

CUNY

2011 2012

THE CITY UNIVERSITY OF NEW YORK

Budget Request

BARUCH COLLEGE
BROOKLYN COLLEGE
THE CITY COLLEGE OF NEW YORK
HUNTER COLLEGE
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
LEHMAN COLLEGE
MEDGAR EVERS COLLEGE
NEW YORK CITY COLLEGE OF TECHNOLOGY
QUEENS COLLEGE
COLLEGE OF STATEN ISLAND
YORK COLLEGE
BOROUGH OF MANHATTAN COMMUNITY COLLEGE
BRONX COMMUNITY COLLEGE
HOSTOS COMMUNITY COLLEGE
KINGSBOROUGH COMMUNITY COLLEGE
LAGUARDIA COMMUNITY COLLEGE
QUEENSBOROUGH COMMUNITY COLLEGE
CUNY GRADUATE CENTER
CUNY SCHOOL OF LAW
CUNY GRADUATE SCHOOL OF JOURNALISM
CUNY SCHOOL OF PROFESSIONAL STUDIES
CUNY SCHOOL OF PUBLIC HEALTH

THE CITY UNIVERSITY OF NEW YORK

2011-2012 BUDGET REQUEST

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THE CITY UNIVERSITY OF NEW YORK

2011-2012 BUDGET REQUEST

The City University of New York, the nation's leading public urban university, plays a central role in the economic, cultural and educational life of New York City and New York State. Targeted investments by the City and the State in CUNY during the past five years have enabled the University to advance its position as a key workforce driver and research presence, not only locally but nationally as well. Consonant with its Master Plan, the University has established a “flagship environment” model fostering national prominence in targeted undergraduate arts and science programs as well as professional and graduate programs. The flagship environment draws on the multitude of resources available to the system and on the richness of the colleges’ combined strengths to foster greater opportunities within a more integrated university. The approach has been successful in accenting the high academic quality of CUNY’s programs and deploying the expertise of a faculty with world class stature and reputation.

One of the results is record enrollment levels. Driven by value-seeking students, including surging numbers of high academic achievers and community college applicants, enrollment at the University has reached its all-time high this fall. The number of students enrolled in credit-bearing courses is 262,390.

This unprecedented level of enrollment also reflects the economic challenges currently facing our country and our state, as increasing numbers of students look to gain advanced skills and reshape careers in order to compete successfully in a changing economic environment. At the same time, the enrollment increases are a measure of New Yorkers’ increased confidence in CUNY, where students know they can find the high-quality, affordable education that is the hallmark of public universities.

To solidify the gains made in recent years and to move further up the scale of prominent American universities, CUNY seeks investment funds to underwrite improvements in undergraduate education, to advance its research agenda, and to further integrate the University’s operations using the latest technology.

CHANCELLOR'S LETTER

Governor Andrew M. Cuomo
Mayor Michael R. Bloomberg
Members of the New York State Legislature
Members of the New York City Council

Matthew Goldstein
Chancellor



Among the many lessons of this recession is that a college degree is more important than ever. Jobs increasingly require advanced education, and workers with a college degree earn more and have better job security.

Students seem to be heeding this message. Enrollment at The City University of New York is at historic levels, with 262,000 degree-seeking students. In fact, record-breaking applications this year prompted the University to implement a first-ever wait list for applicants who filed late. Today, CUNY serves more than half of all undergraduates enrolled in New York City colleges.

At the same time, our students are increasingly better prepared for college. SAT scores for our first-time freshmen have increased by 33 points on average at the University's top-tier senior colleges. The 2010 scores represent the 10th consecutive year of SAT increases.

CUNY students continue to be nationally recognized for their academic performance. Most recently, a Brooklyn College and Macaulay Honors College student, Zujaja Tauqeer, was named a 2011 Rhodes Scholar, one of just 32 Americans chosen for this prestigious award. Other students have received National Science Foundation Graduate Research Fellowships, Fulbright grants, and Goldwater and Mitchell scholarships. What's more, 80 percent of CUNY's baccalaureate graduates stay in New York City, contributing to the social and economic well-being of our city and state.

Providing a world-class education for all of our students, one that truly prepares them to compete in a global marketplace, is the University's highest priority. We are committed to furthering the academic progress we have made over the last several years and building a learning environment that challenges students and supports their progress toward a degree.

The University's 2011-12 Budget Request reflects this priority. It emphasizes investment in our core academic initiatives: increasing full-time faculty, strengthening academic programs, expanding research opportunities, bolstering academic support services, and upgrading our information management and technology capacity. Our goal is to enable students to draw on the talented professionals and educational resources necessary to advanced learning—from world-class faculty to experienced advisors to efficient information technology.

This year's request represents the sixth year of the University's innovative financing approach, the CUNY Compact, which has made possible so much of CUNY's academic renewal. The compact asks all of the University's stakeholders—including government, alumni, friends, students, and the University itself—to help meet the challenge of sustaining the University's gains through public allocations, private philanthropy, operational efficiencies, and modest tuition increases. The compact approach recognizes the power of partnership to create opportunities for leveraging funds.

The 2011-12 request is supported by CUNY's Capital Budget Request, which focuses on ensuring health, safety, and security at our facilities; working toward a state of good repair on both our senior and community college campuses; and completing active and ongoing work, such as Borough of Manhattan Community College's Fiterman Hall replacement and projects that support CUNY's Decade of Science initiative, including the CUNY Advanced Science Research Center and science buildings at Brooklyn, Hunter, Lehman, and Queens Colleges.

CUNY operates and maintains the largest urban system of public higher education facilities in the country. About 60 percent of the space on our campuses is more than 30 years old, with the average building age exceeding 50 years. Dramatic enrollment increases, especially at the community colleges, have resulted in serious space deficits across the campuses and strain on our aging facilities. These factors directly impact the University's capital program needs. Our students need facilities that drive their imaginations and enable their best work.

The importance of student success in college was made clear in a recent speech by President Obama. The president pointed out that the United States has fallen from first place to 12th place in college graduation rates for young adults. If our country is to revitalize its economy, it must educate a new generation of skilled citizens to the highest levels possible. As the president said, "Education is the economic issue of our time."

With nearly 80 percent of our country's college students attending public institutions, our public colleges and universities, including CUNY, play an essential role in building the nation's educated workforce and innovation capacity. As reflected in the compact model, public universities' partnerships with government, along with their own productivity and entrepreneurial initiatives, are critical to their ability to meet our nation's 21st-century challenges.

CUNY is deeply committed to maintaining an accessible, high-quality education for New Yorkers, especially now, when an advanced education is essential—both for the students who need these credentials in a tough job market and for the city and state that benefit from their contributions. Together with its city and state partners, the University looks forward to building a promising future for all New Yorkers.

Sincerely,

A handwritten signature in black ink that reads "Matthew Goldstein". The signature is written in a cursive, flowing style.

Matthew Goldstein

CUNY COMPACT

Financing the Budget Request

Fiscal Year 2011-2012 represents year six of the University's innovative multi-year financing approach—the CUNY Compact. This strategy offers an economically efficient way to finance CUNY by delineating shared responsibility among partners and creating opportunities to leverage funds. The CUNY Compact calls for additional public resources to cover the University's mandatory costs and a share of the investment plan.

Given the financial pressure the State and City of New York face, with projected budget deficits at the State level of \$9 billion in FY2012 and \$14.6 billion through FY2013, in CUNY's budget message this year, the University seeks to finance its investment program through only a modest increase in public funding. The remaining resources would be generated through continuing budget restructuring and efficiencies, philanthropy, revenue from enrollment growth, and an increase in tuition of \$45.00 per semester for undergraduate resident students at the senior colleges and \$30.00 per semester at the community colleges. All other tuition rates will be increased proportionally.

FY2011-2012 Budget Request Summary

The University's operating budget request to the State and City totals \$2.760 billion for the senior and community colleges. At the senior colleges, the total request is \$2.014 billion, a \$113.3 million increase over the 2010-11 adjusted level. Of this amount, \$78.2 million is for baseline needs and \$35.1 million is for programmatic increases.

At the community colleges the overall request is \$746.4 million, a \$45.0 million increase over the 2010-11 adjusted level. Of this amount, \$17.0 million is for baseline needs and \$28.0 million is for programmatic increases. Included in the community college total is a request for the restoration of the FY2011 \$285 per FTE reduction in State aid.

The 2011-12 College Investment Plans build upon the University's Master Plan initiatives: increasing full-time faculty ranks; strengthening undergraduate and graduate programs; expanding research opportunities; bolstering academic and student support; enhancing workforce and economic development; and upgrading information management systems and facilities. The University's main priority is the hiring of 275 additional full-time faculty.

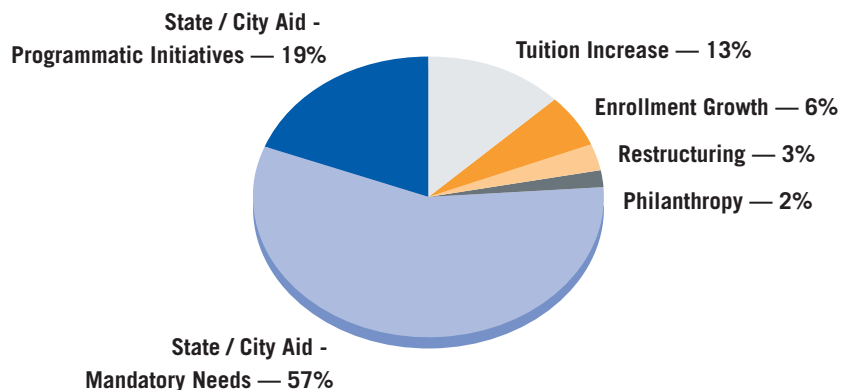
The fiscal year 2011-2012 cost of the plan is \$167.3 million.

