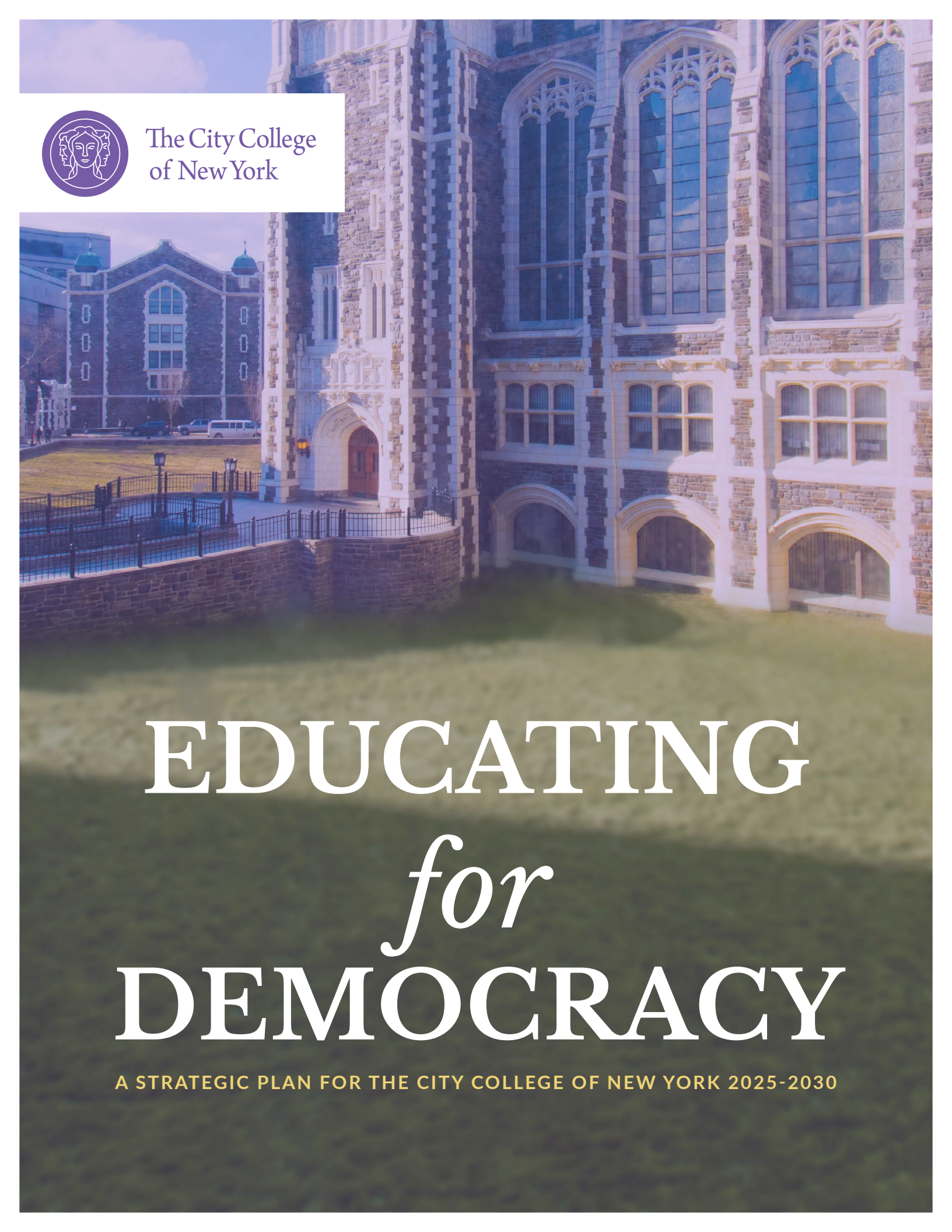




The City College
of New York



EDUCATING *for* DEMOCRACY

A STRATEGIC PLAN FOR THE CITY COLLEGE OF NEW YORK 2025-2030

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The many constituencies that comprise the City College of today carry forward a founding vision, embodied initially in the ideal of educating the “whole people.” That goal reflected the belief that American society would be stronger, more creative, and more just if higher education were not reserved for the privileged few. Over the years, this pursuit of a more just and stable society through higher education responded to myriad changes—social, technological, and environmental changes—always, however, hewing closely to the core idea that in providing broad access to an excellent education, we would best position CCNY to meet the needs of our students, our society and humanity.

Thus, our 1847 founding produced a multifaceted legacy that inspires our work today. One sees it in continual efforts to develop innovative and upgraded modes of teaching. It motivates our faculty to produce cutting-edge research in the sciences, social sciences, engineering, education, architecture, and the humanities, and has enabled our graduates to make fundamental contributions to these areas of endeavor. It has deep artistic resonance, both in the artists and writers we number among our faculty and graduates and in prestigious art collections dating from CCNY’s origin. It has bold architectural expressions, embodied in our landmarked and historical Harlem campus, but reaching beyond Harlem to the countless structures envisioned and constructed by architects and builders who learned their craft with us. It inspired an activist tradition, evident in students volunteering to fight fascism in the 1930s and protesting for the Five Demands of the 1960s. The latter produced justice-oriented innovations like a more open campus, the development of ethnic studies, and the expansion of the SEEK program. City College has launched remarkable, world-changing careers. Our alumni have served on the cabinets of United States Presidents and in the US Supreme Court. Several were New York City mayors. 10 Nobel prize winners earned undergraduate degrees at CCNY and other alumni have won Pulitzer Prizes. A great many founded or led Fortune 500 companies. Others developed life-saving vaccines and expanded the possibilities of human experience through the visual or performing arts. Our musicians have garnered Grammy awards, and some of the greatest actors in American cinema studied at CCNY. And today, all across the nation, the children of CCNY graduates, reflecting on their road to success,

can point to a parent or a grandparent who attended City College and so changed the very nature of what would be possible for subsequent generations. And so it will be in the future.

