	**503**	**2,656**	**1,974**	**503**	**2,477**
Education	Secondary Education		470	470		204	204		180	180
	Teaching, Learning and Culture	190	548	738	401	480	881	400	427	827
	Leadership & Special Education		548	548		375	375		348	348
	Pending approval FIQWS	327	246	573	108	264	372	75	125	200
Subtotal		**517**	**1,812**	**2,329**	**509**	**1,323**	**1,832**	**475**	**1,080**	**1,555**
Engineering	Civil Engineering	386	103	489	412	141	553	376	141	517
	Electrical Engineering	485	129	614	476	136	612	430	120	550
	Biomedical Engineering	141	43	184	188	64	252	233	57	290
	Chemical Engineering	150	45	195	163	44	207	189	62	251
	Computer Science	417	112	529	427	114	541	479	103	582
	Mechanical Engineering	402	59	461	463	96	559	480	82	562
	Engr Management					1	1			
	Earth Sys Sci Env Eng	43		43	77		77	88		88
	Dean of Engineering	196	32	228						
	Pending approval					26	26		9	9
Subtotal		**2,220**	**523**	**2,743**	**2,206**	**622**	**2,828**	**2,275**	**574**	**2,849**
Science	Biology	344	27	371	294	21	315	266	47	313
	Chemistry	78	32	110	93	29	122	134	22	156
	Earth And Atmospheric Sciences	32	13	45	34	22	56	59	23	82
	Physics	32	11	43	43	23	66	61	18	79
	Mathematics	94	31	125	157	51	208	177	38	215
	Pending/Gateway approval	1,225		1,225	1,430		1,430	1,364		1,364
	Division of Science/FIQWS									
Subtotal		**1,805**	**114**	**1,919**	**2,051**	**146**	**2,197**	**2,061**	**148**	**2,209**
Colin Powell	Anthropology	34		34	50		50	46		46
	Economics and Business	256	59	315	228	67	295	240	49	289
	Political Science	199		199	177		177	175		175
	Psychology	805	112	917	888	125	1,013	967	109	1,076
	Sociology	175	34	209	180	58	238	157	44	201
	Public Service Management	249	40	289	215	40	255	238	37	275
	CPS/LALS/FIQWS/Women Studies/pre-law/Internal Studies	260	88	348	233	56	289	197	69	266
Subtotal		**1,978**	**333**	**2,311**	**1,971**	**346**	**2,317**	**2,020**	**308**	**2,328**
CWE	Dean of InterDisc Studies	600		600	550	25	575	512	25	537
	**Early Childhood Education	60		60	55		55	51		51
Subtotal		**660**		**660**	**605**	**25**	**630**	**563**	**25**	**588**
Division Total		**9,755**	**3,334**	**13,089**	**9,816**	**3,100**	**12,916**	**9,639**	**2,763**	**12,402**
Sustainability						39	39		66	66
Undeclared		2,203		2,203	2,151	3	2,154	1,735	1	1,736
CUNYBA/HS/NonDeg/Unknown/MHC/MSCI		444		444	455		455	687		687
Subtotal		**2,647**		**2,647**	**2,606**	**42**	**2,648**	**2,422**	**67**	**2,489**
Sophie		476		476	441		441	440		440
Institution Total		**12,878**	**3,334**	**16,212**	**12,863**	**3,142**	**16,005**	**12,501**	**2,830**	**15,331**

*Undergraduate Early Childhood Education are counted in CWE in
**Sophie Davis figures are not included in this report.
Source: CUNY Census Data, CUNY HR data
Will be updated as need

Office of the Senior Associate Provost

City College
Faculty, Student Enrollment by Major, Graduation

Division	Department	Undergraduate Enrollment Fall 2016	Graduate Enrollment Fall 2016	Total Student Enrollment (Major) Fall 2016	Total Student Graduated in Academic year by majors (2009-2010) AY 2009-2010	Total Student Graduated in Academic year by majors (2011-2012) AY 2011-2012	Total Student Graduated in Academic year by majors (2013-2014) AY 2013-2014	Total Student Graduated in Academic year by majors (2016-2017) AY 2016-2017
		N	N	N	N	N	N	N
Architecture	Architecture, Department FIQWS	294	130	424	94	111	113	85
	Pending Admission	6		6				
Subtotal		**300**	**130**	**430**	**94**	**111**	**113**	**85**
Humanities & the Arts	Art	374	85	459	72	106	110	121
	English	327	149	476	138	183	195	149
	History	116	21	137	36	59	86	58
	Foreign Languages & Literature	58	17	75	53	60	60	61
	Media and Communications Arts	288	91	379	174	190	136	155
	Music	270	4	274	61	58	61	59
	Philosophy	29		29	5	9	8	7
	Area St AS LA RU	31		31		2		
	Area ST BLST PR JWS	46		46				
	Theatre and Speech Class Walkin Grad	128		128	22	23	35	35
	Administrive/Program/FIQWS/ESL/Blst Studies							
Subtotal		**1667**	**367**	**2034**	**561**	**690**	**691**	**645**
Education	Secondary Education		166	166	259	88	80	50
	Teaching, Learning and Culture	480	565	1045	232	236	240	180
	Leadership & Special Education		280	280	152	195	188	74
	Pending approval FIQWS	98		98				
Subtotal		**578**	**1011**	**1589**	**643**	**519**	**508**	**304**
Engineering	Civil Engineering	441	128	569	66	52	72	88
	Electrical Engineering	499	109	608	127	118	106	141
	Biomedical Engineering	262	47	309	22	30	35	50
	Chemical Engineering	260	52	312	32	31	44	67
	Computer Science	796	95	891	92	75	97	123
	Mechanical Engineering	635	74	709	82	76	89	98
	Engr Management			0	2	1	1	
	Earth Sys Sci Env Eng	93		93	9	6	21	24
	Dean of Engineering Pending approval	4		4				
Subtotal		**2990**	**505**	**3495**	**432**	**389**	**465**	**591**
Science	Biology	377	29	406	91	105	136	178
	Chemistry	145	22	167	31	33	36	36
	Earth And Atmospheric Sciences	72	30	102	14	9	13	22
	Physics	67	15	82	10	9	25	22
	Mathematics	221	39	260	22	40	53	70
	Pending/Gateway approval	1134		1134				
	Division of Science/FIQWS							
Subtotal		**2016**	**135**	**2151**	**168**	**196**	**263**	**328**
Colin Powell	Anthropology	211	31	242	9	10	13	99
	Economics and Business	558	61	619	86	87	94	99
	Political Science	244		244	47	54	58	81
	Psychology	1167	87	1254	232	350	383	439
	Sociology	163	5	168	55	67	82	65
	Public Service Management		35	35	59	62	84	89
	CPS/LALS/FIQWS/Women Studies/pre-law/Internal Studies				48	84	85	
Subtotal		**2343**	**219**	**2562**	**536**	**714**	**799**	**872**
CWE	Dean of InterDisc Studies	325	22	347	129	151	128	
	**Early Childhood Education	156		156	15	18	25	
Subtotal		**481**	**22**	**503**	**144**	**169**	**153**	**144**
Division Total		**10375**	**2389**	**12,764**	**2,578**	**2,788**	**2,992**	**2,969**
Sustainability			66	66	1	**15**	25	**21**
Undeclared		1804		1804				
CUNYBA/HS/NonDeg/Unknown/MHC/MSCI		750	171	921				
Subtotal		2,554		2,791				
Sophie		393		393				
Institution Total		**13,322**	**2,626**	**15,948**	**2579**	**2803**	**3017**	**2990**

*Undergraduate Early Childhood Education are counted in CWE in
**Sophie Davis figures are not included in this report.
Source: CUNY Census Data, CUNY HR data
Will be updated as need
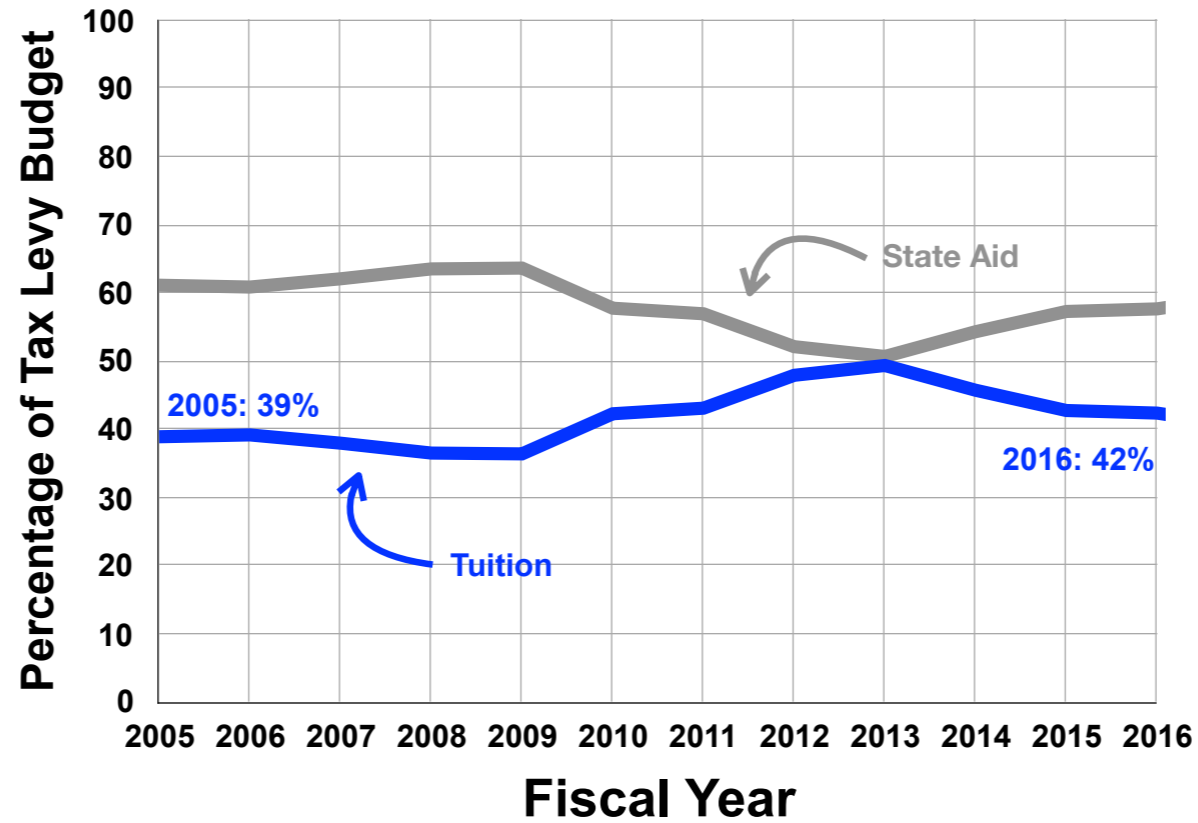
Office of the Senior Associate Provost

Monitoring Report for MSCHE – March 2019

Appendix N: Finance Task Force Subcommittee Report

**President's Task Force on the Future of City College
Finance Sub-Committee**

Between 2005 and 2016, percentage of tax levy budget coming from tuition has increased from 49% to 60%

This slide sets an important foundation for any discussion of the City College tax levy budget. Depicted here is a time series of the percentage of the TL budget that comes from tuition and NY state aid. This plot tracks this change over time from ~39% in 2005 to ~42% in 2016. The 2017 and 2018 FY are excluded from this plot because of the 2017 infusion of state aid to cover the salary increases in the new contract temporarily distorts the trend. This distortion will disappear in the coming years when the expected set of tuition increases take effect.