- \$95.2 million (56.9%) of the budget request represents the cost of the University's mandatory needs, including increases for salaries, OTPS inflation, fringe benefits, energy, the operating costs of new buildings, and building rentals.
- \$72.1 million (43.1%) of the budget request represents the cost of the University's investment plan.
- At the community colleges, 53.5% of the requested increase is for State aid is based on FTE enrollment and the State aid funding formula. The University's request for the senior colleges is a very modest \$11.0 million, or 1%, increase in State support. This is in keeping with Governor's commitment, and as written in appropriation language, to return 10% in tuition revenue associated with the Fall 2009 increase each year to the University.

2011-12 BUDGET REQUEST — SUMMARY OF REQUESTED INCREASES (\$ millions)

	Senior	Community	Total
Flagship Environment (Full-time Faculty)	15.100	13.100	28.200
Decade of Science/Research Environment	7.000	3.000	10.000
Student Services	9.000	5.900	14.900
Workforce Development	1.000	2.000	3.000
Collaborative Programs	1.000	1.000	2.000
Educational Technology/CUNYfirst	4.000	3.000	7.000
Upgrading Facilities Infrastructure	4.000	3.000	7.000
Total Program Needs	41.100	31.000	72.100
Mandatory Needs			
Fringe Benefits	50.192	10.450	60.642
Energy	1.676	3.336	5.012
Building Rentals	4.443	0.181	4.624
New Buildings	10.895	0.000	10.895
Salary Increments/OTPS Inflation	10.962	3.055	14.017
Total Mandatory Needs	78.168	17.022	95.190
Total Request	119.268	48.022	167.290
Funding Sources			
State/City Aid - Mandatory Needs	78.168	17.022	95.190
State/City Aid - Programmatic Initiatives	11.000	20.500	31.500
Tuition Increase	16.000	5.000	21.000
Enrollment Growth	8.100	2.500	10.600
Restructuring	3.000	2.000	5.000
Philanthropy	3.000	1.000	4.000
Total	119.268	48.022	167.290

2011-12 BUDGET REQUEST FUNDING SOURCES



2011-12 OPERATING BUDGET REQUEST — PROGRAM INCREASES (\$'000)

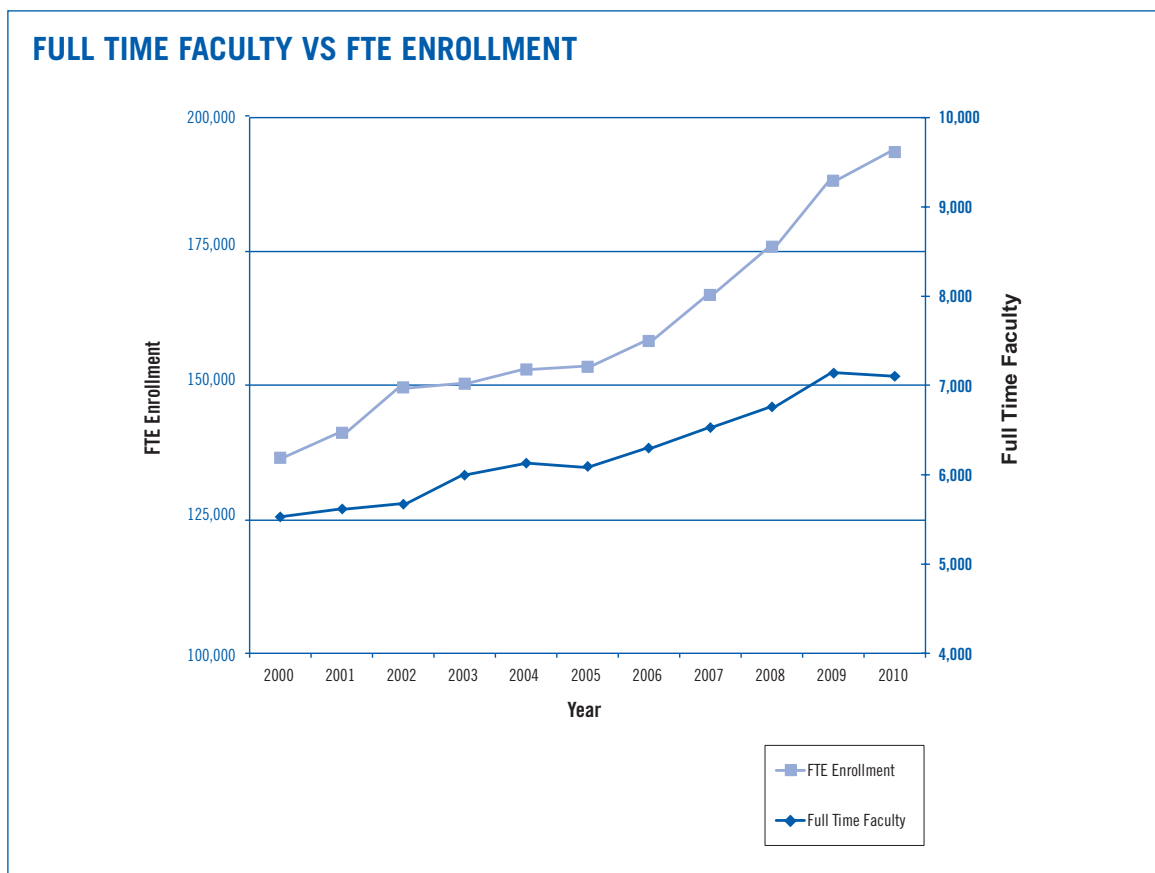
	Senior	Community	Total
Flagship Environment	15,100.0	13,100.0	28,200.0
Full-Time Faculty	14,400.0	10,800.0	25,200.0
Nursing	700.0	300.0	1,000.0
New Community College	0.0	2,000.0	2,000.0
Decade of Science/Research Environment	7,000.0	3,000.0	10,000.0
Full-Time Faculty	2,000.0	1,000.0	3,000.0
Fellowships	750.0	0.0	750.0
Start Up Costs	1,550.0	1,000.0	2,550.0
Library	1,500.0	350.0	1,850.0
Supplies and Equipment	1,200.0	650.0	1,850.0
Student Services	10,000.0	6,900.0	16,900.0
Collaborative Programs	1,000.0	1,000.0	2,000.0
Academic Advising	2,500.0	1,500.0	4,000.0
Career Services	750.0	500.0	1,250.0
Counseling	750.0	500.0	1,250.0
Disability Services/CUNY LEADS	2,000.0	1,500.0	3,500.0
Financial Aid	2,500.0	1,500.0	4,000.0
Veterans' Services	500.0	400.0	900.0
Education Technology/CUNYfirst	4,000.0	3,000.0	7,000.0
Workforce and Economic Development	1,000.0	2,000.0	3,000.0
Upgrading Facilities Infrastructure	4,000.0	3,000.0	7,000.0
Environmental Health and Safety	750.0	750.0	1,500.0
Facilities Maintenance and Repair	3,250.0	2,250.0	5,500.0
Total Program Increases	41,100.0	31,000.0	72,100.0
Less Base Redistribution	(3,000.0)	(2,000.0)	(5,000.0)
Less Philanthropic Funding	(3,000.0)	(1,000.0)	(4,000.0)
Net Program Increases	35,100.0	28,000.0	63,100.0
Total Mandatory Needs	78,168.0	17,022.1	95,190.1
Total Request	113,268.0	45,022.1	158,290.1

FLAGSHIP ENVIRONMENT

Investment in Faculty

CUNY's top priority continues to be the hiring of more full-time faculty. Student success depends on a talented and committed faculty. The University needs 255 positions next year to support its ongoing Cluster Hiring Initiative and 20 additional research faculty to enhance high value programs that are poised for national prominence.

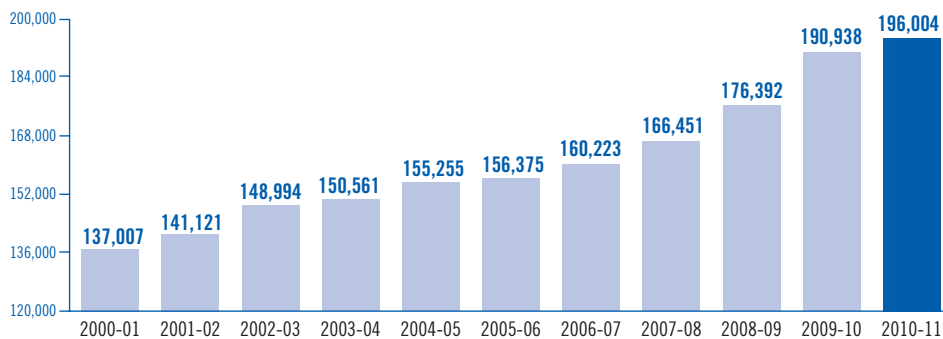
The University has created hundreds of new faculty positions over the last few years, but still finds itself struggling to keep up with the pace of enrollment growth. As of fall 2009, on average, 48% of instruction was taught by full-time faculty. For CUNY to make progress toward its goal of building a full-time faculty large enough to teach 70% of instruction, it must further increase the pace of faculty hiring. Faculty renewal requires major investment each year because CUNY's student population has experienced record-breaking growth.



The University's enrollment has increased to an all-time high of 262,390 students in FY2011. The number of full-time equivalent (FTE) students enrolled in credit-bearing courses is 196,004, an increase of 2.7 percent over FY2010.

THE CITY UNIVERSITY OF NEW YORK FTE ENROLLMENT FY2001-FY2011

FTE Enrollment has increased 43% since FY2001



Nursing / Health Professions

Health care employment is a leading economic engine in New York and nationally. Employment in health care settings and in health care occupations comprised more than 12% of total employment in the U.S. in 2008, with more than 18.6 million Americans working in this sector. Between 2008 and 2018 health care employment is projected to grow by nearly 23%, compared to about 9% for all other areas, with over three million jobs created in the health sector during this time period. Currently, in New York City there are 450,000 jobs in health care.