Today, this legacy finds particular expression in three important facts, each vital in its own right but fully realized only as parts of a unified portrait. First, no matter how the various empirical and data-informed measures make the calculation, CCNY is consistently among the top 10 national producers of social mobility in graduates. Second, no matter how the various empirical and data-informed measures make the calculation, CCNY is consistently ranked among the most diverse campuses in the United States. Third, recent economic impact studies calculate that CCNY's annual contribution to the local economy stands at \$ 3.2 billion. Taken together, then: by providing educational opportunity to the whole people--by developing talents that might otherwise remain unrealized--we are propelling more of them to the middle class and beyond than virtually anyone in the nation, and doing so in a way that makes a staggering contribution to the economic development of the city and its environs.

These accomplishments, however, represent merely a moment in our stewardship of CCNY's original vision. A changing society demands dynamism from an institution like CCNY. We thus work constantly to expand equitable access to higher education. We continually seek to orient the educational, research and creative activities of our communities to the needs of society, and to be vigilant in identifying the moments when those needs shift. Today, we make a deliberate choice to build a caring community that provides our members a comprehensive array of tools and supports that we may each fulfill our utmost potential. As we chart a course for City College for the next five years, therefore, we will pursue this vision in four key areas.

STRATEGIC PRIORITIES

I. ACADEMIC JOURNEY

We will reshape the College curriculum, co-curricular programs, and advising structures to nurture our students in developing their own best ways to serve the needs of today's society.

II. KNOWLEDGE

We will increase support for the creation of new knowledge and ways of knowing.

III. THE WHOLE PERSON

We will promote the holistic well-being of our students, faculty, and staff.

IV. RESOURCES

We will employ new methods to sustain and develop our resources to maximize achievement.

We will reshape the College curriculum, co-curricular programs, and advising structures to support our students in developing their own best ways to serve the needs of today's society.

City College serves one of the most diverse student bodies of any college in the country. Many are the first in their family to attend college, many have jobs to support their education and their families, and many are caregivers for family members. Supporting this diverse array of students is a key element of our mission, and it requires us to take special note of their needs. For all these reasons, investing in student success means taking a broad view of student needs and actively positioning the college to help meet those needs. We write this strategic plan, moreover, at a time when other pressures complicate the terrain that students must navigate. For years to come, students will be powerfully influenced by the isolation imposed by the global Covid pandemic. These evolving needs of our students mandate that we make changes to our support structures. More than any other measure, advisors are key to keeping students on track and making sure they are aware of help and opportunities on campus.

In order to support students at all stages in their academic journey so that they may develop their best selves and serve the needs of a society that is fast-paced, rapidly changing and in need of people who can work across cultural differences, we will reshape our curriculum. Our academic offerings will be complemented by co-curricular programs and advising structures that support students' development from their first days on campus through to their work in a specialized course of study, and that facilitate their exploration of possible career paths.

While technologies constantly change, the sudden advent of Artificial Intelligence and the continuing impact of social media triggered greater shifts than we have normally seen. Our students need opportunities to engage with and learn from others, an understanding of how to fully embrace the opportunities available to them at City College, an education that trains them in the use of new technologies, and increased support in moving beyond their undergraduate educations both as lifelong learners and as contributing members of society. In preparing students to serve society, we aim to graduate students who are creative, intellectually nimble and skilled at problem solving.

Initiative SPI-1: Advising Students to Map Their Paths

Advising is strongly correlated with student retention and degree completion. Data and surveys show that well-advised students get into the classes they need, take fewer classes they don't need, maintain their financial aid through to graduation at a much higher rate than other students, and tend to have an overall more positive experience in college. Effective advising also supports the development of the whole person through exploration of individual skills and interests, helping students not only define their course of study but also develop a portfolio of experiences and credentials that prepare them for careers after graduation. Effective advising requires that advisors have sufficient time to spend with students and that advising be coordinated across campus to achieve a consistent level of care, as recommended by The National Institute of Student Success (NISS). Over the next five years, the College will unify and strengthen our advising structures.

- The College will prioritize hiring new advisors to work toward a student-to-advisor ratio of 300:1, as recommended by The National Academic Advising Association (NACADA). Advisors will provide students with support in shaping a well-rounded undergraduate experience—one that includes extracurricular and experiential learning activities that contribute to students' personal growth and to their preparation for careers after graduation.
- City College will move toward an advising structure that promotes a standard level of care across campus. The College will appoint a campus chief advisor who will report to the aVP for Enrollment Management under the Provost's Office. The chief advisor will convene regular meetings with advisors and other stakeholders from across the divisions to share best practices and develop an advising plan for first- and second-year students. By implementing cross-training, the College will enable advisors to more effectively help students who may wish to switch to a different division or to double-major. They will implement College-wide priorities, such as the use of the four-semester schedule, in a uniform manner across campus.
- The Student Academic Success Hub (The Hub) is the academic home to our undeclared students, the Pathfinders. Data shows that retention and graduation rates are dramatically better for students who have declared a major by 45 credits. The College will therefore redouble efforts to integrate the academic divisions into the operations of The Hub and to provide needed resources to the Hub staff, such as training in best practices for advising undeclared students, and other professional development. Working with the academic divisions, the Hub will feature a series of short videos about different majors in each division and will partner with the Career and Professional Development Institute on highlighting majors and pathways to careers.
- The chief advisor will supervise The Hub. This role includes facilitating work with the undecided transfer student population to onboard them effectively, to help them explore the prerequisites for specific majors, and to foster early engagement. This engagement will involve reaching out to students through transfer initiative programs and guiding them holistically through transfer-specific onboarding processes. Additionally, the chief advisor will promote tools such as T-Rex and the Transfer Optimization Planning Sheets (TOP Sheets) to support transfer students in achieving their academic goals efficiently. The chief advisor will also focus on building relationships and partnerships with community colleges earlier in the academic pipeline to ensure transfer students are aware of the curriculum requirements in their intended majors. These efforts aim to enhance the transfer student experience and to increase retention and graduation rates for transfer students.