Source: CCNY Rev Exp Analysis for DJ Final-Fringe-Tuition-Percentage.xlsx

CCNY student enrollment: Headcount and FTE (UG/G)

FTE: Full time equivalent
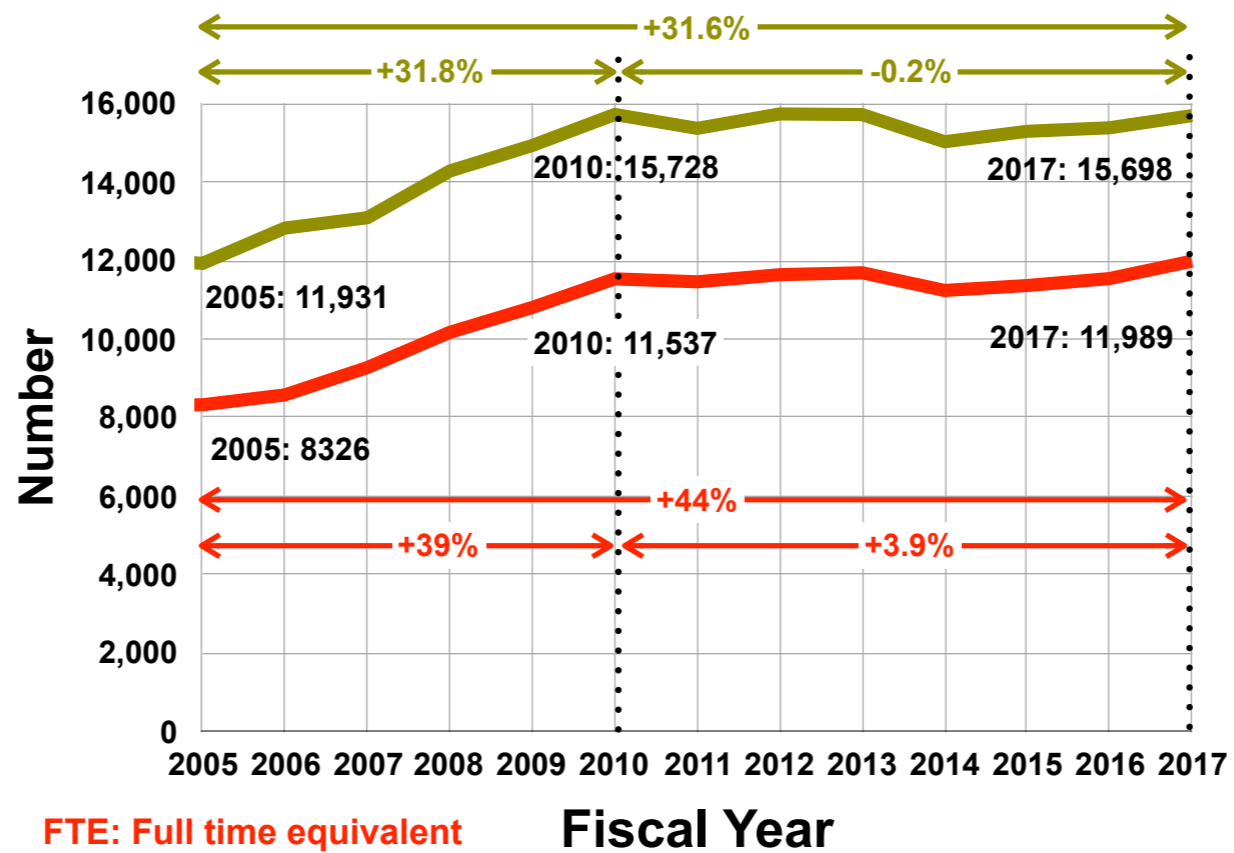
This plot depicts growth in students, tracked as headcount and FTE, from 2005 to 2017. Although CCNY experienced robust growth during this period, the majority of growth took place between 2005 and 2010. By both the headcount and FTE measures, growth in enrollment slowed down considerably after 2010.

As percentage of total, PS expenses have increased from 76% to 82%

Percentage of Total Expenses (y-axis: 0 to 100)
Fiscal Year (x-axis: 2005–2017)

Personnel 2005: 76%
Personnel 2017: 82%
OTPS: (Other than Personnel Services)
Adjuncts
TS: Temporary Services
PS: personnel services
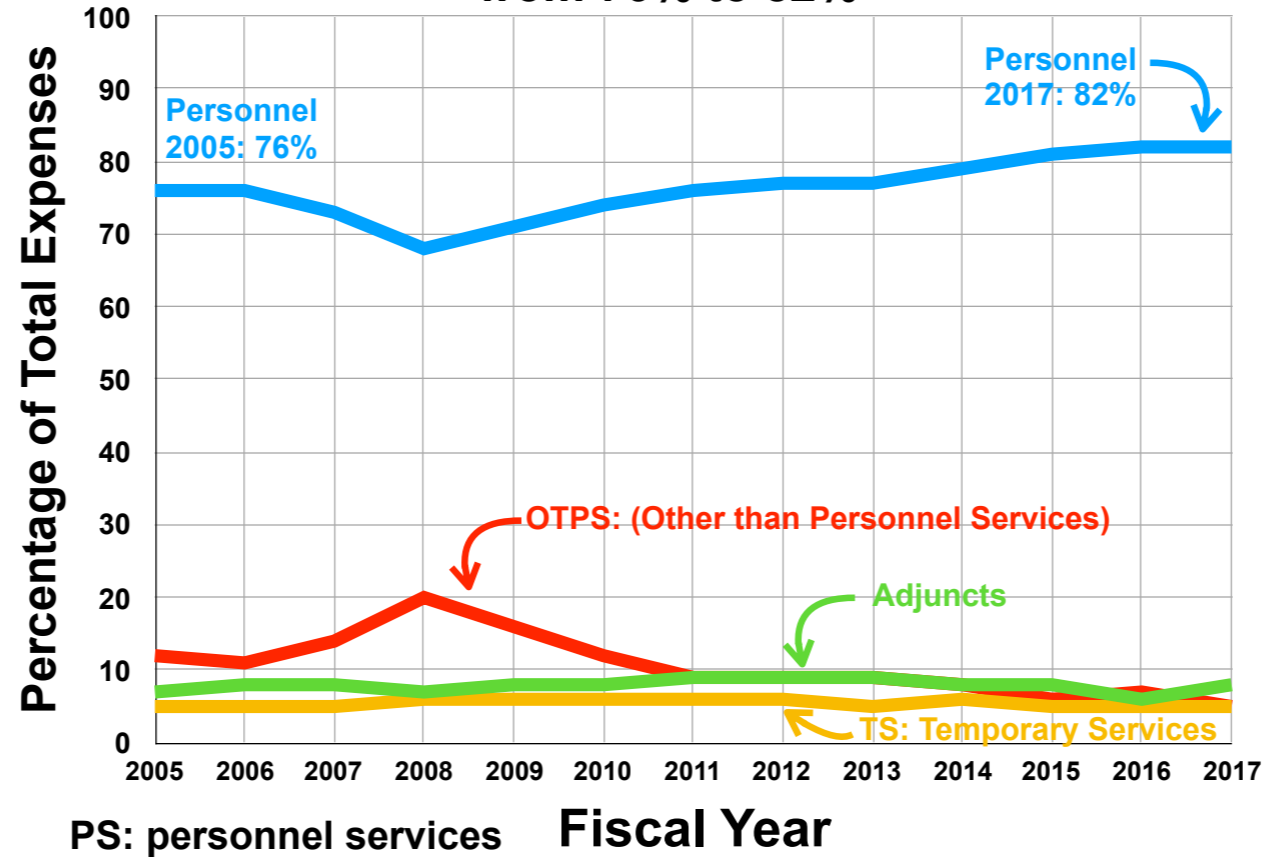
This also provides important context for any analysis of budgets and deficits.   Depicted here is the percentage of the budget that arises from personnel.   In 2005, 76% of the TL budget went to PS; this value increased to 82% in 2017.

Source: Historical Comparison of Expenses By Account 2005-2017.xlsx
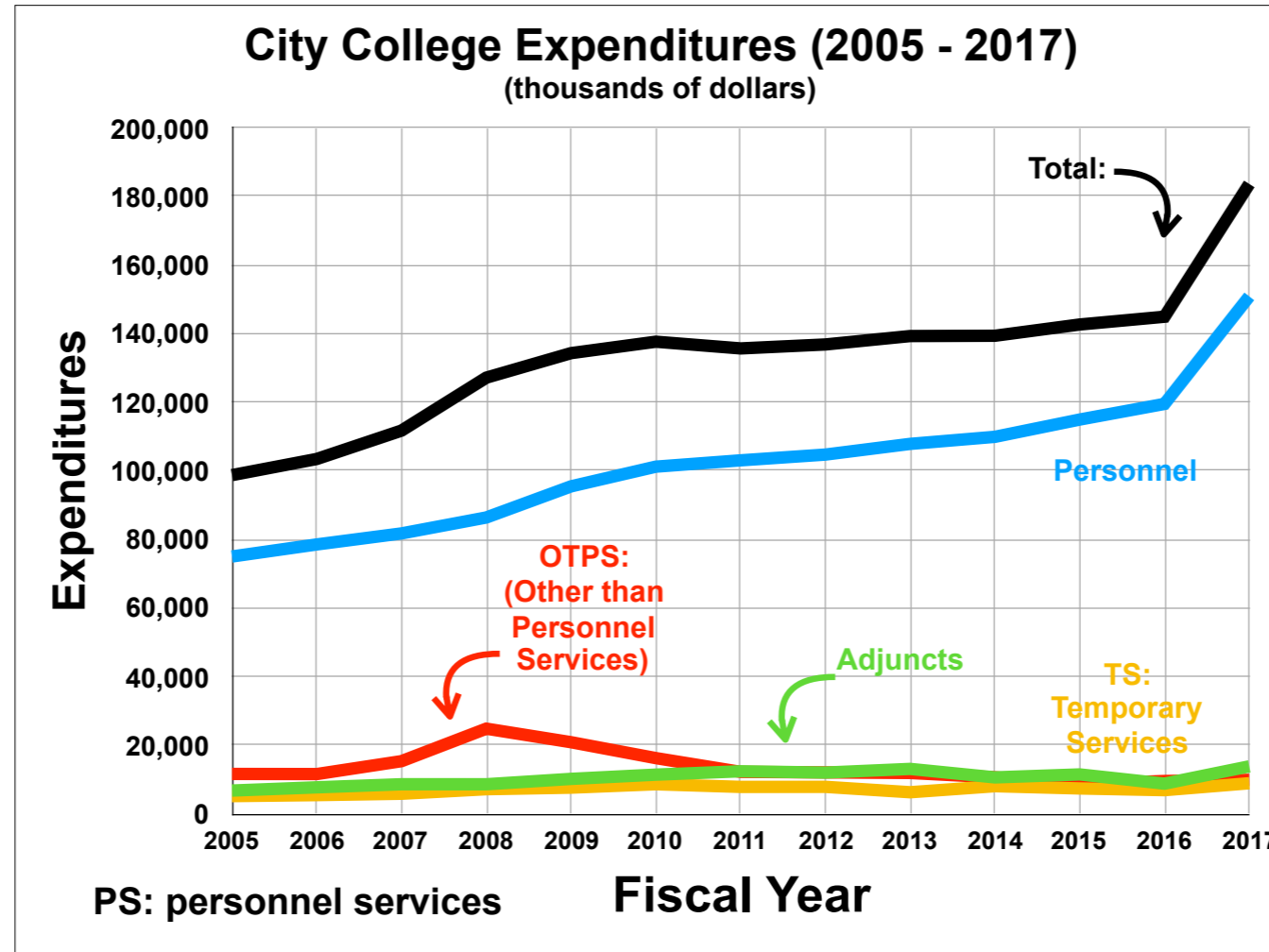
Source: Historical Comparison of Expenses By Account 2005-2017.xlsx
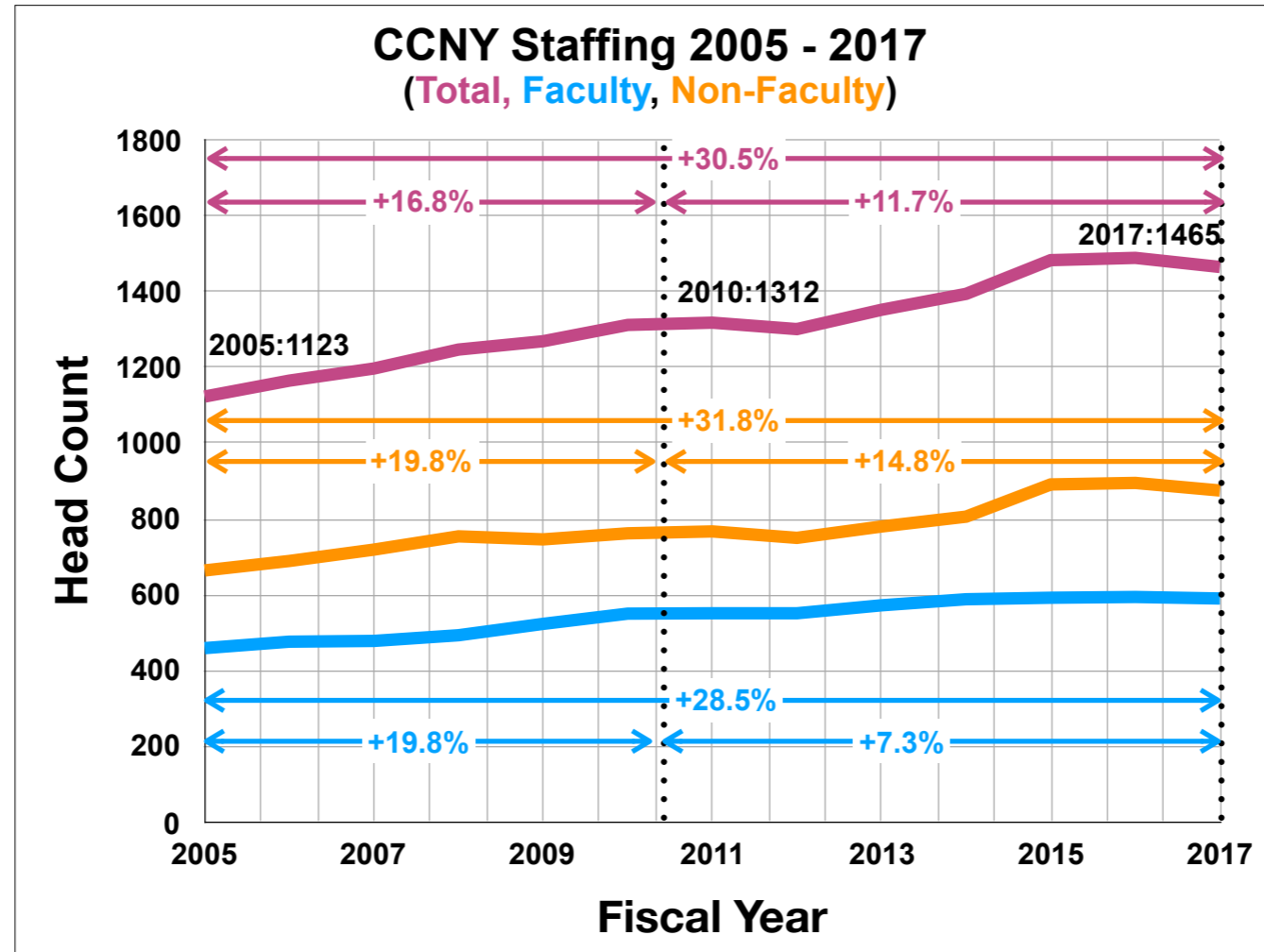
This slide depicts the growth in staffing by headcount. During the period of 2005 to 2017, staff headcount grew by 30%. Digging deeper, we see that during the period of fastest growth of student enrollment, staff headcount grew by ~17%. However, growth continued, albeit a reduced rate, after 2010 during a period of flat enrollment.