Quality health care is dependent on the availability of an educated and well-trained workforce, and The City University's responsibility is to prepare a sufficient number of qualified personnel to meet the health care needs of New York City residents. Each year, through its expansive network of over 150 degree programs in the health professions, CUNY prepares a large pool of qualified, culturally diverse personnel who are dedicated to providing quality health care services to all New Yorkers. Indeed, the health care industry is dependent on CUNY to provide the workforce it needs to carry out its mission.

Nursing is a high-cost program of study mainly because of a restriction on the number of students that may enroll in a clinical class. There are also significant but necessary costs associated with the ongoing integration of new technologies, including expanding the use of nursing simulation labs and the incorporation of electronic medical records into the nursing curricula. The University is requesting funding to continue to increase the number of nursing graduates, many of whom are already in the pipeline, while maintaining the high quality of its programs by integrating new technologies.

New Community College

CUNY's new community college, an effort to develop a new model for associate degree education, one designed to significantly improve timely degree attainment for community college students, continues to make impressive gains. The college is on track to enroll its inaugural class in July 2012. With students enrolled in the college's innovative programs, the University will begin to realize its commitment to a quality education and increased graduation rates—outcomes that will contribute to both local and national goals for community college students.

The new community college has appointed a founding president, Dr. Scott Evenbeck, a distinguished educator and academic leader. Dr. Evenbeck will assume his position in January 2011. In fall 2010, the college's first six faculty were appointed, and they are actively engaged in the development of the college's academic programs, educational policies and student support services. The college now has a registrar, and will soon have a chief information officer. The college will occupy leased space in midtown Manhattan, at 50 W. 40th Street, until its permanent home at John Jay College's North Hall site is ready.

The University is requesting support for the implementation phase of the college, which will involve a year of hiring sufficient to operate the administrative, academic, enrollment management and student services functions for the opening of college. Implementation of new features, such as the Office of Partnerships and the Center for College Effectiveness, will soon switch into high gear so that comprehensive community connections to the college and institutional accountability are in place for the 2012 launch. Furthermore, the technology infrastructure of the college—administrative and instructional—needs to be built and implemented in FY2012. A host of other activities will need budget support as well, including the creation of pathways from K-12 to the new college; outreach to parents and community-based organizations about CUNY's new college; the development of marketing materials; and the exciting step of initiating student recruitment for the first freshman class.

THE DECADE OF SCIENCE

Under the umbrella of CUNY's Decade of Science initiative, the University is in the process of constructing new science buildings at several campuses, as well as renovating research and teaching laboratories to create first-class environments for high-end science. CUNY continues to purchase new science equipment for research and teaching across the University and to hire new top-level research faculty. The goal of this initiative is to create a sophisticated research environment that will enable the University to attract and retain first-class research faculty and students.

Advanced Science Research Center (ASRC)

The University recently held the topping off ceremony for the Advanced Science Research Center (ASRC), which will be operational in 2014. This new center facilitates top-notch interdisciplinary research in photonics, nanoscience, structural biology, neuroscience and water and environmental sciences. The construction phase is a period during which the University is intensely involved in building scientific communities in addition to erecting the structure itself. This includes fostering extensive collaborations among current research faculty through workshops and symposia in these areas that bring CUNY faculty together, as well as outside experts and representatives from federal funding agencies both to validate the quality of existing programming and to provide a sense of what the future holds in the funding pipeline. The University is also laying the groundwork to recruit distinguished new faculty who will take leadership roles in forging cross-campus partnerships in these critical science disciplines. The common goal is unifying the faculty in order to increase scientific collaboration and create an infrastructure to take advantage of the shared resources that will be available in the ASRC.

The University is also moving forward with its cyberinfrastructure initiative. CUNY has recently hired faculty with expertise in environmental sciences, bioinformatics and sociology. Future disciplines targeted for new faculty hires include visualization, network modeling, computational sciences and geographic information systems. These new hires will put CUNY on the cutting edge of the latest developments in integrating high performance computing capacity into its research endeavors. This will provide a basis for the development of virtual organizations that collaborate more effectively across campuses, and will enable multi-disciplinary collaborations with the ASRC serving as a central core.

Increasing the Pipeline in Science, Technology, Engineering and Math (STEM)

Since strength in research requires not only an accomplished faculty but also a steady stream of motivated and talented doctoral students, CUNY's vision is to continue to lay out the necessary groundwork for recruiting top-level doctoral students to the University. In particular, the University will take advantage of national

STEM initiatives that emphasize science, technology, engineering, and math education for students from kindergarten through the undergraduate years, and especially for underrepresented minorities. To increase science literacy, the University recently launched a “CUNY Nobel Science Challenge” to its undergraduate students. This annual challenge asks students to write about the science concepts behind the Nobel Prizes announced in a given year in a way that makes the science accessible to the lay person.

A major goal of the national investment in STEM initiatives is to create a new pipeline for the next generation of scientists. If this is to succeed, it is critical that students are exposed to research projects at the undergraduate level and that there is a direct connection between the research process and classroom teaching. Towards this end, the University initiated a CUNY Summer Undergraduate Research Program to provide a cohort of students from within and outside of the University the opportunity to perform research with CUNY faculty who are working in the core research areas of the ASRC. This will develop a pipeline of future doctoral students and faculty with an expertise in the emerging disciplines supported in the ASRC.

Translating Research in the New Economy

Research is clearly one of the pathways towards economic development. The University is expanding its role in facilitating the economic development and prosperity of New York City and State by promoting the public benefit from the commercialization of technologies emerging from faculty research. This includes the creation of new start-up companies and encouraging active collaboration between the University and industry. CUNY is taking advantage of the fact that research is conducted in an increasingly globalized context, where interdisciplinary involvement, international collaboration, and industry partnerships become increasingly critical.

Promoting Scientific Literacy

Finally, the University must be responsive to the communities it serves by increasing public awareness about the creative and innovative activities it is undertaking. Extensive, well-coordinated, and focused use of the media to increase the public’s understanding of the research character of the University is a high priority. As part of its outreach to the public, the University sponsors the CUNY Science Café to promote scientific literacy by taking advantage of a casual restaurant setting for informal researcher-led discussions on selected newsworthy scientific topics with a general public audience.

STUDENT SERVICES

Academic Advisement

Many CUNY students are first-generation college students in need of assistance in assessing their own interests and strengths, selecting an appropriate degree program, and charting a path toward the completion of a course of study. Unquestionably, effective academic advising and support are essential components of the learning environment. Professional counselors and teaching faculty provide valuable assistance to students at the beginning of their academic experience and as they proceed through college. The persistence, or retention rate, of students is greatly affected by the level and quality of their interactions with peers as well as faculty and staff. An important goal is to promote as much direct contact between the students and teaching faculty as possible.

The University plans to enhance academic advising in several ways, including:

- Promoting the continuity of advising, from enrollment through graduation;
- Reasserting the role of faculty in academic advising;
- Investing in campus academic advising staff;

- Working with the New York City Department of Education to improve pre-collegiate advising;
- Enhancing the use of technology to support advising; and
- Focusing on advising for evening and weekend student cohorts.

Career Services

The exposure of students to a wide range of career possibilities is an important aspect of the education process. Campus Career Development Centers provide students with a comprehensive set of services and resources that enable them to discover their strengths and skill areas and connect them to potential careers. The staff at these centers contribute a great deal toward connecting students with careers and jobs. In order to best serve students, staff in the centers must understand and have expertise in the most current developments in their field. This enables them to continue to be successful in preparing students for a competitive marketplace, better assist students with career planning, and develop contacts with CUNY alumni in various career fields to promote employment, networking, and mentoring opportunities for current students. As a result, New York State will be better able to retain alumni brainpower that is vitally needed and integrally tied to the maintenance and enhancement of the State and City tax base.

Services for Students with Disabilities/CUNY LEADS

CUNY enrolls more than 8,000 students with disabilities. With an emphasis on the full and equal participation of students with disabilities in all aspects of University life, CUNY takes steps to ensure that students with disabilities have equal access to the same range of opportunities as other enrolled students. Comprehensive support services and a broad range of programs are offered to meet the multifaceted needs of these students. The expected growth among veterans returning to college also promises to increase the demand for these services.

CUNY serves more than 400 deaf and hard-of-hearing students, including over 120 students in need of sign language interpreter services. A centralized Office of Deaf and Hard-of-Hearing Services (ODHS) is needed to better serve CUNY's deaf and hard-of-hearing students. The cost to provide sign language interpreter services through private agencies, ranging from \$5,000 to \$60,000 per student, is three times higher than through professionals employed by CUNY. As proposed, the ODHS would recruit, screen, hire, train, and schedule CUNY staff interpreters to meet the needs of deaf and hard-of-hearing students on 15 campuses, reducing costs and improving quality. The ODHS would provide technical assistance, referral services, and monitoring and evaluation to CUNY campuses.

In addition, the University needs to expand the use of computers with adaptive technologies to meet the instructional needs of students with disabilities in and out of the classroom. Enhanced support services are also required to enable students with disabilities to participate in University-wide academic programs and to meet higher standards for admission and transfer to CUNY senior colleges. These services include tutoring, academic advisement, and personal and career counseling during the summer prior to admission, and during the first academic year.

“CUNY LEADS” stands for CUNY Linking Employment, Academics, and Disability Services. LEADS is a unique partnership between CUNY and New York State Education Department's Vocational and Educational Services for Individuals with Disabilities (VESID), and was established to facilitate successful academic and career outcomes for students with disabilities who are enrolled in CUNY degree and non degree programs, Adult and Continuing Education programs, and Allied Programs. The CUNY LEADS project provides services for eligible students, including VESID sponsorship, academic counseling, community benefits counseling, career counseling, internship assistance, and job placement assistance. By transitioning students with disabilities from benefits-dependence to competitive employment, CUNY LEADS yields tremendous savings to the State. Unfortunately, NYS Education Department funding ended in July 2010. The University is requesting funds to continue to meet its commitment to the 1,600 students active in the project and to continue to demonstrate the project's effectiveness.