- The College will invest in 25 additional Lightcast licenses for use by advisors and others on campus who engage with students about career paths. The platform identifies the career pathways of thousands of CCNY graduates from their CCNY major through every step in their career journey. These data enable a mode of advising that will help all students think and gain advice about the skills they need to translate their CCNY education into a career pathway. The chief advisor will work with CPDI to create trainings on the use of Lightcast for advising.

Initiative SPI-2: Align student success initiatives across the College

The College has made significant strides over the past few years in enrollment, retention and graduation rates, but there is more work to do. To reach the next level will require cross-college communication and coordination. To incentivize the work below, we will tie resource allocation across the College to performance metrics such as enrollment, retention and graduation rates.

- We will increase engagement with Navigate to integrate student care across the campus. A powerful tool for student success, Navigate provides each student with a Care Team that works together to provide support for the student and makes sure that they take advantage of the resources available to them. Navigate is intuitive to use and can improve retention and graduation rates, but only if it is used widely.
- The College will focus on four-semester schedules as an advising tool. The College has recently posted four-semester schedules from every department. These allow students to plan their coursework so that they are not delayed in graduating by the unavailability of a required class. Advisors will work with students to optimize each student's path to graduation. Departments will commit to adhering to the posted schedules and to updating the 4th semester at the start of each semester. The College commits to providing funding to support the posted schedules. In the near-term, departments will add summer sessions to the posted schedules, and in the longer-term the College will optimize the schedules for machine reading in order to implement AI scheduling tools.
- The Enrollment Management offices of Admissions, Registrar, Financial Aid, OneStop, and Bursar are key student-facing offices with which every student interacts on a regular basis from their admission to CCNY to their graduation date. Through the services they provide our students, these offices are primary drivers of enrollment, retention and graduation rates. Recent years have seen rebuilding and restaffing of these offices as well as new leadership in some, but our work is not complete. Each office will conduct a self-study and an investigation of best practices across the CUNY system to determine if they are optimally staffed and organized for student service, and, if not, what changes are needed. Budgeting for proper staffing of these offices will be a priority for the College over the next five years.
- The number of full-time faculty at the College dropped from 566 to 494 over the 10-year period FY13-FY23. As we stabilize student retention, increase enrollment and increase graduation rates, the College will commit to rebuilding faculty numbers strategically.

Initiative SPI-3: Strong Starts Leading to Strong Outcomes

General Education curricula lay the foundations for student success. They bear the weight of introducing students to a broad array of disciplinary approaches to knowledge-creation and problem-solving, and they must also instill in students the reading, writing, analytic, and critical-thinking skills and habits of mind that are essential to their success in college and beyond. At City College, all students are required to fulfill CUNY General Education Pathways requirements, which provide all students, whether in professional schools or in the College of Liberal Arts and Sciences, a strong liberal arts and sciences education. Adopted in 2013 and incorporating many courses from City College's previous old core curriculum, City College's Pathways curriculum needs to be refreshed and updated. The conditions of our current time require us to revisit and revise our approach to General Education in the areas of three key outcomes. First, global events and their effects on American college campuses have demonstrated the critical need for students to be able to understand and learn from cultural differences. We must recommit to the cultural pluralism that City College has always served and celebrated, and which makes City College a vibrant learning community. Second, as we continue to serve our mission of access to excellence, serving many first-generation college students, we must support students in understanding the full range of futures that a college degree makes possible, providing them with an array of courses of study and career trajectories that would otherwise remain unknown to them. Third, we must close technology opportunity gaps: we must use new technologies such as Artificial Intelligence to open new frontiers of knowledge while at the same time preparing our students to be able to engage critically with new technologies and to use them constructively and creatively.

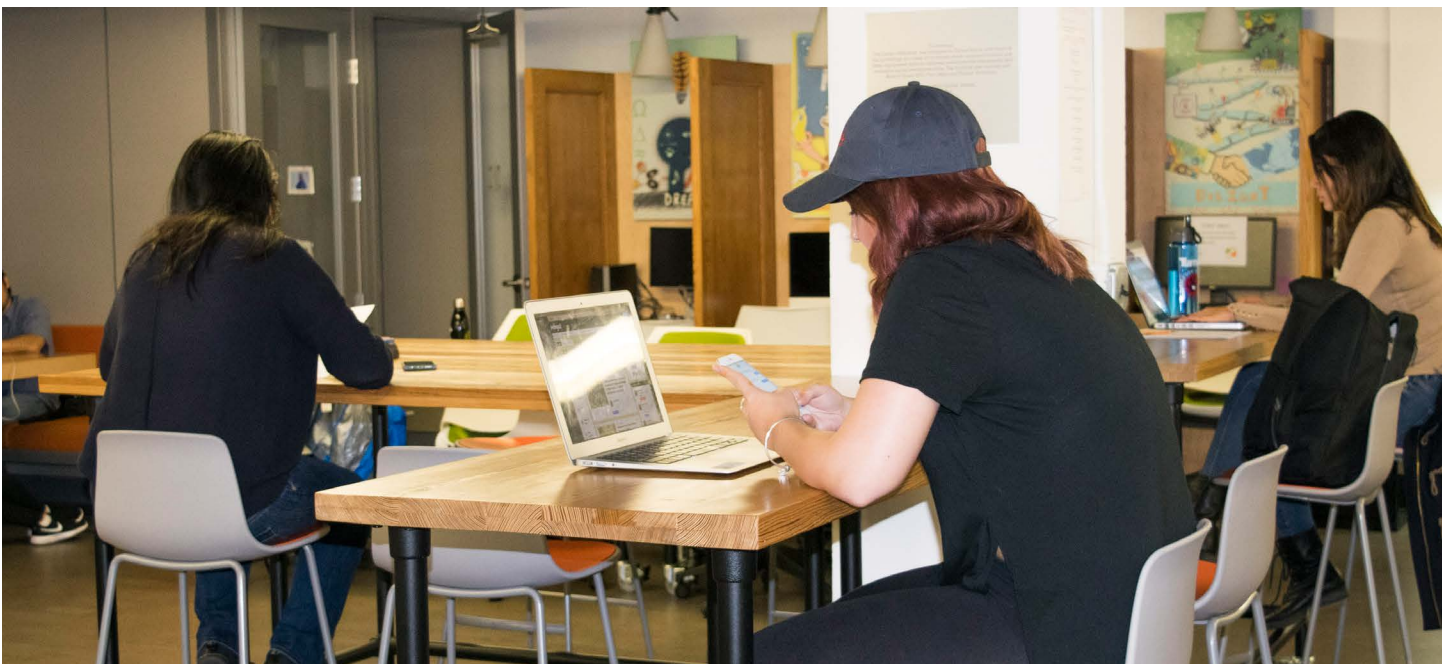
Beyond the foundation laid by General Education, upper-level coursework needs to prepare students for their next step after graduation, whether that be graduate school or a job, and must therefore teach both the hard and soft skills needed for success in the workplace and provide opportunities for applied experience in their chosen field.