Total headcount is colored in purple. The faculty curve is depicted in blue. The non-faculty category is colored orange. Both are broken down by time periods.
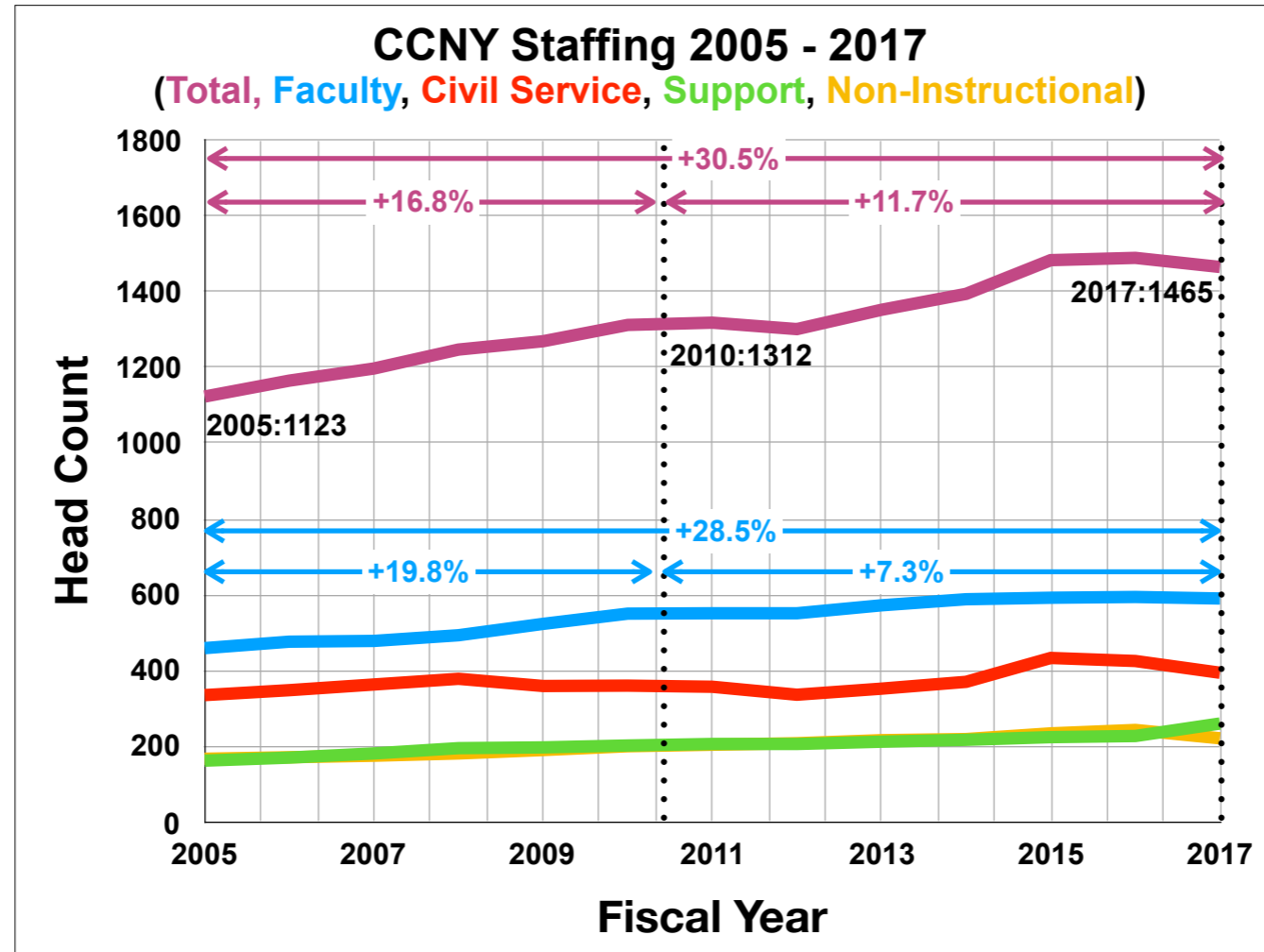
CCNY Staffing 2005 - 2017
(Total, Faculty, Civil Service, Support, Non-Instructional)

This slide depicts the growth in staffing by headcount. During the period of 2005 to 2017, staff headcount grew by 30%. Digging deeper, we see that during the period of fastest growth of student enrollment, staff headcount grew by ~17%. However, growth continued, albeit a reduced rate, after 2010 during a period of flat enrollment.

Total headcount is colored in purple. The faculty curve is depicted in blue. Both are broken down by time periods.

Each category of employee (Civil service, etc) is carefully defined by title. Non Instructional would be titles outside the academic divisions, for example it would include titles in the HEO series for areas such as HR, Finance, Provost, President, etc. Civil are classified titles and mostly incorporate staff from Facilities and Public Safety. Support would be all non-faculty titles in the academic divisions- this can range from staff in the HEO series to College Lab Technicians.

CCNY Staffing 2005 - 2017
(Total, Faculty, Civil Service, Support, Non-Instructional)
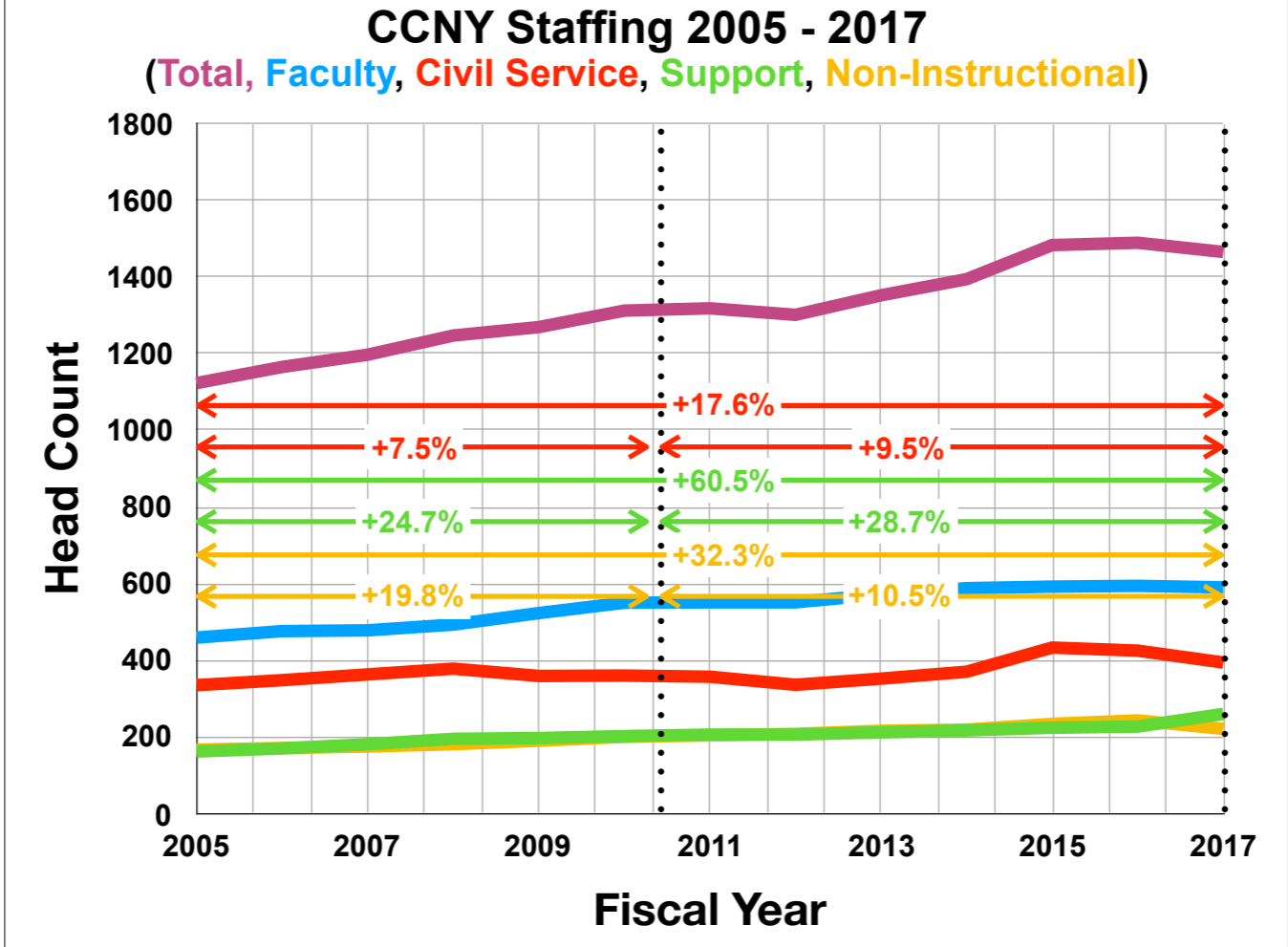
Additional analysis of the time series of headcount data, civil service, support, and non-instructional categories.