Veterans Services

Currently, there are more than 2,700 student veterans and reservists enrolled at CUNY. The University's student veteran population has continued to grow by about 10 percent every year since 2004. The Department of Veterans Affairs reports that about 6,000 veterans have recently returned to the greater New York City area, and that approximately another 10,000 are expected to return to the City from Iraq and Afghanistan over the next few years. The availability of more supportive federal programs as well as the NYS Veterans Tuition benefit make CUNY a more attractive and viable option for student veterans than ever before.

Veterans encounter considerable challenges to their transition from military to college and civilian life that make them high-risk for attrition. Indeed, among other transition issues, they must adjust to college culture; they must endure the academic and social disruption of being called to active duty; they often must manage the impact of significant service-related disabilities, including post traumatic stress disorder and other psychiatric disabilities; and they must navigate through complex bureaucratic structures in order to receive crucial veterans benefits.

Presently, veterans services on most campuses are loosely coordinated by college student services professionals, most of whom have veterans' services responsibilities as a small part of large professional portfolios, which dilutes their efforts to serve student veterans and reservists in a meaningful way. In order to support the holistic success and wellness of student veterans and reservists, CUNY must establish a full-time student affairs professional on each campus whose sole responsibility is to coordinate services for veterans.

Counseling

To be successful at the University, students must develop a sense of competence and confidence in their abilities and preparation to do college work. While developing academic skills is necessary, learning to manage—if not eliminate—potential obstacles to success can be a decisive factor in success or failure. Counselors work with all student populations on these and other issues. Furthermore, licensed mental health counselors are increasingly being called upon to assess “risk” and protect the college community from harm. CUNY lags most public universities in the provision of counseling and advisement services to students and plans to invest in advisors and counselors in order to provide students the assistance they need as they establish life paths.

Child Care

Fifteen percent of CUNY undergraduates support children. Quality child care is essential to the retention and success of these students. Flexible, on-campus care and education for the children of CUNY students is required during the day, in the evening, and on weekends. CUNY has 18 licensed, campus-based child care programs providing services to nearly 2,000 student-parents and 2,400 children. Campus centers provide flexible infant-toddler, pre-kindergarten, after-school, evening, and weekend programs. One of the University's goals is to increase the number of children served. The University seeks not only increased support for the child care centers themselves, but also enhanced professional development of the child care professionals who staff the centers. Because of cuts to the Temporary Assistance for Needy Families (TANF) portion of the NYS CUNY childcare block-grant, State support for University childcare was reduced by \$746,000 in 2010-11. The University seeks full restoration of these funds in 2011-12.

Student Financial Aid Initiative

In order to mitigate the effect of tuition increases and assist those students who will be at risk of continuing their matriculation due to the higher tuition costs, the budget request includes \$4 million to provide financial assistance to students.

This financial aid initiative will encompass a couple of measures aimed at benefiting students: a program to assist students with the costs of textbook and a student employment program. Program elements include:

Textbooks—the University has explored options for assisting students with the cost of textbooks and seeks to engage in the following activities for FY2011-2012:

- fund additional library purchases for electronic books;
- allocate funds to college libraries so that very costly textbooks can be made available to students by direct loan;
- encourage the greater utilization of used textbooks;
- significantly promote the purchasing of books on-line; and
- create incentives for colleges to develop student coop programs to seek or donate used textbooks so that they can be provided to fellow students at a reduced price.

Student Employment Program—the University participates in the Federal Work Study Program which requires it to match federal funds for student part-time employment. CUNY would use the Federal Work Study Program as a model for its own Student Employment Program. Students would be hired as Student Aides to work in such areas such as tutoring, computing help desk, tech labs, libraries, and registration.

COLLABORATIVE PROGRAMS

CUNY recognizes that students who are successful before they enter college are far more likely to do well in college. Therefore, since nearly 70 percent of CUNY's students are graduates of New York City public high schools, the University has made a sustained commitment to its programs and partnerships with the public schools.

CUNY's collaborative programs focus on two primary goals: 1) to improve the academic achievement of high school students and reduce necessary remediation upon entry to college, and 2) to accelerate credit accumulation and college degree completion for students who meet basic readiness standards. CUNY's collaborative programs include:

- The University's flagship program, College Now, which is a dual enrollment program that serves about 20,000 students in college-credit, developmental and pre-college bridge courses and workshops at 17 undergraduate campuses.
- The Early College Initiative, which partners with 12 early college schools that begin preparing students for college in either the 6th or the 9th grades and offers students the opportunity to earn up to two years of college credit by the time they graduate.
- Middle Grades Initiative/GEAR UP, which is a federal grant program working with 12 partner schools to enrich students' middle-grades experiences and help prepare them in high school for college-level work with tutoring, advisement, and parent outreach.
- At Home in College, which supports 1,000 students who are on-track to graduate from high school but have not met traditional benchmarks for college-readiness. The program offers courses that prepare students for CUNY's placement exams and workshops that help students complete the Free Application for Federal Student Aid and the CUNY online application.

In addition to providing direct support and instruction to public school students, CUNY is engaged in a system-wide policy-level working group with senior leaders from the Department of Education. This project,

known as *Graduate NYC: The College Readiness & Success Initiative*, recently received support from the Bill & Melinda Gates Foundation as part of the Communities Learning in Partnership (CLIP) project. Using analysis of rich student-level data, Graduate NYC is developing a blueprint for college readiness and success that can be implemented by high schools and CUNY campuses.

Additional financial support will allow the University to expand its partnership with the New York City Department of Education and to learn from the work of other agencies and organizations that are vital to student success. It would also better position CUNY's collaborative programs to undertake more systematic program evaluation that will help attract additional support from foundations. Through its collaborative programs, CUNY will continue to lead the way with innovative programs that support the preparation of high school students by providing multiple pathways to—and opportunities for—college success.

EDUCATIONAL TECHNOLOGY

Academic uses of technology are now at a tipping point, bringing what were outlying innovations into the mainstream. Driving this change are twin forces: growth in enrollments and growing interest in technology. As swelling enrollments press CUNY to redefine capacity beyond the bounds of physical classroom space, students press faculty to do more with increasingly prevalent technologies used for accessing information and communication. Today's student has always used the web, mobile devices, and electronic resources. Even recent developments, such as social networks, now seem permanent parts of the landscape.

Responding to this change is both a challenge and an opportunity: an opportunity because giving faculty and students cutting edge interconnection and information access is so do-able, both technologically and fiscally; a challenge, because the key to effective change in education is real productive use, and this must be cultivated. Faculty need to be brought up to speed on the expectations of a technologically adept generation of students. Student use of technology needs to be channeled and socialized so that it not only enriches their learning experience but also prepares them for the workforce.

All of this is to say that the greatest academic “technology” needs are at least as much needs for training and professional development as for technology per se. And what is at stake is nothing less than the University's ability to realize its core mission. In a time of enrollment growth and technological change, academic uses of technology, notably online and partly online (or hybrid) instruction, will prove key to maintaining both access to instruction and the quality of instruction.

The University has taken the initiative—several initiatives, in fact. The Hybrid Initiative is currently supporting pilots in hybrid (half online, half in-class) instruction at half the campuses in CUNY. Half a dozen campuses are also being supported in the development of a shared online composition course. The eBook Project supports a dozen experiments in the use of digital textbooks across the campuses in hopes of saving students money while improving the learning experience. CUNY libraries are working with open access textbooks and content, using technology to extend the possibilities for free access not just to knowledge, but to the creation of knowledge through student and faculty publication. The CUNY Academic Commons offers faculty development and resourcing online. Built by and for CUNY academics, it is designed to let faculty develop their own groups and communities around shared interests and projects—the use of rich media or ePortfolios in teaching, standards and practices for online instruction, the use of blogs and wikis and whole course management systems in teaching, and so on.

Technology should also empower students directly, giving them access to curricular planning that lets them chart their progress, confirm their requirements, and create scenarios for different paths or majors. Early warning systems can help retain students who might lose their way, and can signal needed interventions by advisors. Ultimately, support networks of student services can, similar to the social networks students currently use, give them 24/7 access to communication, information, and support.

All these uses of technology have a unified force and focus: they make more of what the University community needs visible and available. Online availability frees faculty and students from needing to be in the right place at the right time to get the right help. Faculty can model effective instruction and provide useful resources for other faculty, and those models and resources can be retrieved at will; students can have round-the-clock access to instructional content and support. Productive innovations can be shared (and so be spread) widely. Educational technology means more than productive change: it means transparency. All of this is possible given sufficient resources.

CUNYfirst

CUNY is replacing all of its financial, human resources, and student information management legacy systems with PeopleSoft and Oracle software. Thus far, CUNYfirst has gone live with: General Ledger, Human Capital Management (HCM-Human Resources), Talent Acquisition Management (Recruiting), Line-Item Budgeting and Student Registration and Financials for Queens College and Queensborough Community College.

One component of CUNYfirst will be to apply best practices and best in breed software to specific areas of opportunity. This may involve software and technology applications other than PeopleSoft and Oracle but in all cases the solutions must integrate with the PeopleSoft core modules. One important area of opportunity is enrollment management. CUNY is pursuing closer integration with its feeder high schools through electronic sharing of information, such as transcripts. CUNY will also install a CRM, or Customer Relationship Management, system in order to better compete for and pursue top student talent.

The importance of effective use of technology at the University cannot be underestimated and the challenges of using technology well cannot be overstated. The CUNYfirst project and the complementary investments in new instructional technologies are critical components of CUNY's strategic goal of becoming the nation's leading public urban research university.