- The College will review and supplement learning outcomes in our General Education curriculum to support students in finding their passions and in planning a trajectory of academic and co-curricular activities that will allow them to achieve their goals and make their best contributions to our world. The enhancement of General Education will ensure that students are provided with an understanding of new technologies, such as AI, and will integrate pedagogies that equip students to communicate across cultural and ideological differences.
- Beginning in 2025, academic departments will begin to build career preparation more intentionally into the curriculum of their majors. This may take many forms, including development of specific tracks aligned with career choices and requirements in a given field, or credit in the major for experiential learning opportunities and internships (see SPI-5).
- Following on the enhancements in General Education to engage students with technological innovations, the College will also support more advanced courses and programs that engage with new technologies and prepare students for the use of these technologies in the workplace.

Initiative SPI-4: Increase Access and Impact

In order to support more students in realizing their potential through a City College education, the College will work to ensure that technology makes a City College degree more widely available. In the past, the College advertised that students could complete their degree in the evening, allowing them to work or care for family during the day. But this is only true now for students in the Division for Interdisciplinary Studies. With online classes having become a natural part of the way we deliver the curriculum, and with the understanding that it is not an appropriate modality for every class, we will take advantage of the fact that online classes provide scheduling flexibility for both students and instructors to optimize course modalities so that they are ideally suited to the course subject matter while also serving the scheduling needs of our students. At the same time, we will work to make sure that online courses are taught at the same high level of quality as our in-person classes.

- The Office of Institutional Research (IR) will conduct an analysis of registration patterns in previous semesters in order to glean student demand for online courses. Deans will share these findings with academic departments, and departments will be responsible for implementing new online course and program offerings for both undergraduate and graduate students based on the analysis of demand.
- The College will appoint a director of Distance Learning, reporting to the Teaching and Learning Center (TLC) Director, to provide \ training and support for faculty designing and implementing courses built on new technological platforms. This director will work with deans and department chairs to ensure that online course offerings are of the same quality as in-person instruction.
- The College will systematically survey students on the quality of online courses and provide instructors with feedback for improvements, where/if needed.





Initiative SPI-5: Experiential and Co-Curricular Learning

First-hand experiences such as working in a lab (see Strategic Priority II), conducting primary research, participating in a study abroad program, and pursuing internships enhance academic studies, broaden students' horizons as they plan their futures, and provide pathways to employment after graduation.

- We will implement an undergraduate advising check-off to ensure that at some point during their undergraduate studies every student engages in some form of experiential learning, as detailed above. This check-off may take the form of a graduation requirement.
- The College will invest in new, for-credit pedagogical models that integrate first-hand experiences. Models for such work include, but are not limited to, hands-on lab experiences, design studios in the Spitzer School of Architecture, service learning in the Colin Powell School, the Humanities and Arts Division's Humanities Experiential Learning Partnerships (HELPS), and courses that explore the cultural resources of New York City. We will clearly designate such opportunities as experiential learning and will include them in the Office of Experiential Learning (OEL) database.
- The College will increase awareness of and access to student internship and research opportunities (see Strategic Priority II for undergraduate research opportunities). To this end the OEL will develop a landing page that provides information about all internship and research programs conducted by the various divisions and departments on campus. Additionally, using as a model the work that the Office of Institutional Advancement, Communications, and External Relations (OAICER) has done to develop a central scholarship application portal, the OEL will develop a central application portal for research and mentoring opportunities.
- The Center for Career and Professional Development and Student Affairs will develop enhanced programming to prepare students to apply for internship opportunities and to get the most out of those opportunities.



Initiative SPI-6: Life-changing Masters and advanced certificate programs

The City College of New York offers a wide range of highly respected graduate programs, many of which have been recognized for their quality and for their influence on the professional growth of our students. While Ph.D. programs appear in Strategic Priority II of this plan, various Masters programs provide significant economic and social impact on the region, as well as high rates of return on investment for those individuals who have pursued such professional training.

The College is currently reimagining the experience that students in these programs will have at the College, from application to degree completion and job placement, to make sure that students are provided with value that matches their needs and expectations. We see this also as an opportunity to think about ways to increase the visibility of these programs, improve recruitment, increase enrollment, make connections with industries and the corporate world, and address the need for more cross-disciplinary education. The overarching goal of this initiative is to prepare students for successful careers by nurturing and building the graduate student ecosystem.

- Each graduate program will conduct a program review with a particular emphasis on defining each program's mission, purpose, and student outcomes. We will focus graduate education at CCNY on three categories of programs: terminal degrees, bridges to Ph.D. programs or to medical school, and professional schools with strong job placement track records.
- With an eye toward investment in our high-performing graduate programs, the College will evaluate the funding levels for all graduate programs, taking into account both cost of instruction and enrollment levels.
- The College will review and streamline graduate admissions processes, establish admissions timelines in keeping with our peer institutions and waive application fees selectively. We will also expand outreach to accepted applicants by academic areas, following the methods that have been implemented with promising results for undergraduate admission. The College will increase dedicated staff and resources for high-performing programs to support recruiting, decrease time-to-decision for admissions, manage websites and communications, and track post-graduation outcomes.
- The Provost will work with academic divisions to establish graduate fellowship opportunities that support graduate students with the requirement that funded graduate students will perform essential tasks for departments or divisions.