Growth in CCNY PS Costs 2013 - 2017
(Total, Faculty, Non-Faculty)
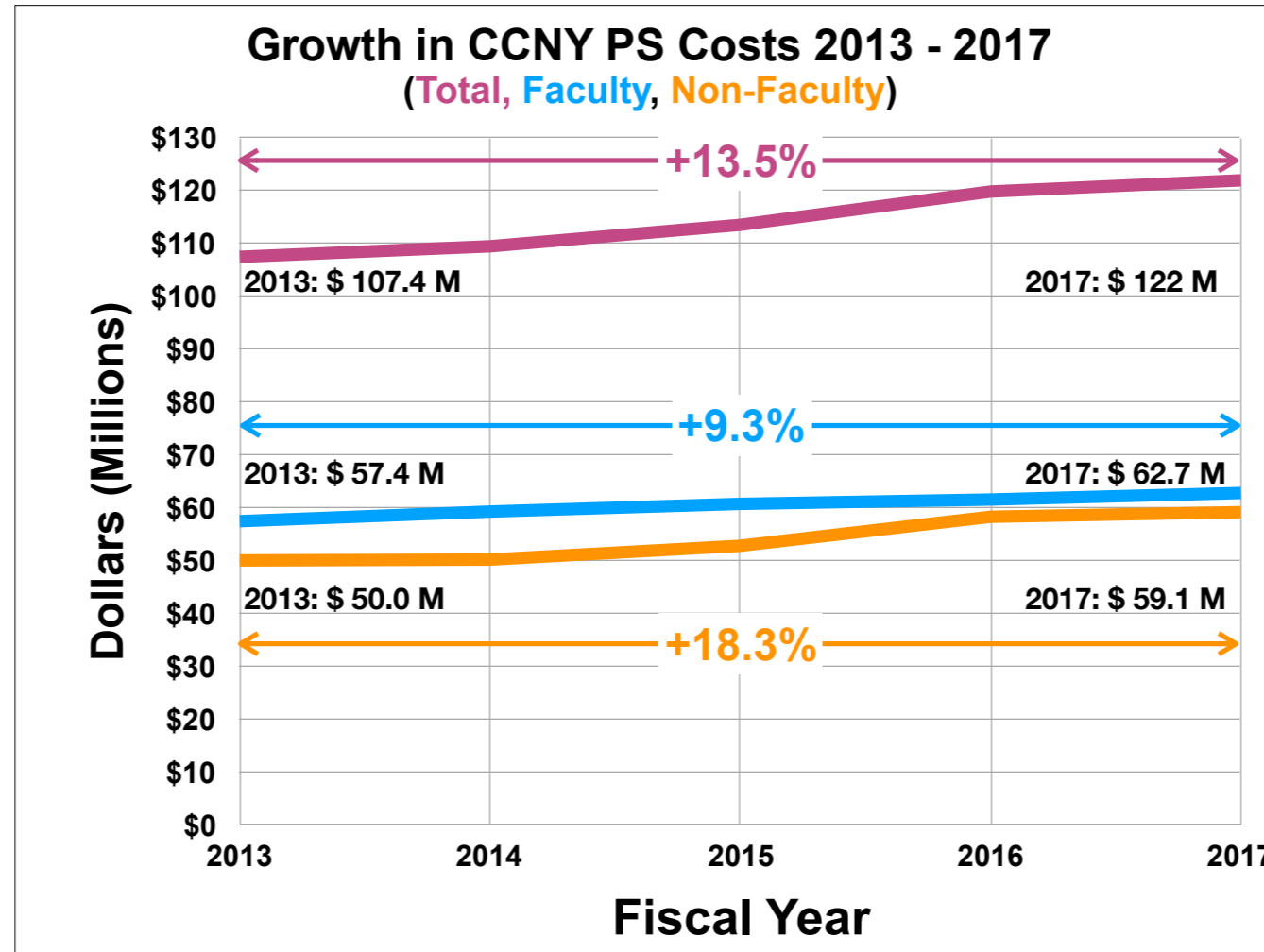
This slide depicts the growth in staffing by cost.   During the period of 2013 to 2017, staff costs by 13.5%.

Faculty costs grew by 9.3%, while non-faculty costs grew at twice that rate (%18.3).   This was a period of flat enrollment at City College.

The curve due to dollars from total headcount is colored in purple.   The faculty curve is depicted in blue.   The non-faculty category is colored orange.

**CCNY Executive Compensation Plan (ECP) Expenses
2008 - 2018**
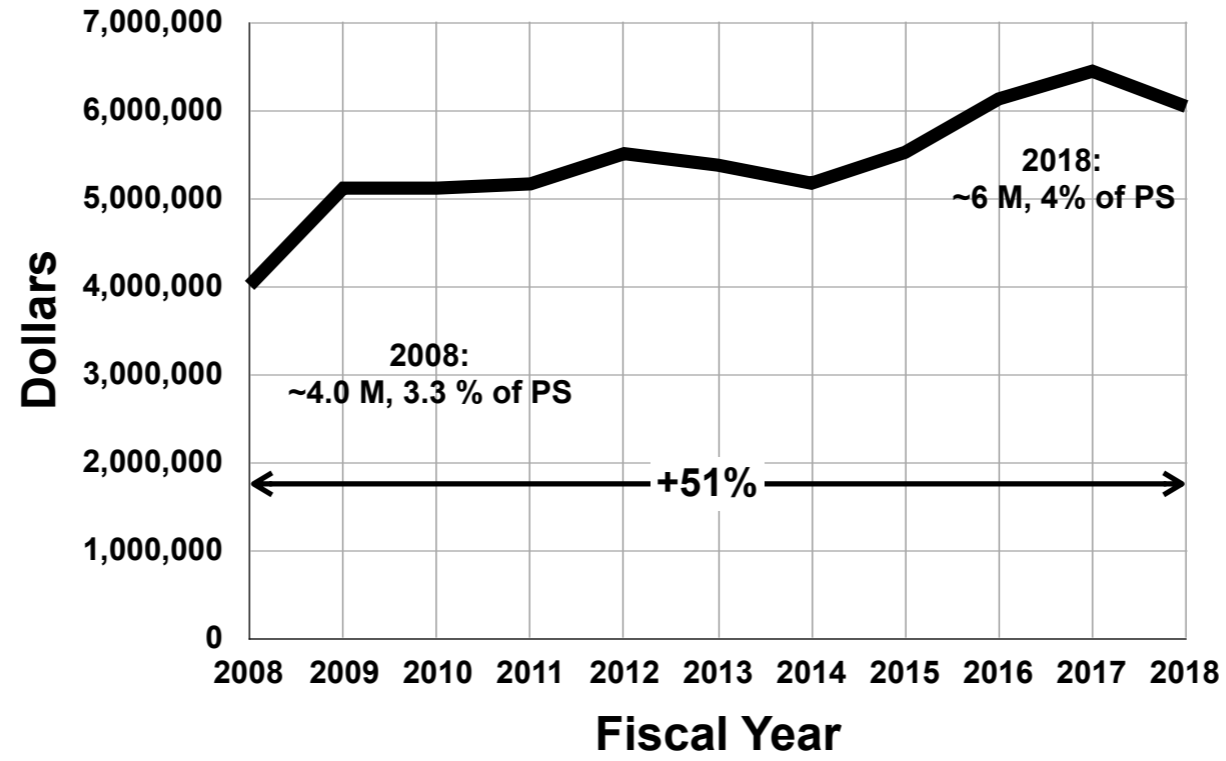
2008:
~4.0 M, 3.3 % of PS

2018:
~6 M, 4% of PS

+51%

Dollars

Fiscal Year

Time series of the ECP expenses (tax levy only).   This line item experienced a 10% growth from 2012-2018; this growth occurred during a time of flat enrollment.

CCNY Executive Compensation Plan (ECP) Expenses 2008 - 2018
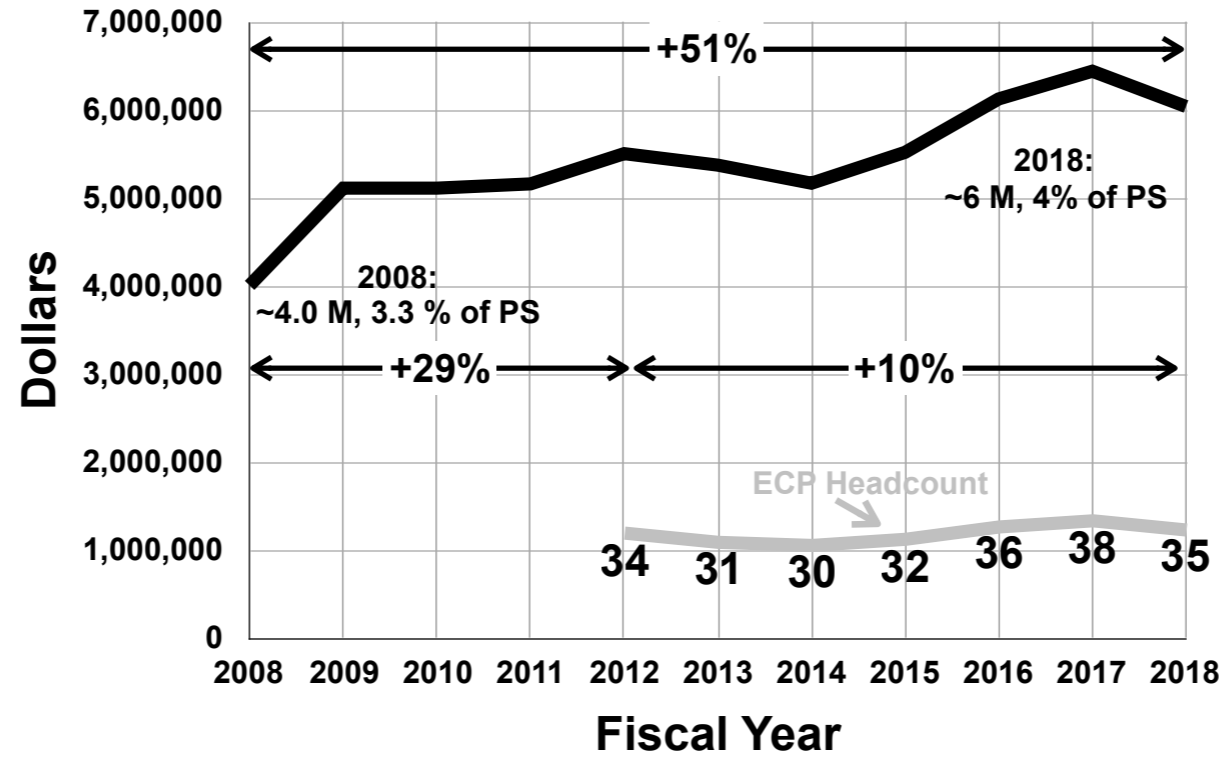
Time series of the ECP expenses (tax levy only).   This line item experienced a 10% growth from 2012-2018; this growth occurred during a time of flat enrollment.

Headcount: CCNY ECP Members by Unit

	2012	2013	2014	2015	2016	2017	2018	Change
Colin Powell School	1	1	1	1	1	1	1	-
Grove School of Engineering	3	3	3	2	2	3	3	-
Human Resources	2	1	1	1	1	1	1	(1)
Library	1	1	1	1	-	1	1	-
Office of the President	7	6	6	7	6	7	3	(4)
Provost	3	5	4	5	6	6	6	3
School of Education	1	-	1	1	1	1	1	-
School of Humanities and the Arts	1	1	1	1	1	-	1	-
School of Interdisciplinary Studies	1	1	1	1	1	1	1	-
School of Science	2	2	1	2	2	2	2	-
Sophie Davis School of Biomedical Education/Medical School	5	4	2	3	8	8	9	4
Spitzer School of Architecture	1	1	1	1	1	1	1	-
VP Campus Planning and Facilities	2	1	1	1	1	1	1	(1)
VP Finance	2	2	2	1	1	1	1	(1)
VP Information Technology	-	-	1	1	1	1	1	1
VP Student Affairs	1	1	2	2	2	2	1	-
VP Urban and Government Affairs	1	1	1	1	1	1	1	-
Total	34	31	30	32	36	38	35	1

Breakdown of the members of the executive compensation plan by unit. is little changed between 2012 and 2018.