WORKFORCE AND ECONOMIC DEVELOPMENT

As the City comes out of a severe economic recession, many New Yorkers are in search of jobs and career opportunities. CUNY is helping those individuals to become more competitive in the labor market and is also assisting employers to find skilled workers. Workforce development programs at the University support individuals studying for degrees, industry licenses and certifications, as well as those who are improving their basic literacy or seeking to earn a GED. These programs also connect directly with employers to fill positions and upgrade workers' skills.

CUNY offers workforce development programs in a wide range of fields. Healthcare is perhaps the largest; the University is currently expanding its degree and non-credit programs in health information technology and in primary care to meet demands generated by the new federal healthcare law. Over the next ten years, primary care provision in community health centers nationally and in New York will double. This expansion will require that CUNY greatly increase the numbers of graduates of nursing, nurse practitioner, physician assistant, medical assistant and other degree and non-degree programs. To support such growth, the University seeks resources to develop new healthcare programs and to update existing programs, as well

as to expand faculty ranks, support clinical placements, and purchase and integrate new technologies into the classroom.

Advanced manufacturing is another field in which there are opportunities for skilled workers. “CNC” (computer numerical controlled) engineers and operators are in short supply in New York and elsewhere; graduates of these programs have excellent employment prospects. CUNY’s “green”-focused training and education programs also continue to grow, as workforce development programs serving all industries grapple with how to integrate environmental sustainability into the curriculum.

Basic literacy, English-language skills, and college preparedness and success are also workforce development concerns. CUNY’s grant-funded ESL programs have long waiting lists and cannot meet the growing demand for such courses, in many cases from working adults whose limited English skills keep them stuck in entry-level, low-wage jobs. CUNY also has “industry-contextualized” basic education programs in fields such as hospitality, healthcare, and building operations. In these programs, students gain skills and credentials for the job market and also prepare to transition into study toward a degree.

Investments in healthcare, hospitality, advanced manufacturing, and other sectors, as well as in adult basic education will help ensure New York’s continued economic competitiveness and prepare its workers for a rebounding economy. Additional support for CUNY through capital financing and allocations for faculty, laboratory and equipment investments, scholarships, and program development will, in turn, benefit New Yorkers working to make themselves more competitive in the labor market.

UPGRADING CUNY’S INFRASTRUCTURE

Educational quality is directly impacted by the quality of the facilities in which education is provided. Students, faculty, and staff must be supported by a physical, technical, and natural environment that encourages intellectual growth and human interaction. The physical environments of the campuses must be functional, safe, accessible, well maintained, and responsive to the changing needs of academic programs and the people served.

New Buildings

The University has new buildings opening at two campuses next year. At John Jay College, a new academic facility will create a unified college campus on one city block. The 625,000 square foot addition will contain classrooms and lecture halls, laboratories, faculty offices, an instructional resource center, and student/faculty lounges. At Hunter College, a new building will open next year in East Harlem. It will house Hunter’s School of Social Work as well as CUNY’s new School of Public Health. In addition to classrooms and faculty offices, the building will include an auditorium, library, and café, and state-of-the art technology.

Facilities Maintenance and Repair

The State and City have invested considerable resources into the acquisition, construction, and renovation of CUNY facilities. The University’s multiyear capital budget has enabled CUNY to create new state-of-the-art facilities and to renovate and upgrade existing facilities. These facilities must be operated and maintained at the same or higher level as was designed and constructed in order to sustain their ongoing functionality. The University has had to defer maintenance for years because of fiscal pressures. The result of the lack of funding to support maintenance programs has led to facility degradation in the near term and significantly increased facility operating and routine maintenance expenses.

The University requires additional operating funds to maintain the various infrastructures of the campuses, not only the utilities, but information technology networks, roads, walks, landscapes, and instructional and research equipment.

Environmental Health and Safety

The University, through its Office of Environmental, Health, Safety and Risk Management (EHSRM), is committed to fostering a safe and healthy environment for the CUNY community and to reducing the University's risks.

The first step in pursuit of this mission is to ensure that CUNY is in compliance with applicable regulations and University policies and procedures. In addition to completing a five-year EPA audit and disclosure program, EHSRM continues to build an integrated CUNY-wide environmental, health, safety, and risk management system. This includes coordinating and organizing programs that minimize individual and institutional risk, alleviate environmental impact, and protect the health and safety of the CUNY community.

Furthermore, CUNY is committed to environmental sustainability, and is proud to be a partner in New York City's "30 in 10" Challenge—reducing greenhouse gas emissions by 30% over the next 10 years—a program that dovetails with ongoing initiatives to minimize CUNY's ecological footprint and promote a culture of environmental sustainability throughout the University. To achieve this goal, the University has established the CUNY Sustainability Project; the mission of this initiative will be to develop and monitor a 10-year plan designed to ensure that CUNY will be a leader in this endeavor.

To maximize collaboration throughout CUNY, a University-wide Task Force on Sustainability has been commissioned. The Task Force has broad representation from across the University and will outline an ambitious strategy to achieve the 10-year targets. Additionally, each college president has been asked to designate a Campus Sustainability Project Executive to optimize information exchange and promote campus-based sustainability efforts.

CAPITAL BUDGET REQUEST

The City University of New York's Five-Year Capital Budget Request for fiscal years 2011-12 through 2015-16 is approximately \$5.6 billion for major bonded projects authorized by The City University Construction Fund to address critical maintenance, infrastructure, and programmatic initiatives. These projects will be funded through bonds sold by the Dormitory Authority of the State of New York with debt service payments appropriated by the State of New York and the City of New York, and through bonds sold by the City of New York. The request also includes approximately \$40 million for minor rehabilitation projects funded through the State's General Fund. The request is comprised of approximately \$4.9 billion in new bonded and minor rehabilitation funding requested from the State, \$1.9 billion of which is required to complete existing projects, and approximately \$670 million in new bonded and minor rehabilitation funding requested from the City, \$128 million of which is required to complete existing projects.

Every year, the University is required to submit a five-year capital plan to the State Division of the Budget and the City Office of Management and Budget. In 1998, the State provided the University with a fixed five-year capital plan. When that fixed plan ended in 2003-04, the University was provided with rolling multi-year plans that included both re-appropriated funds that had not yet been bonded and additional new requests. These rolling multi-year plans continued until 2008-09, when the University received a new fixed five-year plan. However, the State recognizes that additional funding may be needed before the close of this new fixed five-year plan. In May 2005, for the first time, the mayor of the City of New York provided the University with a multi-year appropriation from the City. The FY 2011-12 Capital Budget Request incorporates City commitments for the community colleges in line with the NYC Office of Management and Budget Commitment Plan.

The current request includes funding for critical maintenance projects, funding to complete previously approved projects that were started with partial funding from prior years, as well as funding for the Chancellor's Initiatives, technology upgrades, and for administration purposes. Project highlights include:

- **Critical Maintenance:** such as health and safety projects, facility preservation, science lab upgrades, mechanical and infrastructure upgrades, ADA and bathroom upgrades, asbestos abatement, and energy conservations projects;
- **Funding to Complete Existing Projects:** such as the Performing Arts Center at Brooklyn College and Academic Building I at New York City College of Technology;
- **Chancellor's Initiatives:** such as The Decade of Science and CUNYfirst;
- **Technology Upgrades:** such as information technology improvements to CUNY's networks and data storage and the purchase of science and educational technology equipment;
- **Administration Purposes:** Central Office and campus requests that are necessary to administer and finance CUNY's capital program.

CUNY

**2011
2012**

The Colleges

BARUCH COLLEGE

Baruch College traces its history of preparing outstanding leaders and practitioners to the Free Academy, the first institution of free public higher education in the U.S., which began admitting students in 1849. Baruch continues to occupy the site of the Free Academy at the corner of 23rd Street and Lexington Avenue with the Lawrence and Eris Field building, originally built in 1929.

Baruch College attracts bright and ambitious students from diverse backgrounds who are serious about success. The story of Baruch College is its students and how they change their lives through hard work, education, internships, networking, and public service. The college’s “real-world classrooms” and diverse student body help students understand business and cultural mores worldwide, providing them with a competitive advantage upon graduation. Baruch College students come from more than 160 nations and speak more than 100 languages. This mixture of diverse cultures and life experiences creates a rich social and academic environment.

Baruch College offers undergraduate and graduate programs of study through the Zicklin School of Business, the largest, and one of the most respected, AACSB-accredited business school in the nation; the Mildred and George Weissman School of Arts and Sciences, which provides a broad-based liberal arts education to all Baruch College undergraduates; and the School of Public Affairs, which is widely recognized for its teaching, research, and service in the areas of municipal government, nonprofit administration, policy analysis and evaluation, and education. The college also offers degree-granting executive programs through its three schools and non-degree and certificate programs through its Division of Continuing and Professional Studies.

The college’s reputation continues to rise among the most outstanding colleges and universities in the region. In 2010, *Forbes* ranked Baruch College as the “19th best value college in the country.” The Princeton Review also named Baruch College among the top 15% of colleges in the nation for the third year in a row. In a combined study, the Princeton Review and *Entrepreneur* magazine placed Baruch College at number 17 in the nation for its undergraduate entrepreneurship program. And *U.S. News & World Report’s America’s Best Colleges, 2011 Edition*, listed Baruch College as one of the top 25 “Best Regional Universities” and the College’s Zicklin School of Business as #42 on the national “Best Undergraduate Business Programs” rankings.

Located within easy reach of Wall Street, the heart of New York City government, major centers of culture and art, and the global headquarters of major financial, governmental, and not-for-profit organizations, Baruch College provides access to excellence and opportunities to students no matter their economic, cultural, or ethnic backgrounds.