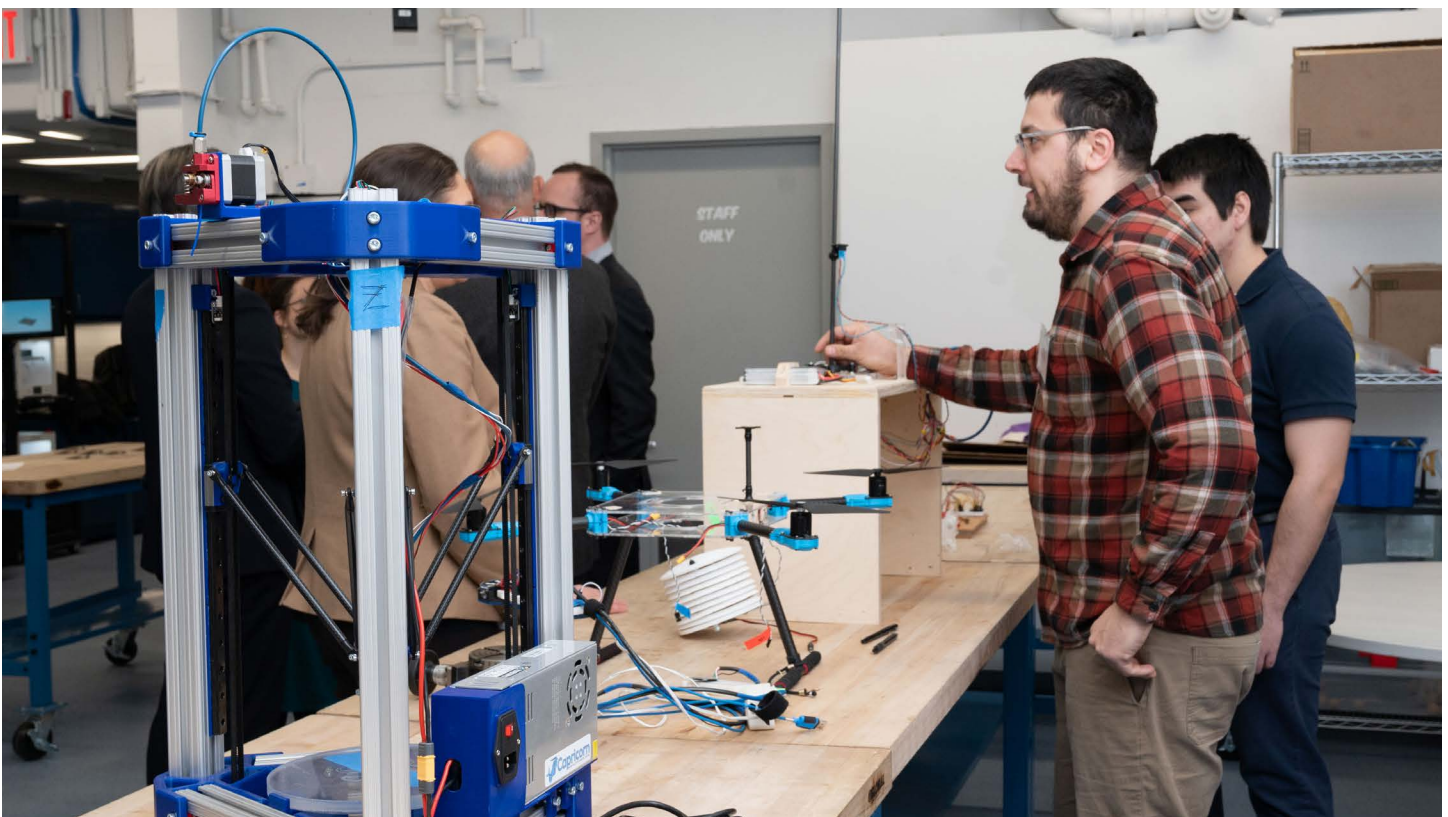
We will increase support for the creation of new knowledge and ways of knowing.

City College is known for the breadth of its research and creative work. Expertise on our campus runs from sonic arts to sculpture to creative writing to educational leadership to anthropology to history to public policy to neuroscience to quantum computing to green energy to sustainable construction to urban design and everything in between. The very definition of cutting-edge work is that it is always evolving and changing, and so must our support of the ecosystem of research and creative work that is key to providing our students with the training they need for their next steps, whether it be in the job market or in graduate school. Every five years, the new City College Strategic Plan rededicates the College to this work. Below we enumerate three important initiatives to support research and creative work at City College over the next five years.

Initiative SP2-1: Enhance support for research and creative work that does not rely on grant funding

We aim for every area of the College to be vibrant with the creation of new knowledge and ways of knowing. The College is invested in the success and productivity of all its faculty. Those whose work centers around textual scholarship or the arts have specific needs. Therefore, over the next five years, the College will prioritize the following items.

- The planned renovation of the libraries (SP1V-1), presents an opportunity to reimagine the place and function of the libraries in the 21st-century landscape of research at the College. This involves evaluating the resource needs of the libraries, including staffing, to allow it to fulfill its mission as the center for research for much of the campus. Fulfilling these resource needs will require the Library to seek federal, state, city and foundation-based grant funding and to work with OIACER for philanthropic support.
- The Book Completion Fund was launched as a pilot program to support faculty in producing outstanding book manuscripts by funding outside readers to workshop faculty manuscripts in preparation for publication. To date, 6 faculty have received Book Completion Awards. We will continue to expand the Book Completion Program.
- In order to support faculty with the time required for scholarship and creativity, the College will create a fund from indirect cost returns (IDC) for unsponsored research, as well as an application and review process to distribute these funds.



Initiative SPII-2: Support and increase externally funded research

City College Faculty set a record in fiscal year 2024: for the first time in City College history external grants reached \$ 100 million. In addition to serving the creation of new knowledge, these grants support undergraduate and graduate research. Sustaining and increasing this level of funding requires strong pre- and post-award support for researchers. In turn, attracting these faculty to City College and setting them up for success requires strong start-up packages for laboratory staff and equipment.