Increases in some units are compensated by decreases in others, leading to a headcount that
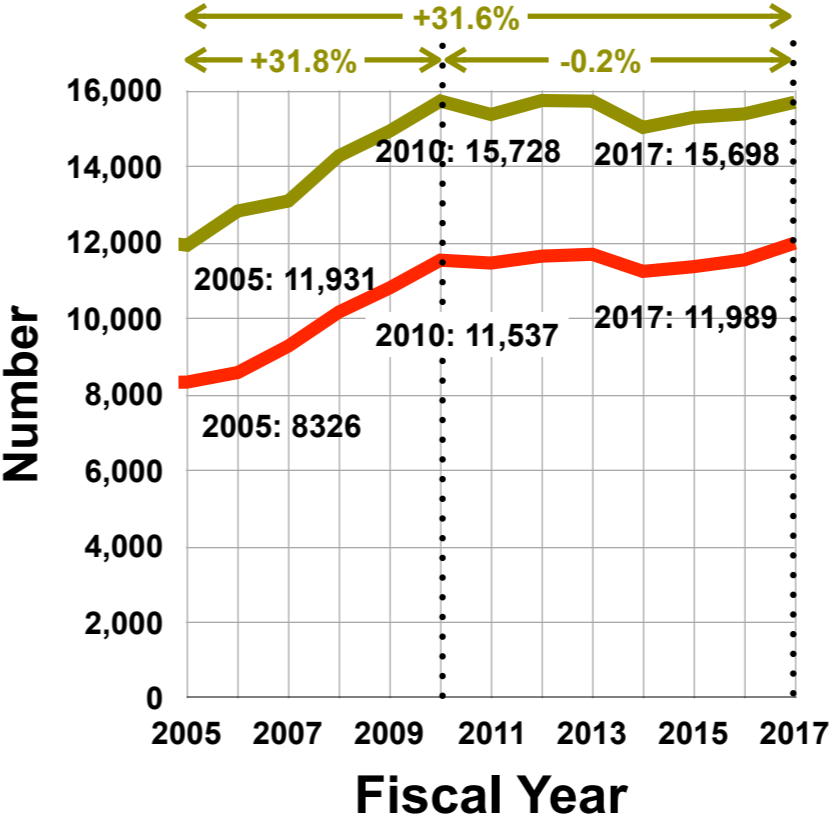
City College Expenses, Revenues, 2005 - 2017
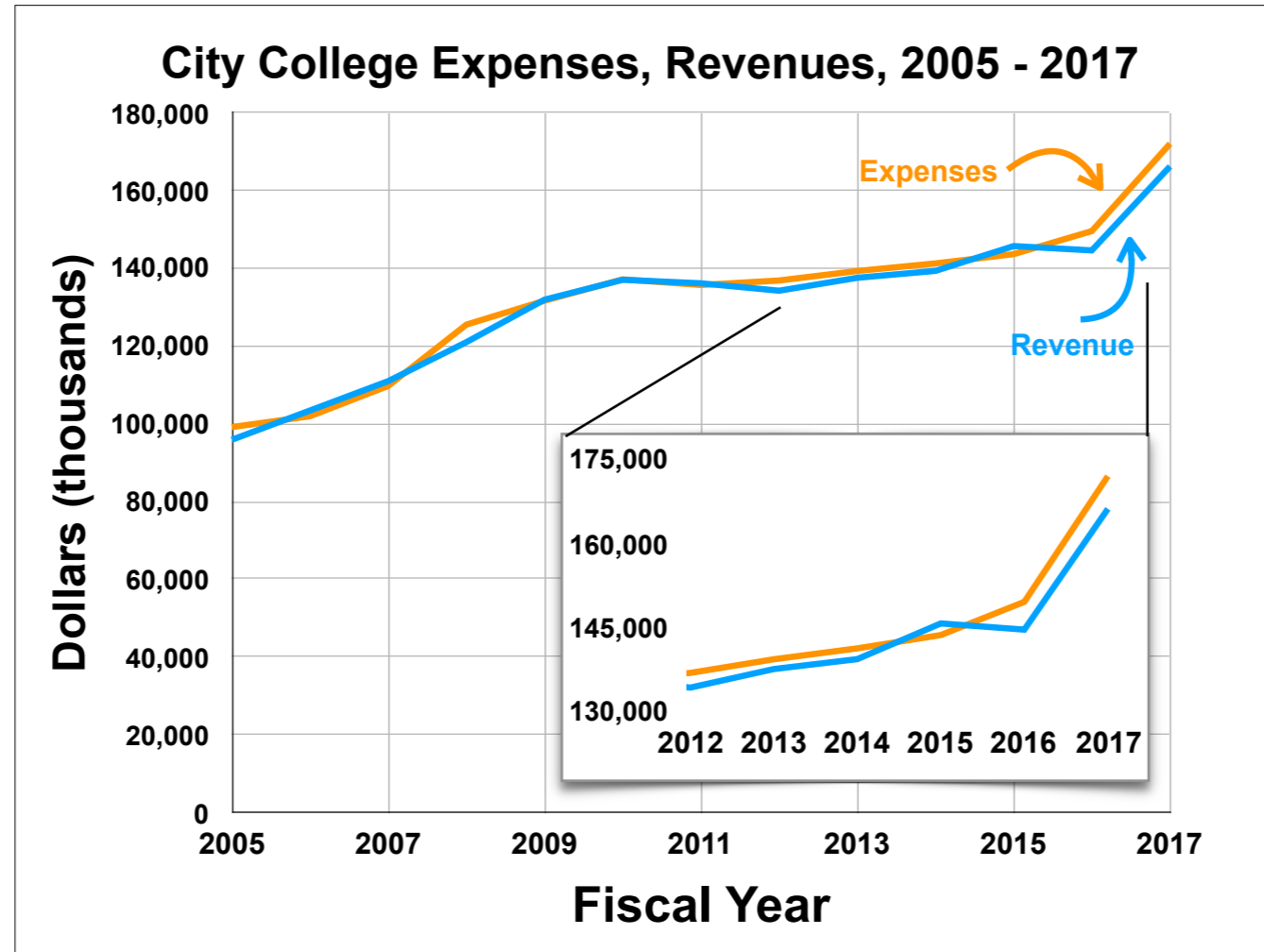
Time series of City College tax levy expenses and revenues.   The inset clearly shows that the College's structural deficit took hold in 2012. The deficit represents the area in between the orange and blue curves. The deficit has widened somewhat since 2012. Notably, the 2015 point is a result of 2M CUNY error in our favor. We are happy to have this error, however, the large surplus of that year does not arise from any local College decisions.

This is a powerful graph that depicts the College's structural deficit. Missing, however, from this presentation are the cuts that the College had to endure to reduce the deficits to that depicted above.

Prior to 2012, revenues and expenses tracked each other closely. Small deficits during a particular year were covered from the CUTRA reserve fund, which was being replenished by the high rate of growth in student enrollment.

Balance in Tax Levy Resources (2005 - 2017)

	Tax Levy
2005	-3,272.2
2006	1,470.7
2007	1,243.9
2008	-4,510.8
2009	262.7
2010	-112.1
2011	431.3
2012	-2,627.4
2013	-1,748.2
2014	-1,926.4
2015	2,079.5
2016	-4,963.7
2017	-5,841

+31.6%
+31.8%   -0.2%

2010: 15,728   2017: 15,698
2005: 11,931
2010: 11,537   2017: 11,989
2005: 8326

Number

Fiscal Year

A closer look at CCNY's surpluses, deficits over time.   Juxtaposed with the enrollment time series.

CCNY deficits closed with CUTRA, non-tax levy sources

	Tax Levy
2005	-3,272.2
2006	1,470.7
2007	1,243.9
2008	-4,510.8
2009	262.7
2010	-112.1
2011	431.3
2012	-2,627.4
2013	-1,748.2
2014	-1,926.4
2015	2,079.5
2016	-4,963.7
2017	-5,841

(Thousands of dollars)

FY	Philanthropy	9th Ledger	Other
2014	477	650	736
2015	542		421
2016	3,335	229	1,070
2017	1,542	800	585

9th Ledger: AKA as "RF-Funds"

Closure of the CCNY deficits in recent years with a CUTRA fund that was not being replenished as rapidly as the 10 year prior period. Increasingly, CCNY relied on private, 9th ledger, and other non-tax levy sources to close the budget deficit.

Noteworthy items when thinking about alleviating the deficit

1) 'TAP gap'

   FY16: $~0; FY17; $5.7 M; FY18; $6.6 M

2) $11.4 M in uncollected tuition since Spring 2014

3) Unfunded waivers from high school students increased from $0.8 M to $2.7 M

Future Work

1) Philanthropy, Presidential Fund for Excellence, and 9th Ledger (AKA: RF) Funds
2) Careful and nuanced cost / revenue analyses by Division
3) Other

Recommendations

1) Adopt a data driven budget process
2) Consider other funding sources as State Aid declines
3) Carefully manage collection of owed tuition
4) Long-term commitments on soft money should be made cautiously and only with a full analysis of risk
5) Other

Monitoring Report for MSCHE – March 2019

Appendix O: Student Services Task Force Subcommittee Report

Task Force on the Future of City College

Student Services Subcommittee

I. Preamble

The student services sub-committee conducted weekly meetings and had wide-ranging discussions concerning student support services and student success at City College. These are the questions that we hoped to address.

- Are enrollment management services, academic advising services and tutoring centers adequately resourced? Are they generating a successful "return on investment" for CCNY students?
- What opportunities, beyond course work, energize CCNY students and contribute to student success? What opportunities do students take advantage of? What opportunities do they miss? Scholarships? Career services? Work Study? Internships? Experiential learning? Campus student employment?
- Does the current physical layout of enrollment services have an impact on retention and graduation rates? Would "one-stop shopping" improve retention and graduation rates and contribute to student success? How may comparisons be generated with enrollment services offered at other CUNY campuses?

The varied expertise of the subcommittee members and institutional data informed our conversations. Guests were invited to committee meetings to discuss the academic profiles of City College students; their rates of persistence; the trends in crisis points/stumbling blocks as they are admitted and matriculate through their programs; and the various services that engage students in learning and with the campus community. For each of the student service units that we discussed, we spent ample time identifying what is confusing and stressful for students and presented potential remedies in our short-term and long-term recommendations. We are also mindful that if changes are made, clear, agreed-upon metrics need to set for defining and determining "success" in the assessment of the various student support services.

The subcommittee faced a daunting task, and given the wide scope of its charge and the concentrated time frame of the study period, decided to offer recommendations in each of these areas: Big Picture/Institutional Research/Communications, Enrollment Services Management, Advising, Tutoring, Career Development, and Looking Ahead to STEM Aspirants. The committee achieved consensus on the recommendations, although not all come with unanimity. The recommendations are derived from data studies and conversations and are organized in each section to indicate priorities.
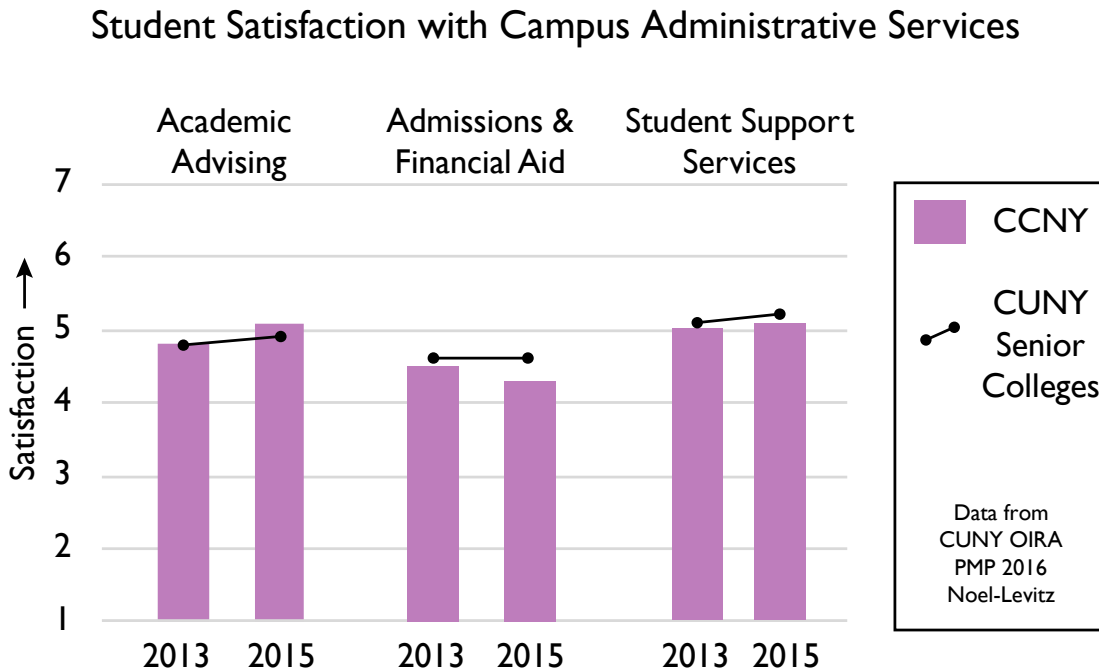
Student Services Subcommittee members:

Brian Aguilar Avila, Annita Alting, Hannah Borgeson, Mary Driscoll, Rhea Faniel, Marta Gutman, James Hedberg, Hawai Kwok, Celia Lloyd, Michael Miller, Melissa Oden, Thomas Peele, Kathy Powell-Manning, Richard Steinberg and Maurizio Trevisan.