2011-12 BARUCH COLLEGE OPERATING BUDGET REQUEST (\$000)	
Flagship Environment	1,289.5
Decade of Science/Research Environment	293.0
Student Services	692.2
Workforce Development	75.0
Educational Technology/CUNYfirst	314.3
Upgrading Facilities Infrastructure	246.5
Total Program Needs	2,910.5
Mandatory Increases	865.9
Total Request	3,776.4

FIVE-YEAR CAPITAL BUDGET REQUEST	
Fiscal Year	(\$000)
FY2011-12	123,633
FY2012-13	22,959
FY2013-14	79,118
FY2014-15	5,882
FY2015-16	-
Total	231,592

BROOKLYN COLLEGE

Brooklyn College offers rigorous graduate and undergraduate programs in the arts and sciences, education, and business. The student body reflects New York City's ethnic and cultural diversity and global connections, and these distinctive attributes of the student body are reflected as fundamental elements of the undergraduate core curriculum. High school averages and SAT scores of entering students continue to rise. The college supports vibrant honors programs and enhanced advisement for incoming students. The college continues to chart a forward-looking course of innovation, renewal, and strategic growth, with over 50% of the full-time faculty appointed since 2000, an ambitious building program, and major planning efforts in progress.

Guided by the CUNY Master Plan and the 2009 report of the Middle States Commission on Higher Education, the college is conducting a broadly consultative strategic planning process to prioritize goals for 2011-2016. Implementation committees are establishing benchmarks and timetables related to the 2010 recommendations of the Task Force on Retention and Graduation Success and the Task Force on Sustainability. CUNY's "Decade of Science," which provided an opportunity to hire faculty in key disciplines, has set the stage for the new science teaching commons (now in design phase), a state-of-the-art teaching and laboratory facility.

To organize more effectively for institutional success, a multi-year restructuring effort is underway. In 2010, the position of Vice President of Enrollment Management was created, and Economics was divided into three departments to support the large and growing number of business students. On July 1, 2011, four new schools will be inaugurated —Business, Natural and Behavioral Sciences, Humanities and Social Science, and Visual, Media and Performing Arts. To complete the process, the School of Education (fully reaccredited by NCATE, fall 2010) will realign programs into departments to better serve its 3,200 enrolled students.

Faculty research grants and external funding to support college programs have increased significantly. Two new endowed chairs—the Herb Kurz Chair in Constitutional Law and Civil Liberties and the Madelon L. Rand Chair in Literature—will be appointed in 2012. Graduate program innovation includes participation in the new CUNY Graduate School of Public Health, a new masters program in Human Resource Management, and new masters degrees in cinema arts and cinema studies. New bachelor of science BS programs in financial mathematics and in actuarial mathematics will begin in spring 2011, as will a joint program in geology with Kingsborough Community College.

To expand study abroad and other international partnerships, the Office of International Education and Global Engagement will be launched in spring 2011. The Residence@Kenilworth (operated by a private developer) opened in fall 2010, providing the college with its first residential facility.

The new Facilities Master Plan will retain the beauty of the original campus while supporting 21st century teaching, learning, research, and student life. It will incorporate renovation and reallocation of existing space to the new schools, and include new construction for the athletic fields, the Leonard and Claire Tow Performing Arts Center, and a new science complex.

2011-12 BROOKLYN COLLEGE OPERATING BUDGET REQUEST (\$000)	
Flagship Environment	1,171.9
Decade of Science/Research Environment	588.3
Student Services	582.0
Workforce Development	79.5
Educational Technology/CUNYfirst.	321.0
Upgrading Facilities Infrastructure	304.4
Total Program Needs	3,047.1
Mandatory Increases	914.8
Total Request	3,961.9

FIVE-YEAR CAPITAL BUDGET REQUEST	
Fiscal Year	(\$000)
FY2011-12.	45,696
FY2012-13.	109,000
FY2013-14.	162,969
FY2014-15.	18,898
FY2015-16.	-
Total	336,563

THE CITY COLLEGE OF NEW YORK

The City College of New York (CCNY) is a comprehensive teaching, research, and service institution dedicated to accessibility and excellence in undergraduate and graduate education. In 2009, its enrollment climbed to over 16,300, the highest since the mid-1970s. Since its founding in 1847, CCNY has provided a world-class higher education to an increasingly diverse student body.

CCNY students benefit from rich academic programs and a world-class faculty. In the past six years, CCNY has produced two Rhodes Scholars, three Truman Fellows, four Brandeis Fellows, five Fulbright Scholars, three Goldwater Scholars, and thirteen students in engineering and science who have received National Science Foundation (NSF) grants of \$30,000 to continue their research in places like Harvard and Stanford Universities and Massachusetts Institute of Technology (MIT). CCNY's most prominent faculty members continue to be honored by national associations for their teaching excellence and advancement of knowledge; examples include the election of Distinguished Professor of Architecture Michael Sorkin as Fellow of the American Academy of Arts and Sciences and the award of the 2010 Sakharov Prize by the American Physical Society to Distinguished Professor of Physics Joseph Birman.

The college has excelled in its development activities. Its capital campaign has raised close to \$370 million to date, and for the second year in a row, City College was an honored member of the Philanthropy 400, a list compiled by the *Chronicle of Philanthropy*. To date, 57 individuals have provided gifts of \$1 million or more. Major gifts received during 2010 include a \$3 million gift from Harvey Kaylie to establish the Kaylie Prize in Entrepreneurship, an anonymous gift of \$3 million toward the Powell Center and a \$1 million gift from Josh Weston to help establish a star faculty matching fund.

City College remains committed to bolstering its CUNY flagship status in architecture, engineering, science, and biomedical education. The Spitzer School of Architecture moved into its new home, designed by Rafael Viñoly, in 2009. The college continues to bolster its faculty with senior-level appointments in interdisciplinary areas including biomedical science and engineering, environmental science, climate change and remote sensing, sustainable energy, neuroscience, macromolecular assemblies and structural biology, and photonics. In addition, the college has recently appointed a prestigious President's Council on the Arts to advise it on ways to increase the visibility and viability of the arts on campus.

City College faculty is among the most research-active in CUNY. In the 2009–2010 academic year, faculty members brought in a total of \$69 million in funded research. The College recently hosted the topping off of its two new research buildings on the South Campus, the CUNY Advanced Science Research Center and the City College Center for Innovation and Discovery. The recently granted authority to award Ph.D. degrees in five engineering disciplines through the Grove School of Engineering and to award the Ph.D. in four science disciplines jointly with the CUNY Graduate Center highlight CCNY's continuing emergence as a prominent research institution with a strong undergraduate program.

2011-12 THE CITY COLLEGE OF NEW YORK OPERATING BUDGET REQUEST (\$000)	
Flagship Environment	1,221.4
Decade of Science/Research Environment	765.3
Student Services	601.7
Workforce Development	92.4
Educational Technology/CUNYfirst	300.6
Upgrading Facilities Infrastructure	373.1
Total Program Needs	3,354.5
Mandatory Increases	1,125.7
Total Request	4,480.2

FIVE-YEAR CAPITAL BUDGET REQUEST	
Fiscal Year	(\$000)
FY2011-12	57,000
FY2012-13	93,954
FY2013-14	41,000
FY2014-15	33,725
FY2015-16	20,000
Total	245,679

HUNTER COLLEGE

Hunter College is the largest baccalaureate-granting institution in CUNY, the nation's largest urban public university. Over 20,000 students from over 150 countries enroll in Hunter's 170 academic programs. Over the last few years, Hunter has made significant gains in hiring world-class, research-active, grant-supported faculty in an increasing number of areas, and in 2011-12, strives to build further on these gains. Hunter's academic profile is also enhanced by its newly conferred authority to grant, jointly with the CUNY Graduate Center, doctorates in biology, biochemistry, chemistry, physics, and public health. For the second year in a row, Hunter was ranked in the top ten Best Value Public Colleges by Princeton Review, moving up from #8 to the #2 position.

In 2010, Hunter College expanded its partnership with Weill Cornell in the Clinical and Translational Science Center (CTSC). Established in 2008 with the aid of a \$49M grant, part of the Clinical and Translational Science Awards, the center will translate the advances in biomedical research and understanding the pathophysiology of disease processes into new methodologies for clinical practice. Despite its infancy, the CTSC has already developed the technology required to visualize the retina of the eye with ten times more resolution. This will have many applications for the treatment of eye dysfunctions and early detection of various cancers.

In November 2010, the college had the official ribbon-cutting ceremony for Roosevelt House, which now is home to the Roosevelt House Public Policy Institute at Hunter College. This newly renovated and restored double townhouse was the historic home of Franklin and Eleanor Roosevelt. The new interdisciplinary institute has already become an active center of policy education, research, and dialogue, attracting national and international public figures such as former President Bill Clinton, His Holiness the Dalai Lama, and United Nations Secretary-General Ban Ki-Moon.

Hunter's new School of Social Work building, currently under construction in East Harlem, will open for classes in Fall 2011. When the state-of-the-art Leed-certified silver building opens, the school will be able to expand its social work programs to include strategic partnerships and collaborations with local social service organizations. The facility will also house the CUNY School of Public Health at Hunter College. As the anchor school of the consortium of campuses comprising the School of Public Health, Hunter College has assumed the lead role in the request to seek CEPH accreditation for the school. The school conferred its first doctoral degrees in December 2010.

Finally, Hunter College continues to grow its academic programs. Named as a Center of Teaching Excellence by the National League for Nursing, the Hunter School of Nursing will continue building upon its accelerated and upper-division programs as it prepares to confer its first doctoral degrees, the Doctorate in Nursing Practice, or DNP. Additionally, Hunter has launched new interdisciplinary undergraduate programs in human rights and public policy and is planning new programs in dance, including a Master of Fine Arts in Dance and a Masters degree in dance education. Hunter continues to look ahead, as it strengthens its undergraduate and graduate offerings in strategic areas.