- The College will fill the vacant director of proposal development position in the Office of Research. The director will be charged with working across campus to help faculty, in particular those who are new to the process, develop proposals that meet the requirements of funding agencies.
- To work toward winning large “Center” grants, the director of proposal development will encourage and assist faculty in obtaining “Planning” grants, which are designed to build capacity toward the larger Center proposals.
- The College will invest in post-award administrative support for external research grants, including support for onboarding of personnel and required reporting to the sponsor.
- The College will commit to building a significant start-up fund from IDC and philanthropy that will enable the hiring of top faculty. This will in turn enable the College to continue the upward trend of external grant funding.
- The Office of Research will launch a second “College-wide Research Vision” (CRV) to provide seed funding for an interdisciplinary research team doing paradigm-shifting fundamental research that addresses challenging real-world problems.

Initiative SPII-3: Increase the number of Ph.D. students placed in City College laboratories

Ph.D. students supercharge the research programs of their advisors. In STEM fields, in particular, Ph.D. students mentor and train Masters students and undergraduates, and they contribute to the College’s research ecosystem and reputation. The College will work to increase the number of Ph.D.s awarded by CCNY through work with City College faculty.

- The College will fundraise for Ph.D. fellowships, such as the Levine Fellowship, that support stipends and tuition at the Graduate Center, or in Engineering or Clinical Psychology, for students recruited by City College faculty. Fundraising will also provide funding to support faculty travel for recruiting.
- Academic Affairs will support efforts to increase the number of Ph.D. students doing research with City College faculty through grant funding. An example is the recently awarded \$ 5 million TREAD grant, which builds support for recruiting of Ph.D. students and for their success, with the ultimate goal of propelling CCNY’s transition from the Carnegie Classification of R2 to R1.
- The College will work with CUNY and the Graduate Center (GC) to explore the possibility of crediting Ph.D.s in science and computer science, minted via research with CCNY faculty, to CCNY.



We will support the holistic well-being of our students, faculty and staff.

The City College of New York is a Minority-Serving Institution that provides access to higher education to over 14,000 adults throughout New York City. They choose CCNY for its excellence and value. Fostering the success of CCNY students requires not only exceptional academic programming but also attention to their health and well-being. Approximately 760 full-time staff, 575 part-time staff, 490 full-time faculty and 750 part-time faculty create the rich environment that transforms our students into the next generation of thinkers and leaders. CCNY personnel are also keenly attuned to supporting students throughout their journey on our campus. In turn, CCNY aims to take care of its faculty and staff and provide for their growth by supplying professional development, mentoring and support for promotion. By also recognizing and celebrating their contributions and achievements, we engender a community of equity, inclusion and belonging that has a positive impact on everyone.

As a community, we aspire to inspire CCNY students to commit to their education, and to approach it with the totality of their identities and backgrounds. To this end, CCNY provides and will further invest in mental and physical health and social support services that enable students to balance their on- and off-campus lives, and to succeed as students and as community members. Instrumental to this holistic approach to student success is the creation of spaces on campus that promote community engagement, foster collaboration and generate support networks.

Initiative SPIII-1: Increase student access to mental health, physical health and social support services

The College will expand coordination among on-campus entities dedicated to mental and physical health. The College already has an array of student services that aim to address the multifaceted needs of students. We will make them more effective through increasing information sharing and communication, streamlining redundant services, and coordinating of compatible services and initiatives.

- Student Affairs will establish a coordinated infrastructure to promote student well-being, encompassing counseling, physical health, fitness, and the promulgation of safe spaces and affinity groups where students can develop a sense of belonging. This will include the appointment of departmental and divisional liaisons who will collaborate with campus experts. These liaisons will meet once each semester to identify student needs, develop strategies to address those needs, and plan effective outreach and assessment efforts.
- Student Affairs, the Counseling Center, the Clinical Psychology Ph.D. Program and the Masters in Mental Health Counseling program will collaborate to develop in-house practicum and paid opportunities for graduate students to offer preventive care (for example, psychoeducation regarding effective coping strategies), as well as short-term counseling and crisis management to CCNY students.
- Student Affairs and Human Resources will collaborate to develop, implement, and maintain a resource guide on the CCNY website. Student Affairs will focus on creating the resource page for students, while Human Resources will develop the resource page for faculty and staff. These pages will highlight mental- and physical-health-related resources and offices available to the CCNY community.
- Student Affairs and Human Resources and other related offices will develop and implement training and workshops for staff and faculty on how to identify and address mental health challenges and indicators among students.





Initiative SPIII-2: Design and renovate physical spaces to foster community engagement, collaboration and informal support networks

Physical spaces can invite togetherness and make people feel that their presence is welcomed on campus. We will foster community and collaboration in future structural renovations and upgrades, with particular attention to the needs and challenges of a predominantly commuter student population. Creating spaces for members of the CCNY community to read and to work, to meet colleagues or friends for coffee or a meal, and to enjoy both spontaneous conversations and planned gatherings is critical to supporting the well-being and interconnectedness of our students, faculty and staff.

- Cultivating a connection to the arts helps individuals to live more satisfying and inspired lives, and coming together as audiences helps to build community. The next five years will see an unprecedented expansion and renovation of our core facilities for the fine and performing arts at City College (see SPIV-2). These facilities improvements will open up greater opportunities to bring together our campus and our broader community around exhibitions and performances that elevate new voices and allow for the sharing of diverse perspectives and experiences. These opportunities will be supported by investments in personnel, including the appointment of a visiting fellow for promoting community around the Arts, as well as in programming and equipment.
- Facilities and the office of the Senior Vice President and Chief Operating Officer will inaugurate an annual allocation dedicated to the refurbishment of campus spaces, including regular flooring and furniture updates, that are focused on collaboration and community building (see also SPIV-1).
- The College will establish a cross-institutional committee tasked with identifying campus spaces for refurbishment or renovation, with a focus on enhancing their capacity to foster community building.