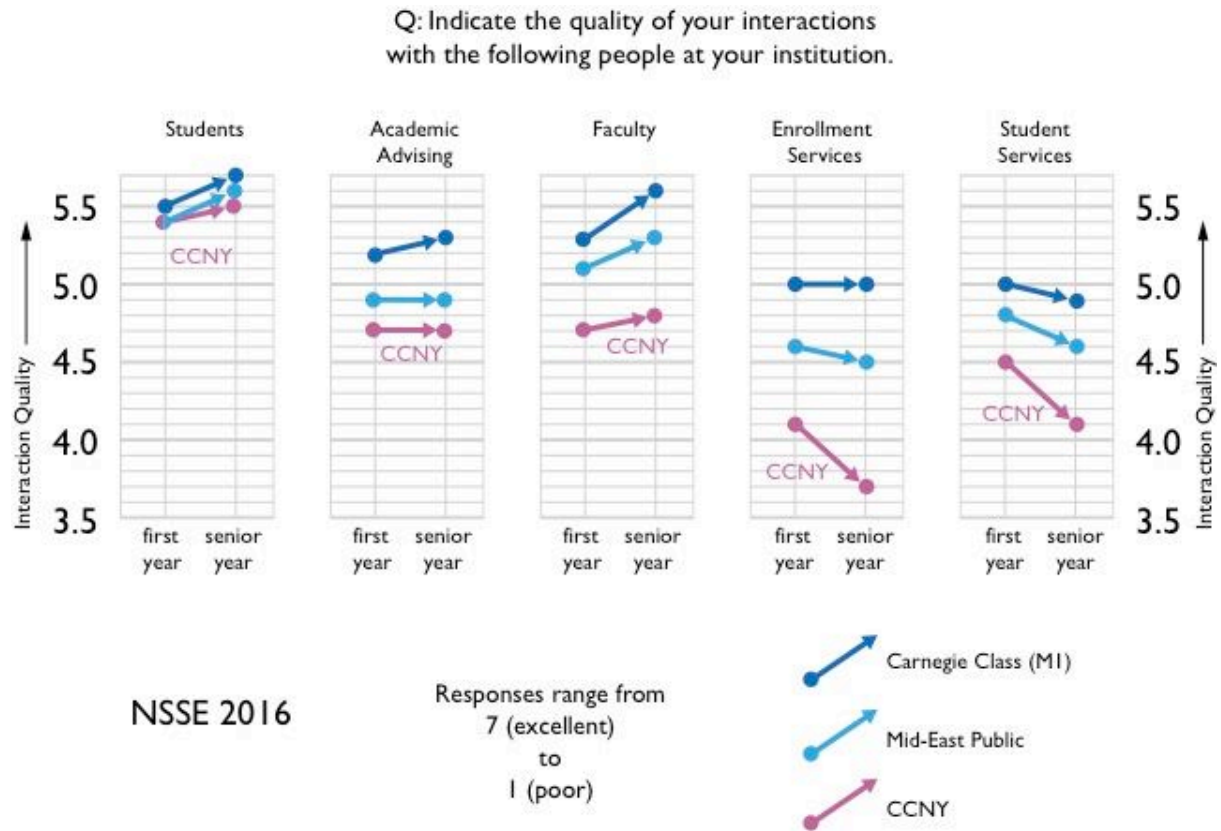**II. The Big Picture: Institutional Research and Communication**

The subcommittee supports President Boudreau's mandate to generate data-driven recommendations for student services, but this request posed problems for research. The committee needed to juggle information from quantitative data, interviews (including with students), and qualitative data that included anecdotal evidence. One point that was made repeatedly is the need to improve communications; another was the need to improve access to usable institutional data so that decisions may be made by drawing on a wide range of data and informed by carefully and consistently assessing outcomes.

A review of CUNY and CCNY institutional data (2015 PMP & 2013, 2015 Noel Levitz Survey, see Table 1, Table 2) illustrates student satisfaction with student support services (i.e., academic advising, admissions and financial aid, and campus support services) at CCNY and in comparison to the other senior colleges. The data highlights that student satisfaction is improving with academic advising and campus support services. However, there is a decline in student satisfaction with admissions and financial aid. The National Survey of Student Engagement (NSSE) shows CCNY students are relatively satisfied with their interactions with other students, faculty, and academic advisors, but very dissatisfied with student service and other administrative staff, a dissatisfaction that increases during their time spent on campus.

Table 1

Student Satisfaction with Campus Administrative Services

Table 2

Q: Indicate the quality of your interactions with the following people at your institution.

Students — Academic Advising — Faculty — Enrollment Services — Student Services

Interaction Quality: 5.5, 5.0, 4.5, 4.0, 3.5

first year — senior year (for each group)

CCNY

NSSE 2016

Responses range from
7 (excellent)
to
1 (poor)

Carnegie Class (M1)

Mid-East Public

CCNY

Recommendations for Institutional Research and Communications

Immediate (for Fall 2018):

1. Make changes to the CCNY website so that students and staff may navigate it easily to locate information about student services. Appoint a coordinator to update information regularly.

2. Improve signage to inform students about specific services, like tutoring, campus jobs, financial aid, and advising. Appoint a staff person to maintain the information, and ensure that it is up-to-date. Consider augmenting physical signs with e-signage (easily updated).

3. Reform and reorganize the CCNY Help Desk in the NAC lobby to service students. Ensure that the staff is informed of the full range of services available to students.

Within six months (for Spring 2019):

1. Expand assessment of student services by calling on data from CUNYfirst, which is underused and not mined to the fullest extent possible.

2. Assess student perception as to whether there is improvement in student services at other CUNY campuses; it's important to learn from successes at other campuses and apply the knowledge gained to our own campus.

3. Allocate resources to expand the assessment and institutional research capacity at City College. Determine common benchmarks for success of student support service units; conduct annual assessments of these units; share assessment results with relevant stakeholders

4. Assess the feasibility of creating an App to share information about student services (to communicate with students using their media of choice).

III. Enrollment Management Services (i.e., financial aid, admissions, bursar, registrar)

The offices that comprise enrollment management services for City College are staffed with people who try to do their best to serve students. And yet, the data show that students are frustrated with this aspect of their experiences at City College—with coping with financial aid, admissions, bursar, and the registrar. Although these offices are located on are the same floor, right next to each other, they do not offer seamless service to students.

City College students have to address the tangle of services one element at a time, going from office to office, line to line, while figuring out what order to do this in. For example, a CCNY student with an aid-related registration-hold problem would have to make an appointment with financial aid (almost impossible during peak enrollment time), then see the bursar, and then see the registrar. Help with a scholarship would involve the admission office. The people staffing the front desk of one office typically don't know the rules/procedures necessary for another office, so a student may have to wait on multiple lines to solve one small issue.

In contrast, the commuter-friendly one-stop model prevails at several other senior colleges in CUNY system and peer schools throughout the United States (see Appendix 2, 3). This means that a student can address multiple administrative questions and issues with a single point of contact.

As new methods of serving students are explored it makes sense for enrollment services staff to receive on-going opportunities for professional development. Improved customer-service skills and cross training will make it possible for staff to answer all questions that a student may have related to enrollment management. This will speed up registration, making enrollment services run more efficiently, and improve staff retention.

The committee gathered staffing data from CCNY and other CUNY campuses (see Table 3). The data highlights that CCNY is generally understaffed in comparison to the other senior colleges. However, Queens College often has the highest ratios of students to staff, yet it continues to have decent satisfaction ratings from students regarding enrollment services. This provides substance to the idea that CCNY should investigate a one-stop service model such as the one at Queens.

Table 3
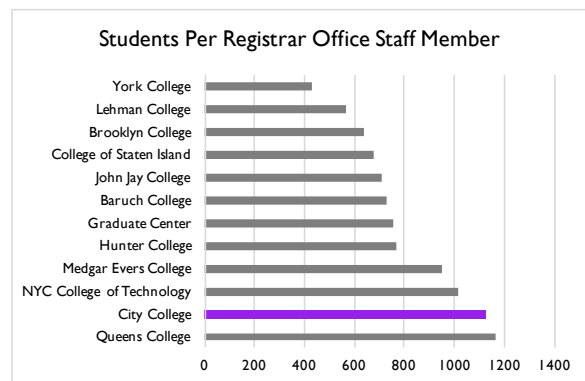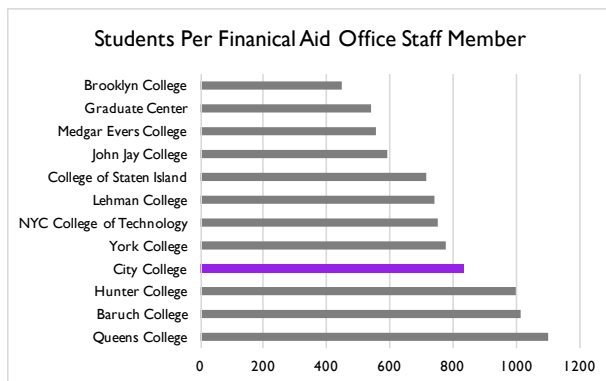
Recommendations for Enrollment Management Services

Immediate (for Fall 2018):

1. Take decisive steps toward implementing a one-stop shop model for student enrollment services (financial aid, admissions, bursar, and registrar). Offer cross training to staff during the summer so that they will be ready in Fall 2018 to assist students in solving problems that students report they encounter routinely.

2. Create a Student Customer Relations Manager (CRM) office to help resolve complex student problems that other offices could not resolve to satisfaction, providing an alternative to turning to the president's office when the regular services have been unsuccessful. The CRM will provide concierge service at the Enrollment Services Center and will coordinate training of Enrollment Services staff.

3. Research the best method to implement the one-stop shop model, assessing size, location, and a method. Start by assessing the successful one-stop shop service centers (OSSC) that are in use at other senior colleges, including the OSSC at Queens College, JExpress at John Jay College, and other public universities (Appendix 2, 3).

4. Fill existing staff vacancies in the enrollment management services units.

Within six months (for Spring 2019):

1. Implement a new enrollment services model, based on research undertaken in the fall semester.

2. Assess the practicality of moving enrollment services to new location; this study should not impede reorganizing student services to better serve students.

3. Assess requests for additional staffing in offices dealing with enrollment services management in light of the need for cross training and greater accountability.
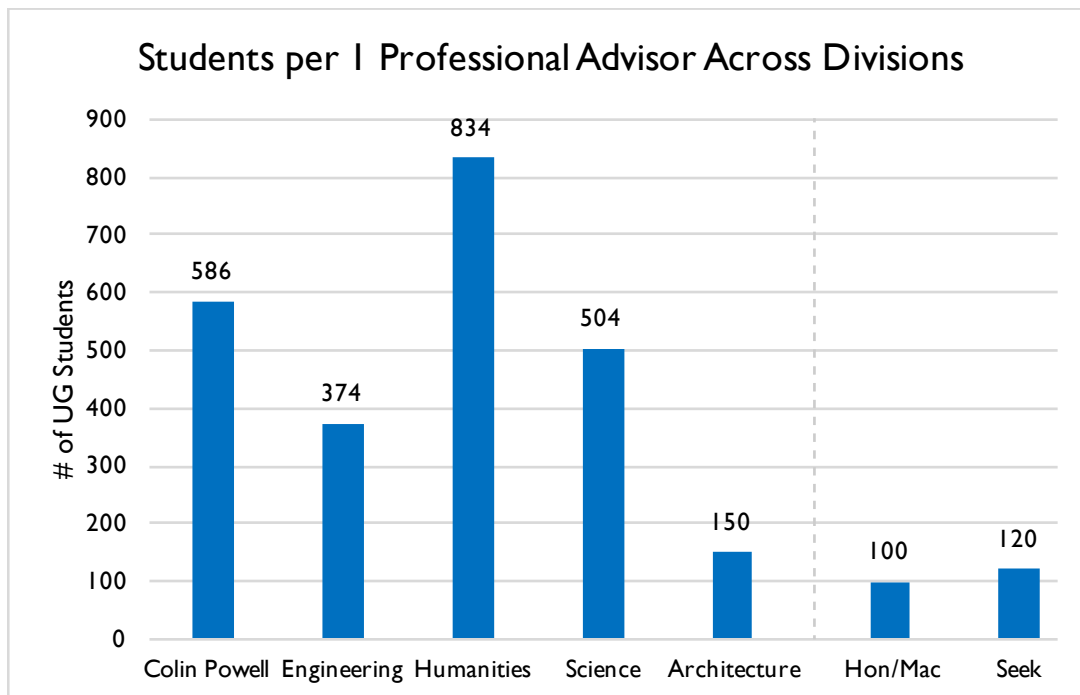
IV. Advising

Undergraduate and graduate students are served by both professional and faculty advisors in each of the four CLAS divisions as well as in the professional schools. Specialized advising centers serve specific undergraduate students (i.e., Honors, CCAPP, Gateway, NSEC, SEEK, SSSP). While undergraduate advisors meet regularly to discuss assessment of student satisfaction based on survey results, develop student learning advising outcomes, and design web-based advising syllabi for students, there is no such consortium for graduate advisors.