2011-12 HUNTER COLLEGE OPERATING BUDGET REQUEST (\$000)	
Flagship Environment	1,435.0
Decade of Science/Research Environment	831.4
Student Services	803.8
Workforce Development	100.0
Educational Technology/CUNYfirst	421.9
Upgrading Facilities Infrastructure	320.5
Total Program Needs	3,912.6
Mandatory Increases	1,096.8
Total Request	5,009.4

FIVE-YEAR CAPITAL BUDGET REQUEST	
Fiscal Year	(\$000)
FY2011-12	15,030
FY2012-13	98,861
FY2013-14	34,573
FY2014-15	-
FY2015-16	-
Total	148,464

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

An international leader in educating for justice, John Jay College offers a rich liberal arts and professional studies curriculum to a diverse student body in a vibrant urban setting. In teaching and research, the College defines justice both narrowly, with an eye to the needs of criminal justice and public service agencies, and broadly and humanistically, in terms of enduring questions about fairness, equality, and the rule of law. John Jay’s mission is to develop graduates who have the intellectual acuity, moral commitment and professional competence to confront the challenges of crime, justice and public safety in a free society. The campus is located on the west side of Manhattan near Lincoln Center and Central Park.

The college has an ethnically diverse student body of more than 15,000 students. Many are members of uniformed criminal justice and fire agencies. The majority are students who plan careers in public service. A large number of John Jay’s alumni hold leadership roles in public organizations and private companies around the world.

The strength, reputation and vitality of the college are embodied in the commitment to academic excellence maintained by its faculty, many of whom are recognized experts in their fields. They conduct critical research in areas such as violent behavior, DNA analysis, drug abuse trends, child aggression, sexual abuse, eyewitness reliability, criminal law, police methods and crime reduction strategies.

John Jay offers undergraduate degrees in 21 justice-related majors: computer information systems in criminal justice and public administration, correctional studies, criminal justice (BS and BA), criminal justice management, criminology, culture and deviance studies, fire science, fire and emergency service, forensic psychology, forensic science, international criminal justice, justice studies, police studies, political science, public administration and security management. With CUNY budget support, the college has added majors in English, economics, global history and gender studies, with philosophy, law and society, anthropology, Latin American and Latina/o studies and sociology.

The graduate program offers eight master’s degrees: criminal justice, forensic computing, forensic mental health counseling, forensic psychology, forensic science, international crime and justice, protection management and public administration. The CUNY doctoral programs in criminal justice and forensic psychology are also located at John Jay.

Eleven vibrant centers and institutes further facilitate academic research and provide professional development and training at the College.

To ensure that John Jay students are well equipped to meet the challenges of the 21st Century, the college is opening a new 13-story tower in fall 2011. This new building will include state-of-the-art forensic labs, a moot court room, faculty offices, a technologically advanced conference center, smart classrooms and rooms for student services.

The new building will enable the college to move students and faculty into common learning areas that encourage collaboration. It will also provide the research capacity needed to support recruitment and retention of world-class scholars. Coupled with the renovation of older spaces, this new addition to the campus will offer faculty, undergraduates and graduate students powerful incentives to choose John Jay.

2011-12 JOHN JAY COLLEGE OF CRIMINAL JUSTICE OPERATING BUDGET REQUEST (\$000)	
Flagship Environment	989.6
Decade of Science/Research Environment	209.2
Student Services	523.7
Workforce Development	56.3
Educational Technology/CUNYfirst.	289.0
Upgrading Facilities Infrastructure	160.1
Total Program Needs	2,227.9
Mandatory Increases	609.7
Total Request	2,837.6

FIVE-YEAR CAPITAL BUDGET REQUEST	
Fiscal Year	(\$000)
FY2011-12.	3,100
FY2012-13.	11,900
FY2013-14.	-
FY2014-15.	-
FY2015-16.	-
Total	15,000

LEHMAN COLLEGE

Lehman College is a major educational, research, economic, and cultural resource for the Bronx and the New York area. More than 60,000 alumni have earned degrees from Lehman; 45,000 of them continue to live and work in New York. The college has seen a 20 percent increase in enrollment in the last four years with 12,115 students enrolled in more than 100 degree programs. Lehman is ranked by *U.S. News and World Report* as a Tier One institution and a Top 50 Public College among universities in the Northeast.

Lehman’s research role continues to expand. Current projects include the study of medicinal plants for treating cancer, diabetes, and women’s health issues; breeding more nutritious food crops to combat worldwide deficiency in Vitamin A; and studying the role of calcium in the disease of schizophrenia. This research has attracted scientists from around the world to Lehman’s labs. A new \$70 million science building, scheduled to open in 2012, will further promote this research. The new building will be the first in CUNY to have LEED gold certification and will feature rooftop solar panels for hot water, a system to treat rainwater for use and other sustainability features. Lehman’s physical plant will operate 20 percent more efficiently by 2017.

With The Bronx’s unemployment rate close to 13 percent, Lehman plays an important role in building the local economy. Continuing Education programs are helping 10,000 men and women gain the skills they need to upgrade or qualify for new jobs. The Bronx Small Business Development Center at Lehman has counseled thousands of clients and helped to invest \$80 million locally. Lehman’s new \$16 million Multimedia Center provides access to state-of-the-art training in multiple communications platforms.

Lehman serves as central hub for community engagement, each year an estimated 400,000 visitors attend various events and take advantage of the College’s cultural and recreational facilities to enrich their own lives. Lehman’s Center for the Performing Arts is celebrating its 30th anniversary.

The college has one of the strongest networks of educational partnerships in the nation and is currently partnering with 14 small high schools and directly serving 8,500 students through the Bronx Institute’s GEAR-UP programs. Lehman also leads the way in teacher preparation for the twenty-first century, becoming one of only 12 institutions nationally to win a \$7.6 million Teacher Quality Partnership Grant to create a “MATH-UP” initiative. In FY 2010, Lehman set a record pace by attracting more than \$25 million in grants for research and sponsored programs. To date it also has raised more than \$32 million as part of the “Invest in CUNY” campaign.

Lehman’s strategic plan for the future, titled *Achieving the Vision by Building on a Strong Foundation: Strategic Directions for Lehman College, 2010—2020*, details key objectives needed to achieve major institutional goals. A key part of the plan involves the construction of two new buildings: Phase II of the new science complex and an 80,000-sq.ft. facility for Lehman’s new School of Health Sciences, Human Services, and Nursing will consolidate under one roof, several different departments all rooted in the health and human needs of the community.

2011-12 LEHMAN COLLEGE OPERATING BUDGET REQUEST (\$000)	
Flagship Environment	869.1
Decade of Science/Research Environment	428.0
Student Services	391.2
Workforce Development	55.1
Educational Technology/CUNYfirst	235.7
Upgrading Facilities Infrastructure	189.5
Total Program Needs	2,168.6
Mandatory Increases	680.4
Total Request	2,849.0

FIVE-YEAR CAPITAL BUDGET REQUEST	
Fiscal Year	(\$000)
FY2011-12	84,660
FY2012-13	5,590
FY2013-14	202,105
FY2014-15	6,595
FY2015-16	-
Total	298,950

MEDGAR EVERS COLLEGE

Medgar Evers College is one of the most unique and fastest growing colleges in the nation. It was named for the martyred civil-rights leader Medgar Evers (1925-1963) and established in 1969. The college's unique mission is inextricably linked to the needs of the Central Brooklyn community and grounded in the belief that education is the right of all individuals in the pursuit of self-actualization. To meet these educational, cultural and social needs, the college provides high-quality baccalaureate and associate degree programs, as well as non-degree adult and continuing education, basic literacy, and high school equivalency programs.

This is an exciting time at Medgar Evers College. Enrollment has grown by nearly 40% over the past five years, from just over 5,000 students in fall 2005 to about 7,000 students by fall 2010. A new administration is dedicated to making the college the most student-centered college in the CUNY system. Distinguished faculty members are engaged in cutting edge scientific research; participating in public policy making at the city, state, and federal levels; and winning awards for excellence in poetry and literature. Two of the college's distinguished faculty have been awarded Fulbright Scholarships, and another has been honored with the prestigious Guggenheim Fellowship.

Perhaps the most visible sign of progress is the college's newly opened \$243 million, 198,000 square foot research and teaching facility, Academic Building I, which houses the School for Science, Health, and Technology. This facility nearly doubled the usable square footage on campus. A second building, Academic Building II, is at the top of the college's capital improvement plan, along with an \$18 million expansion of the main library, and renovation of the Carroll Street building—the original site of the college.

Medgar Evers College is committed to preparing its students for the competitive and global economic environment that they will face upon graduation. By providing quality, professional, and career-oriented undergraduate degree programs within a liberal arts education, Medgar Evers remains true to the philosophy of CUNY and the founding motivation of the college. The college's baccalaureate and associate programs have nearly 100 percent articulation, and our non-degree programs, social and cultural programming, diverse research and community-advocacy centers exist to facilitate the college's broad and unique mission.

2011-12 MEDGAR EVERS COLLEGE OPERATING BUDGET REQUEST (\$000)	
Flagship Environment	389.2
Decade of Science/Research Environment	164.1
Student Services	256.4
Workforce Development	31.5
Educational Technology/CUNYfirst.	134.6
Upgrading Facilities Infrastructure	81.5
Total Program Needs	1,057.3
Mandatory Increases	360.6
Total Request	1,417.9

FIVE-YEAR CAPITAL BUDGET REQUEST	
Fiscal Year	(\$000)
FY2011-12.	15,102
FY2012-13.	8,326
FY2013-14.	140,100
FY2014-15.	8,600
FY2015-16.	-
Total	172,128

NEW YORK CITY COLLEGE OF TECHNOLOGY

“Where can technology take you?” For City Tech graduates it takes them to careers beyond today’s imagination. Founded in 1946 to help meet the need for professionals with sophisticated skills, New York City College of Technology—City Tech—is today the home of over 15,000 degree-seeking students, and serves another 15,000 people through its Continuing Education offerings. Through its Schools of Technology and Design, Professional Studies, and Arts and Sciences, City Tech offers 62 baccalaureate and associate degrees and specialized certificate programs—many unique within CUNY, and some representing the only programs of their kind in the Northeast. The National Science Foundation consistently ranks City Tech as one of the nation’s largest producers of science and technology graduates from under-represented minorities.