Initiative SPIII-3: Foster professional development, mentoring, and promotion support for staff and faculty and celebrate the achievements of staff, faculty and students

The abilities and attitudes of our staff and faculty shape the learning environment of the College. Personal and professional growth, work-life well-being, and the ability to retain talent are all, therefore, essential to excellence. The College will continue its commitment to its community of dynamic colleagues by increasing job skills, developing leadership opportunities, supporting professional performance throughout the management cycle and strengthening work relationships, mentoring and promotion support.

Recognizing and celebrating the collective and individual contributions and accomplishments of students, faculty, and staff is central to professional satisfaction, feelings of belonging and appreciation, and retention of talent.

- Academic Affairs will promote and advertise professional development opportunities available through the University and through external agencies to faculty and staff. Departments and divisions will foster such opportunities by calling upon appropriate campus expertise. In particular, training for faculty and staff in AI through our partnership with ACUE will be supported. Through mentoring and performance reviews, workshops and networking opportunities, the College will encourage a culture of increased productivity and advancement opportunities.
- Human resources, academic divisions and departments will work collaboratively to develop appropriate mentoring for all stages of an employee's career. By comparing current approaches, methods, and philosophies on mentoring across schools, departments, and disciplines, and recognizing that there is no one-size-fits all solution, stakeholders will advance an adaptable, holistic mentoring template.
- Human resources, academic divisions and departments will work collaboratively to implement annual reviews of classified staff and HEOs who qualify for reclassification due to a change or increase in responsibilities.
- The Provost and the Office of Research will organize an annual event celebrating faculty and staff scholarship and creative work. The event will recognize individual and team achievements, the work of faculty mentors and their students.



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While Strategic Priority III addressed key initiatives to support City College’s human resources directly, further support of our employees and students requires us to optimize our infrastructure. Optimizing all College resources toward our primary mission of student success cascades down to everything that supports that work: the physical plant, the available technology, our business practices, our finances and our faculty and staff. In the next five years the College will seek to modernize business practices, focus capital projects on strategic and critical needs and provide 21st-century infrastructure in support of the success and professional development of its faculty, staff and students, all while building a sustainable and inclusive campus and reducing its environmental impact. Four initiatives support this Strategic Priority.

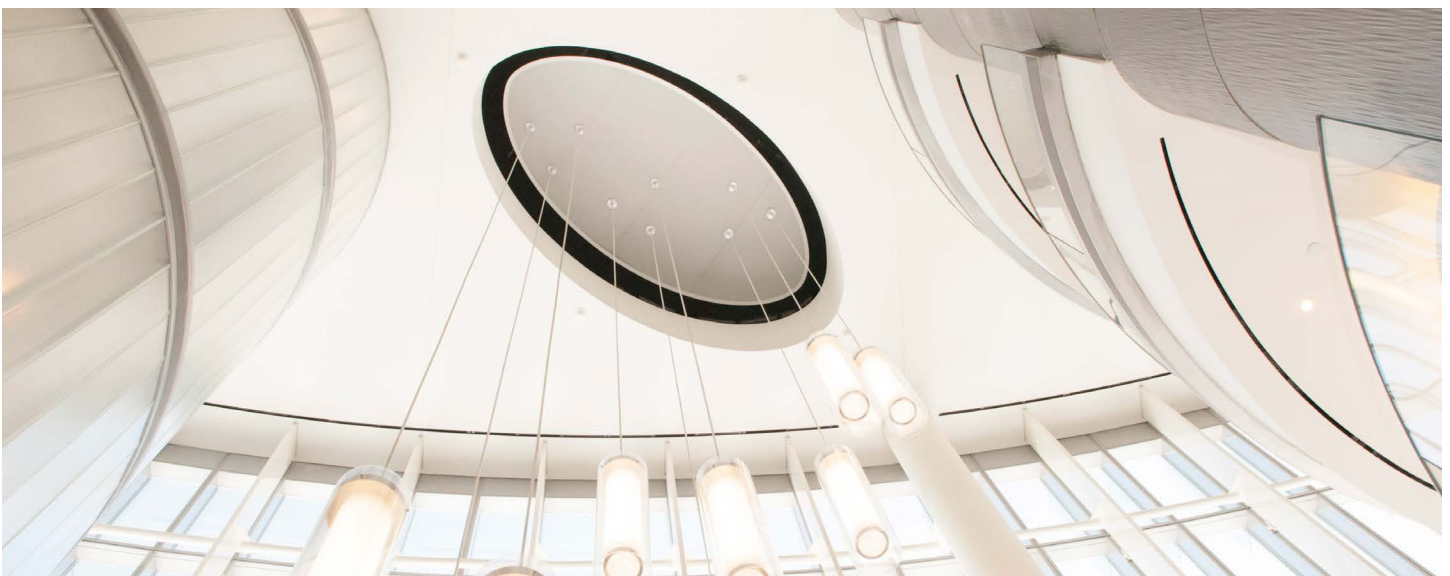


Initiative SPIV-1: Modernize and maintain the physical plant for teaching, research, creative work, and a vibrant and accessible campus life

The campus buildings are the physical face of City College. A well-maintained campus makes the College population feel valued. Upkeep of the campus buildings is therefore a top College priority which must be supported by sufficient capital funding and staffing of the campus teams that maintain the physical plant and plan and manage the portfolio of capital and in-house projects.

The campus Master Plan will provide a blueprint for the revitalization and reorganization of space on campus. The College commits to prioritizing the use of capital funding for the implementation of the plan. Several items deserve special notice here. Capital projects, regardless of scale, will prioritize accessibility and sustainability.

- Several large- to mid-sized capital projects are a top priority for the College. These include the completion of the project to replace the elevators and escalators in the North Academic Center (NAC), the completion of the Marshak Plaza renovation, renovation of Aaron Davis Hall, the completion of the Firehouse studios for fine arts, renovation in Steinman and redesign and renovation of the Cohen Library. While not currently a capital project, a plan for the replacement of the Marshak elevators should be a high priority.
- A variety of campus renovation needs are smaller projects that cost less than (and often significantly less than) \$1 million. The College will work with CUNY to carve out regular capital funding for such smaller projects. Examples include renovation of laboratory space in Marshak in anticipation of new faculty hires, and carpet, flooring and furniture replacement across the campus.
- A 21st Century curriculum (see SPI) requires 21st Century classrooms. Modern classrooms support pedagogy through up-to-date technology and furniture that is configurable according to the pedagogical needs.
- The Master Plan will be supplemented by a plan to address all issues of accessibility on campus.