Currently, first-year students (first-time, full-time freshmen) who are not decided on a major, receive individual advising at the New Student Experience Center (NSEC). Second-year students and undeclared transfer students receive advising support from the Gateway Academic Center. A consolidated model for all undeclared students would better serve City College students, by providing a center of excellence under a consistent philosophy, and eliminating potential duplication of efforts.

City College students are poorly served by the interrelationship between academic advising, DegreeWorks, and financial aid. Adjusting staffing is one way to help the College exploit the potential and possibility of DegreeWorks (and thus improve services to students). Currently academic advisors expend too much of their precious time on making exemptions to DegreeWorks to ensure that students who are eligible for TAP receive it. This situation restricts time available for advising students.

Table 4

Chart: Students per 1 Professional Advisor Across Divisions. # of UG Students — Colin Powell: 586, Engineering: 374, Humanities: 834, Science: 504, Architecture: 150, Hon/Mac: 100, Seek: 120.

Recommendations for Advising

Immediate (for Fall 2018):

1. Begin to consolidate and reorganize Gateway and NSEC so that by Spring 2019 these two centers operate as one center of excellence. Articulate a consistent philosophy that seamlessly serves undeclared, undecided, and transfer students.

2. Assess staffing level for advisors. This assessment needs to recognize that divisions and schools have different needs, that advisors take on specific tasks in different schools, and that faculty assist in advising in some cases (although not all faculty have "advisor function"). All that said, the data indicate that H&A is woefully understaffed, and that this imbalance should be corrected immediately (Table 3).

3. Strengthen the DegreeWorks office so it receives the same level of support as in other senior colleges (see Appendix for data). This will open up opportunities for academic advisors in the divisions to spend more time with students and develop approaches to advise students more efficiently and effectively.

4. Ensure equal access to information and community building for graduate students and advisors. Form a graduate council and/or internal communication platform so graduate advisors receive relevant administrative information as a matter of course. Offer orientation activities to graduate students.

5. Assess the on-line services offered at Lehman including the "StudentConnect" site, with an eye toward implementing the same service for students at City College.

6. Create an "intranet" webpage for advisors that allows for an efficient and timely flow of information between enrollment services (i.e., changes are made at the registrar) and all advisors in regards to procedural changes. Advisors have said that they also need to be made aware of pertinent CUNY policy changes, as well as CCNY Faculty Senate and Faculty Council actions that affect their work. Web-based information about advising (locations and who is served at various advising units) should be available and regularly updated.

Within six months (for Spring 2019):

1. Implement a single electronic data management system; this system will make it possible for all advisors to track all students and monitor their progress. The monitoring will also help eliminate "advisor shopping." NSEC, GAC, and Science advisors track students with different proprietary systems that do not interconnect. SEEK, SSSP, and the Writing Center use a common software (Tutor Trac) to track students; the data, collected from SEEK, show that individualized attention, vis-a-vis advising (and tutoring), help students to succeed academically (see Appendix 4).

2. Develop protocols for advisors that encourage them to intervene with students who remain undeclared/undecided in their second year. A student will lose financial aid if the student persists in following an unrealistic career academic path. This causes problems for students and for the College, with respect to retention and graduation rates.

3. Add a window for secondary advising mid-year; students who miss payment and are bumped from classes need to be re-advised.

V. Tutoring

From the student's perspective, the many tutoring options offered on campus are welcome, although the services can seem fragmented and incomplete, and the College website offers erroneous information about availability. According to the College, students may avail themselves of help at 16 tutoring centers. Of the 16, only 7 are active; out of that, 5 are restricted to specific students (SEEK, Sophie Davis, SSSP, Skadden-Arps, Learning and Technology Resource Center). Not mentioned on the website are Math Department's internal tutoring run in Gateway (CUE funded) and City Tutors. "The Writing Center at CWE" serves as a satellite program for students enrolled in the Division of Interdisciplinary Studies at the Center for Worker Education.

SEEK, SSSP, and the Writing Center assess their tutoring programs regularly. A recent study, undertaken by the staff at SEEK to inform this subcommittee's research, suggests that individualized attention, provided by a combination of tutoring and advising, is an important factor in student success (see Table 5). Students also seek out popular services, such as the Writing Center, which at current staffing levels cannot meet student demand for tutoring services.

Table 5
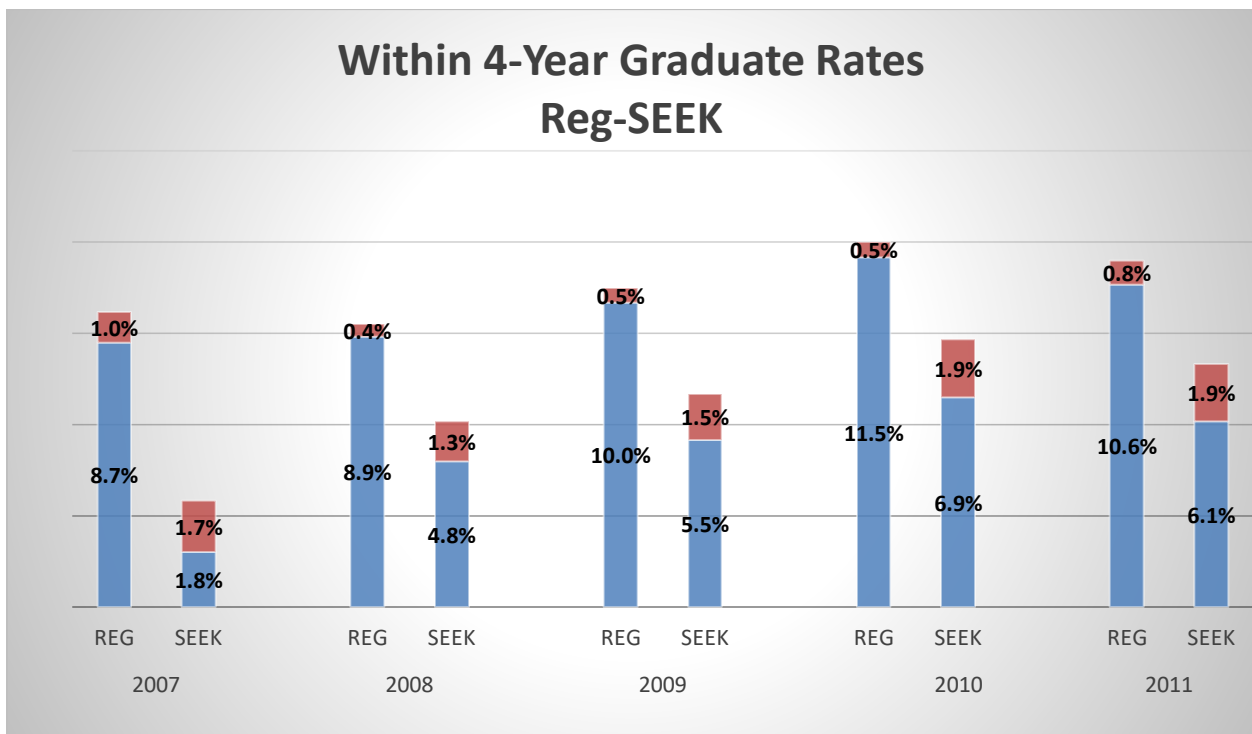
This chart introduces data that highlights the benefits of regular advising and tutoring to students from the SEEK model.

Recommendations for Tutoring

Immediate (for Fall 2018):

1. Implement an integrated communication strategy that explains the availability, scope, and type of tutoring services offered to students. Improve signs directing students to tutoring services.

2. Encourage instructors to advise students about tutoring services by adding a one-liner to course syllabi and Blackboard sites.

3. Assign maintenance of the website to one tutoring coordinator; changes that depend on funding can be made accordingly at the beginning of every semester.

Within six months (for Spring 2019):

1. Expand Tutor-Trac to create a single, college-wide electronic data management system for tutoring; this system will make it possible for tutors to track all students and monitor progress.

2. Increase staffing at The Writing Center to address unmet student demand.

3. Develop a plan for assessment that measures usage and outcomes and takes account of the general and specialized purposes of the tutoring centers. Consider reconfiguration as the data suggest, and the allocation of more resources to meet demand as success is demonstrated.

VI. Student Engagement, Career Services, Experiential Learning Opportunities

Look Sharp's *2016 State of Millennial Hiring Report* indicates that graduates who complete three or more internships are more likely to secure full-time employment, with 81.1 percent of graduates reporting that the internships helped them shift their career directions significantly.

CCNY offers internship opportunities to students that include credit-bearing internships offered through various academic programs and divisions and specialized initiatives. The Career and Professional Development Institute (CPDI) also provides access to internships to students and has supported 1,241 students from Fall 2015 to Spring 2017 with placement. In addition there are alumni mentoring programs including at the CWE.

CPDI has built a strong model of service, brand awareness, student engagement and technology to expand its outreach to the campus community. Communication regarding opportunities and events is weekly. While engagement is high among seniors (60% of all appointments), CPDI must engage sophomores and juniors earlier in career planning to better position them for future careers. Student employment outcomes are shared with deans through the Graduate Survey Report; however, information is not always shared with all stakeholders.

Although student surveys rate the services highly (>=96% positive), CPDI has reached capacity in providing individual student counseling (30% of students waited in excess of 5 days for an appointment). At current staffing levels fewer than one-third of students can be scheduled.

Table 5

July 2016 – June 2017 Student Appointments

Schools	# of Students
School of Architecture	72
Grove School of Engineering	1156
School of Education	106
Sophie Davis School of Biomedical Education	11
Division of Humanities and the Arts	403
Division of Interdisciplinary Studies at CWE	15
Division of Science	345
Colin Powell School for Civic and Global Leadership	998
Undecided	369
Total Number of students	3475

Includes any email critiques requested for resumes and cover letters. Appointments cancelled within 24 hours before the time of the appointment are included as the time slot was already allocated, and the system can no longer display its availability after cancellation.

Recommendations for CPDI

Immediate (for Fall 2018):

1. Student achievements should be showcased on each department's webpage with a description of best practices that is updated each semester.

Within six months (for Spring 2019):

1. CPDI is understaffed and not able to meet student requests for appointments in a timely fashion. Investment is needed to expand the office and serve the College's goal of advancing the social mobility of students

2. Implement an integrated communication strategy among departments and CPDI that shares information about job placement, internships, fellowships, and experiential learning.

3. Continue the self-study of Student Engagement, Career Services, and Experiential Learning Opportunities, which was short-changed in this time frame.

VII. Looking Ahead—STEM Aspirants

City College is the flagship for STEM education within CUNY, and the needs of STEM Aspirants—students who have been admitted to City College and who expect to major in a STEM program, but lack the requisite training to do so—was a recurring topic in the subcommittee's discussions. It wrestled with the consequences of the assumption that a new requirement, MATH 20100 (Calculus I). A freshman will need to complete this course successfully to declare an engineering major, effective in Spring 2019. The assumption is that this change will solve many problems but in fact it will exacerbate the challenge of educating City College students who have been poorly prepared in math in high school.

Many freshmen will not be able to declare a major until their math skills improve; this situation could impede a student's access to financial aid and advising. A student who receives TAP is required to select a major as soon as he/she reaches 60 credits of coursework. NSEC (or whatever new office exists) may be overwhelmed with students who are not able to declare a major and thus cannot turn to divisions for advising in the STEM fields. If a student is not eligible for a major, based on completing pre-requisite course work or GPA, a student may not take courses that are required for the desired major, which may impact eligibility for TAP. This situation will also make it harder for students to graduate on time.

Transfer students who want to major in Engineering or other STEM disciplines are also at risk. They need to have completed CALC II and CALC-based Physics I to declare a STEM major. City College needs to assist transfer students who have been provisionally accepted to the GSoE (but actually are enrolled in CLAS), and who realize that may not be able to declare the major of choice in Engineering when they are required to do so. The same problem exists for science students, who have an AS degree in a science major from a CUNY school, but cannot take science courses or declare a major due to low math scores.

Recommendations for STEM Aspirants

Immediate (for Fall 2018):

1. Create a CUNY Math Test bootcamp to prepare students for the math placement exam.

2. Provide resources to expand summer bridge offerings to prepare students for success in Math 195 and the Calculus math series.

Within six months (for Spring 2019):

1. Assess the feasibility of creating a "transitional major" for TAP purposes.

2. Assess admissions and enrollment strategies for STEM majors.

IX. Conclusion

During the past five years, City College's administrative and advisement systems have changed significantly. In fall 2013, CUNY implemented Pathways, a new general education curriculum with transfer guidelines. The CUNYfirst enterprise platform replaced the college's home-grown student information system in 2013-14. In the same year, the web-based degree audit and advising tool, DegreeWorks, was integrated into CUNYfirst and the Financial Aid Certification and Tracking System (FACTS). Degree Works is now critical to the undergraduate financial aid certification and audit process—and therefore a significant portion of the institution's income—and can make or break a student's eligibility for aid. While there is potential for automation and even predictive analytics when the systems are up-to-date and functioning properly, achieving this level of functionality requires extensive human intervention. Meanwhile, the specialized terminology and interlocking systems lead to what one CCNY anthropology student recently described as "a veil between the student and the institution, which can often be confusing and stressful" (See Appendix 1, "The Delinquent Account").

Working with the understanding that we face a systemic challenge that is bigger than any one of us, and that "it is the natural tendency of bureaucracies toward caution and delay" and to spread risk through "systems of coordination and multiple review decisions" ("The Delinquent Account," citing Max Weber), the Student Services Subcommittee defined support services broadly—to include enrollment management, advising, tutoring, and career services, and to work from the perspective of the student and the student's path through City College. As we examined the paths from admission to graduation of first-time, full-time freshman, transfer students and graduate students, our goal was to derive recommendations that would move CCNY's varied student support services towards a model that is efficient and friendly to students, that is easy to navigate by students, faculty and staff, and that provides seamless services to all members of the City College community.

X. Resources

The subcommittee spoke with the following people:

- Norma Santiago-Archer, DoS/CCAPP Office for Student Success, Assistant Director
- Joseph Fantozzi, Executive Director of Enrollment Management
- Carlito Belrus, New Student Experience Center (NSEC), Senior Academic Advisor
- Ardie Walser, Grove School of Engineering, Associate Dean for Academic Affairs

Celia Lloyd and Marta Gutman spoke with Thomas Sabia, DegreeWorks Manager, and Celia Lloyd and Hawai Kwok held a conference call with Arshaw Ramkaran, Director of Financial Aid.

Rhea Faniel spoke with David Under, Director of the Publishing Certificate Program; Lavie Margolin, Corporate Partnership Officer, S Jay Levy Fellowship for Future Leaders/STEM Career Development Institute; and Anasa Scott, Officer of Fellowships, Colin Powell School.

The subcommittee collected and reviewed CUNY and CCNY data including:

Student Satisfaction

- ➢ PMP 2015-2016
- ➢ Noel-Levitz Student Satisfaction survey (2013, 2015)
- ➢ National Survey of Student Engagement (NSSE, 2016)
- ➢ Writing Center Academic Effectiveness (2016, 2017-18)
- ➢ Career and Professional Development Institute (CPDI)-(2015-16); CPDI Usage Statistics
- ➢ Student Experience Survey (2016)

 Student Support Services staffing

- ➢ Counseling Center (2017)
- ➢ CUNY Workforce Demographics (2016)

Enrollment Management

- ➢ Middle States Self-Study tables (2018)
- ➢ University of Wisconsin-Student Services One Stop Shop Rapid Action Task Force Report
- ➢ Optimizing the Use of DegreeWorks at CUNY: A Blueprint for Success
- ➢ Financial Aid Organizational Chart
- ➢ Enrollment Services Staffing Comparisons for Senior Colleges
- ➢ Financial Aid Organizational Chart (2018)
- ➢ Financial Aid Senior College Comparisons
- ➢ DegreeWorks staffing
- ➢ DegreeWorks Blueprint for Success
- ➢ Bursar Staffing Report
- ➢ Office of the Registrar-Staffing at other CUNY Campuses

Retention & Graduation Data

- Middle States Self-Study tables (2018)
- City System retention and graduation (2017); broken down by SEEK vs. campus wide; ethnic designations
- "The Delinquent Account: A Medical-anthropological Analysis on the Office of the Bursar"

Attracting students

- Admissions
    - Fall 2008, 2009, 2010, 2011, 2012 Admissions Criteria

Retaining students

- Advising, Tutoring, Experiential Learning, Career Placement, Enrollment management (financial aid, registrar, bursar)
- Bursar
    - Bursar Critical Anthropology document
- Admissions
    - Admissions Academic Plan Movement
    - Fall 2018 Math Placement, GSOE

Graduating students

- Advising, Tutoring, Experiential Learning, Career Placement, Enrollment management (financial aid, registrar, bursar)

Overview of Student Support Services

- Middle States Self-Study, Standard IV
- Annual report-Counseling

Experiential Learning Opportunities and Career Services

- Internships at the City College of New York (Rhea Faniel, May 2018)
- CDPI Graduation Report (2015-16)
- CDPI Usage Report (2016-17)

Tutoring

- The CCNY Writing Center, Excerpt prepared for President's Task Force (March 2018)
- Academic Effectiveness: A Study of FIQWS and PSY 102 Students Using the CCNY Writing Center (March 2016)
- Listing of existing tutoring services, by location on the CCNY uptown campus
- Regression Analysis Tutoring effects (Kwok, 2018)

- ➢ Tutoring and Advising Report (Kwok, 2018)
- ➢ Tutoring Satisfaction Report (Tutoring Assessment Committee, 2013)

Advising

- ➢ Professional and Faculty Advisors –Division of Humanities & the Arts (2018)
- ➢ Advising Student Satisfaction Survey (2014, 2016)

XI. Appendices

Appendix 1: "The Delinquent Account: A Medical-anthropological Analysis on the Office of the Bursar."

Appendix 2: University Business Executive Roundtable, student-financial-services-one-stop-shopping, 2009.

Appendix 3: University of Wisconsin, Student-Services-Rapid-Action-Task-Force-Report.

Monitoring Report for MSCHE – March 2019

Appendix P: CUNY Budget Report

CU NY

February 28, 2019

To: City College Provost Tony Liss

From: Senior Vice Chancellor Matthew Sapienza *MS*

Subject: <u>Appendix for Middle States Report</u>

This is to inform you that the University Budget Office has provided City College with its' preliminary Third Quarter Financial Report for Fiscal Year 2019. As we discussed, please include this financial dashboard as an appendix to your Middle States' Monitoring Report.

The Fiscal Year 2019 Third Quarter Financial Report is the latest and most accurate snapshot of the college's expenditures, revenues, enrollment, and staffing for the current year. While the University has not yet formally issued this report, we are comfortable that the data is accurate and complete, and therefore supersedes the previously-issued Mid-Year Financial Report.

Please let me know if you need any additional information. My staff and I are grateful for the continued partnership with City College in ensuring that all campus resources are fully maximized.


C: University Budget Director Catherine Abata

The City University of New York
2018-2019 Third-Quarter Financial Report
City College

Comparison of Expenditures to Resources ($000)	FY2018	FY2019	$ Change	% Change
Resources				
Campus based Allocation	161,821	162,229	409	0.3%
Pending Allocation	-	1,583	1,583	0.0%
Centrally Administered Resources	89,610	96,732	7,122	7.9%
Technology Fee	3,236	4,154	918	28.4%
Total Budget	254,666	264,699	10,032	3.9%
Allocated Revenue Target		101,633		
Macaulay Waiver		(1,386)		
Other Adjustments		-		
Adjusted Revenue Target	95,184	100,247	5,063	5.3%
Revenue Collected/Projected	98,483	105,740	7,257	7.4%
Collection Above/(Below) Target	3,299	5,494	2,195	66.5%
Total Resources	257,965	270,192	12,227	4.7%
Expenditures				
PS Regular	132,942	131,734	(1,208)	-0.9%
Adjuncts	11,693	14,718	3,025	25.9%
Temporary Service	6,804	7,877	1,073	15.8%
Total PS	151,440	154,328	2,889	1.9%
OTPS	11,152	14,788	3,637	32.6%
Campus Based Expenditures	162,591	169,117	6,525	4.0%
Centrally Administered Expenditures	89,610	96,732	7,122	7.9%
Technology Fee	3,236	4,154	918	28.4%
Total Expenditures	255,437	270,003	14,566	5.7%
(Over)/Under Expenditure	2,529	190	(2,339)	-92.5%
Prior Year CUTRA & Reserves	4,566	7,095	2,529	55.4%
Labor Reserve	-	3,305		
Year-End Balance	7,095	3,979	(3,116)	-43.9%

Centrally Administered Funds ($000)	FY2018	FY2019	$ Change	% Change
Fringes Actual/Projected	72,461	78,377	5,916	8.2%
Energy	12,736	13,667	930	7.3%
Building Rentals	2,528	2,747	219	8.7%
Financial Aid	1,885	1,941	57	3.0%
Total Centrally Administered Funds	89,610	96,732	7,122	7.9%

FTE Enrollment and I&DR Teaching change since Fall 2013
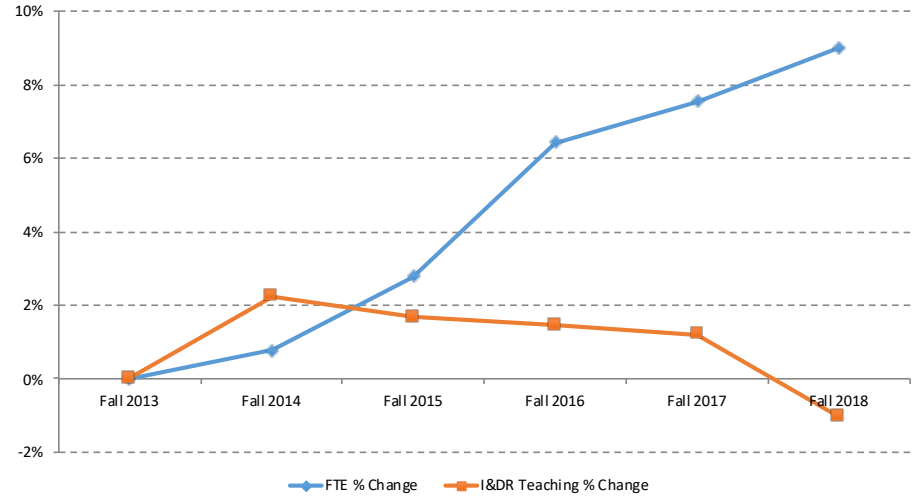
Enrollment	Fall 2016	Fall 2017	Fall 2018	1 Yr # Change	1 Yr % Change
FTE Undergraduate	10,584	10,607	10,654	47	0.4%
FTE Graduate	1,696	1,802	1,924	122	6.8%
Total FTE	12,280	12,409	12,578	169	1.4%
Total Headcount	16,048	16,001	16,043	42	0.3%

Staffing	Fall 2016	Fall 2017	Fall 2018	1 Yr # Change	1 Yr % Change
I&DR Teaching	563	561	549	(12)	-2.2%
I&DR Support	258	260	249	(11)	-4.2%
Academic Support	64	61	54	(7)	-11.5%
Student Services	93	99	94	(5)	-5.1%
Maintenance & Operations	177	175	182	7	4.0%
General Administration	103	101	109	8	7.9%
General Institutional Services	199	188	198	10	5.3%
SEEK/CD	7	9	2	(7)	-77.8%
Other	18	16	-	(16)	-100.0%
Total Full-time	1,482	1,470	1,437	(33)	-2.3%

Prior year end balance may not tie to current year CUTRA due to IFR Cost recoveries adjustment

FY2018 Energy includes water and sewer; FY2019 prorated based on FY18

Staffing Fall 2018 from CUNYFirst as of 10/31/18, Fall 2017 from FIS, last payroll in November, Fall 2016 from FIS last payroll in October;

FY2019 Macaulay Waiver are preliminary based FY2018 actuals