Initiative SPIV-2: Improve the College's Financial Stability and Transparency

Support for our educational and research endeavors requires targeted and prioritized investment. Increasing the available revenue to maintain financial health must be combined, therefore, with a transparent budgeting process to optimize those investments.

First and foremost, the financial stability of the College relies on robust enrollment and retention of our student body. Much of this plan has been focused on fostering student success which, in addition to being our primary mission, is the primary key to retention. Here we focus on increasing enrollment through enhanced recruitment of students. This is particularly important at a time of decreasing high-school populations.

Financial stability also requires growth in the College's unrestricted income streams: philanthropy and revenue from other College operations such as Continuing Education and Workforce Development. These unrestricted income streams support a significant number of the programs and personnel on campus and enhance the work that we are able to do with the funds that come from tuition and our State appropriation.

- Telling the story of what City College has to offer to New York City high school students is central to undergraduate recruitment. To expand the College's recruitment capacity, City College will subscribe to one or more of the recruitment tools that many colleges have adopted: CollegeVine, Niche, Scoir and Naviance. We will expand our communications with more content tailored to high school audiences, including those enrolled in our pre-college programs and in high schools in the New York tri-state area. Communications will include a virtual campus tour, high-quality videos featuring current City College students and faculty and news content from the College's premiere publications, including CityBeat and the *RICC*.
- We will build recruitment of community college students through the 1847 Academy for Transfer Students. Named for the year of our founding, the 1847 Academy will engage community college students through curricular alignment, embedded advising, expedited e-permits to take courses at other CUNY campuses, and opportunities to engage in City College life while they are still in community college. Students in the 1847 Academy will have a seamless admission process and automatic evaluation of transfer credits, and they will receive additional support at City College to ensure a smooth transition. A pilot of the 1847 Academy with the Borough of Manhattan Community College is underway, and the College will initiate partnerships with additional CUNY community colleges over the next five years.
- The College will work on several fronts to build the Continuing and Professional Studies (CPS) programs by hiring a marketing professional to promote the programs; by providing official College status for CPS students, including a CCNY ID, so that students have full access to the campus and its facilities; and by ensuring that adequate space is available so that enrollment is not limited by available space.
- Either within CPS or independently, the College should consider launching certificate programs for matriculated and non-matriculated participants. Certificate programs in Laboratory Management and in Cybersecurity, for example, have been discussed.

- The college will expand its workforce development initiatives, focusing on the Rangel Infrastructure Workforce Development Initiative (RIWI), but also using that program as a model for other ways to link our educational activity to the needs of the workforce. A particular focus of non-degree education will be the formation of relationships with employers that both help shape the curriculum and insure participants in the program of employment. Workforce development partnerships of this kind will also support advancement efforts taken in collaboration with industry partners, or funding requests put to these same partners. This approach to working with employers will also inform curricular and programmatic innovation in our degree-granting instructional activity (SPI-3). Finally, workforce development activities, as they expand, will become a significant driver of college revenue.
- The Foundation for City College is the primary source of unrestricted funds for the College. The Foundation for City College will establish an operational endowment to build a sustainable source of funds to support the College's operations.

Initiative SPIV-3: Create efficient and integrated systems for all business practices

Data management and its efficient utilization are essential to support the goals of our most crucial resources: students, staff, and faculty. This requires integration of the campus's business systems. A forward-looking program of integrated software, for example across student and personnel records, will allow more agility in all of our work processes, and as a consequence will allow faculty and staff to focus their energy and talents on the successful expansion of our education and research endeavors.

We focus here primarily on systems and practices over which the College exerts control, as opposed to those for which primary responsibility rests with CUNY (e.g. Brightspace, Navigate, DegreeWorks). One exception, however, is the University's implementation of CUNYWork, which will replace the Human Resources and Finance functions of CUNYfirst. In addition, the CCNY operations team will publish an operational strategy that assesses four key dimensions (Organizational Construct, Process & Policy, Data & Technology Culture, and Products & Services) across Human Resources, Technology, Facilities, and Finance.

- CCNY will play a significant thought-leadership role in supporting the CUNY-wide implementation of CUNYWork, which integrates financial management activities and human resources operations. We will also receive a planning module to support budgeting/forecasting with much improved real-time reporting capabilities.
- As CUNYWork comes online, CCNY will phase out numerous independent shadow systems that have been developed over the years to support critical activities with CUNYFirst, but will no longer be necessary with CUNYWork.
- The College will phase out manual forms in favor of digital workflows.

Initiative SPIV-4: Revamp and revise the City College website

While the campus buildings are the physical face of City College, the website is the virtual face that is seen by many more people than the physical face. It is where we tell our story, recruit students and attract potential donors. It is where our faculty, staff and students find campus resources and events. It currently contains both outward-facing information and what should be inward-facing information. With an intranet already in the works, a revamp of the College website will be required. This is an opportunity to rethink and redesign how the website works, how it looks, and who is responsible for its content.

- The College will prioritize the software and hardware infrastructure needed for the completion of the intranet.
- We will update and redesign our public-facing website to showcase the College's resources, mission, faculty, staff and students to external audiences, especially prospective students, alumni, and donors. The College will consider hiring a professional web design team to manage this overhaul and redesign.
- OIACER will solicit nominations to serve on a Website Advisory Group to help guide the redesign process.
- The College will move from the current distributed-responsibility model for the website to centralized responsibility within OIACER, which will require adding new people to the existing OIACER web team. The web team will work with a liaison in each campus unit with a public-facing web presence to keep the content up-to-date. The web team will work with Human Resources to keep the campus directory up-to-date with contact information and current photos, adding new faculty and staff as they are onboarded and removing faculty and staff as they leave.



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