New York’s changing economy depends upon applications of new technologies, science and engineering—areas of study central to City Tech’s offerings. The college’s academic programs prepare the well-educated, technologically sophisticated workforce needed to keep New York competitive globally. City Tech’s highly regarded healthcare programs provide cutting edge preparation for students in digital medical imaging and restorative dentistry, and the exposure to simulations and computer-based diagnostic tools now employed in nursing. Programs in industrial design, technology teacher education, and the college’s widely celebrated hospitality management offerings support core sectors of New York’s economy. Architectural technology, construction management and civil engineering technology, environmental control technology, and facilities management programs all integrate sustainable and green technologies. Offerings in emerging media technologies prepare graduates for careers requiring a highly media-fluent workforce able to address tomorrow’s industrial and business needs and shape new lifestyles. These offerings also help graduates to enter professional areas that demand competence in digital technologies.

The college’s Academy for Construction Education and Safety plays a vital role in providing safety training programs in the areas of hazardous materials handling, scaffolding, and fire and highway safety and has trained almost 12,000 construction industry personnel in OSHA and construction safety regulations.

City Tech’s first-rate faculty is committed to both teaching and scholarship. Faculty research, often including international partners, has generated significant increases in grant funding and scholarship. City Tech faculty can be found in Switzerland working on the Large Haldron Collidor, in Belgium teaching as a Fulbright Scholar, and in Ohio, developing solid oxide fuel cells as an Air Force Faculty Fellow. Undergraduate research engages hundreds of students, with many publishing in refereed journals and presenting at regional and national conferences. Recently awarded grants, including a U.S. Department of Education \$3 million Title V grant and a \$1 million National Science Foundation grant, support a student centered and digitally sophisticated learning environment incorporating best practices in science, technology, engineering and mathematics pedagogy.

Today’s challenges require innovation and well-prepared innovators adept at using the latest technologies. City Tech is focused on meeting these challenges by ensuring its faculty, facilities, and student support services provide the quality education that makes its graduates relevant to the needs of our rapidly changing economy.

2011-12 NYC COLLEGE OF TECHNOLOGY OPERATING BUDGET REQUEST (\$000)	
Flagship Environment	1,204.0
Decade of Science/Research Environment	426.6
Student Services	510.5
Workforce Development	54.5
Educational Technology/CUNYfirst	284.6
Upgrading Facilities Infrastructure	192.1
Total Program Needs	2,672.0
Mandatory Increases	624.4
Total Request	3,296.4

FIVE-YEAR CAPITAL BUDGET REQUEST	
Fiscal Year	(\$000)
FY2011-12	152,249
FY2012-13	64,215
FY2013-14	5,700
FY2014-15	-
FY2015-16	-
Total	222,164

QUEENS COLLEGE

Queens College opened its doors on October 11, 1937, dedicated to the idea that a first-rate education should be available to men and women of all backgrounds and financial means. Today, Queens College is old enough that generations of its graduates have shaped the city and nation, but young enough that members of the first classes still visit the campus.

The college continues to be praised in the top guidebooks, including the 2011 Princeton Review's *The Best 373 Colleges*, which calls Queens "academically terrific." Enrollment is up once again, as are the SAT scores of the freshman class. The Southern Regional Education Board recently hailed the college as one of 15 public colleges and universities that can serve as a model for other institutions for the ways in which it helps its students graduate within four years.

The college hired an impressive new group of faculty this fall as it has been doing for many years now. It has been able to retain most of its fine young scholars thanks to the assistance it gives them, including the support available from the Center for Teaching and Learning. Indeed, confirmation of Queens College's new faculty's contentment with the college came recently via a study by the Collaborative on Academic Careers in Higher Education.

Students were quick to take advantage of the college's first residence hall, The Summit, when it opened in August 2009; now The Summit is 100% occupied and has a waiting list. Other recently completed construction projects include the modernization of large lectures halls, classrooms, and laboratories. Students and faculty are both benefiting from the number of new smart classrooms that have opened. In addition, the college will begin construction on new research labs in the near future.

As always, the college looks for ways to serve not only its students but also the community. This fall the college opened the Queens College Psychological Center, which provides low- or no-cost mental health care to children, adolescents, and adults. The Center for Ethnic, Racial, and Religious Understanding has also done fine work by reaching out to different groups in the community.

As a vanguard college for CUNYfirst, Queens has been instrumental in generating excitement for and working out some of the anomalies in this new venture. This fall the college used CUNYfirst to register its students for the spring semester. Queens College looks forward to the expansion of CUNYfirst as it will no doubt make processes more efficient and provide quicker access to important data.

2011-12 QUEENS COLLEGE OPERATING BUDGET REQUEST (\$000)	
Flagship Environment	1,379.8
Decade of Science/Research Environment	527.0
Student Services	727.4
Workforce Development	83.6
Educational Technology/CUNYfirst.	394.6
Upgrading Facilities Infrastructure	313.8
Total Program Needs	3,426.2
Mandatory Increases	1,069.4
Total Request	4,495.6

FIVE-YEAR CAPITAL BUDGET REQUEST	
Fiscal Year	(\$000)
FY2011-12.	111,553
FY2012-13.	102,015
FY2013-14.	53,102
FY2014-15.	63,110
FY2015-16.	-
Total	329,780

THE COLLEGE OF STATEN ISLAND

The College of Staten Island (CSI) is uniquely situated as the only public institution of higher education in the borough. While serving pre-freshman to post-doctoral populations, the college maintains its commitment to excellence in faculty research and scholarship, dedication to quality teaching and learning experiences for its students, and improvement of its facilities and infrastructure to enhance campus life on its attractive 204-acre setting. Academic flagship areas at CSI include international business, nursing, polymer science, international education, gender studies, and professional programs in education and health sciences.

The College of Staten Island is a significant contributor to CUNY's *Decade of Science* initiative through many of its programs, particularly those in polymer chemistry, environmental science, and scientific computation. CSI emphasizes environmental studies by fostering collaborations across its two academic divisions on topics related to alternative fuels, global climate change, and breast cancer incidence. With expertise in conservation biology, epidemiology, and environmental history, the college further expands its research focus, leadership, and perspective in these important fields. As the home campus of the CUNY High-Performance Computing Facility, a cluster-based supercomputer, CSI continues to foster a collaborative and interdisciplinary approach to data-driven analysis.

CSI's outstanding undergraduate and graduate programs in education and the health sciences serve the metropolitan region by providing exceptionally trained professionals. The college's Discovery Institute supports practicing teachers with professional development programs that advance interdisciplinary teaching and inquiry-based learning. Graduates of CSI's nursing programs, which range from associate's to the doctorate, possess a thorough knowledge of evidence-based practice and cultural competence. CSI's certificate program in Cultural Competence for Nurses was the first in the country. Physical therapy doctoral recipients are fully prepared as both researchers and clinicians. CSI's master's in mental health counseling program continues to thrive, providing advanced training to psychology professionals.

The college's strategic planning process recently announced an important milestone—the finalization of the college's new mission, vision, values statements, and strategic directions. The work continues with the next stage of the process, which includes the Strategic Direction Committee determining how to implement the goals and steps associated with each of the six new strategic directions for the college.

CSI is committed to transparency and interaction with its constituent groups. CSI recently launched a dedicated website to support the current Middle States Reaccreditation process for 2010-2011, which details the college's self-study design, process, and planning. These strategic initiatives join a comprehensive budget website, underscoring the college's commitment to transparency and interaction with its constituent groups. In addition, CSI has developed a comprehensive budget and strategic initiative site.

The college has also announced a ten-year master plan as a roadmap for the next decade of growth. The master plan calls for a 179,000 square foot interdisciplinary high performance computing building, a transportation center and other improvements in the physical plant. The college is currently engaged in major infrastructure improvements to laboratory facilities and further upgrades to its library holdings. The CSI Shuttle to the Staten Island Ferry has reduced vehicle traffic to campus and improved commute times for students, staff, and faculty.

2011-12 THE COLLEGE OF STATEN ISLAND OPERATING BUDGET REQUEST (\$000)	
Flagship Environment	918.7
Decade of Science/Research Environment	432.5
Student Services	463.7
Workforce Development	58.2
Educational Technology/CUNYfirst	262.2
Upgrading Facilities Infrastructure	201.5
Total Program Needs	2,336.8
Mandatory Increases	686.5
Total Request	3,023.3

FIVE-YEAR CAPITAL BUDGET REQUEST	
Fiscal Year	(\$000)
FY2011-12	10,000
FY2012-13	175,469
FY2013-14	143,876
FY2014-15	29,626
FY2015-16	29,577
Total	388,548

YORK COLLEGE

York College is living its motto, “On the Move.” Rapid and effective change management is pervasive throughout every aspect of the institution. The benefits of establishing and then building upon, levels of achievement and performance are evident in progress involving student enrollment, faculty recruitment, reorganizing the academic program, successful fundraising, and the upgrading and redesigning of the campus.

York’s enrollment has increased by 25 percent over four years. The number of first-time freshmen has grown by 87 percent during this time period. The high school averages and SAT scores of entering students have risen substantially. For example, the number of high school students with averages equal to or greater than 80, has increased by 162 percent since 2006 while the York College Foundation has provided merit scholarship assistance to almost 350 students.

Changing the balance between full and part-time faculty has been a priority. From fall 2006 to fall 2010, York has added 50 net new faculty teaching positions. The total number of full-time faculty has increased 30 percent and the percentage of instruction delivered by full-time personnel is the highest among the CUNY senior colleges. This infusion of new faculty has benefited faculty-student interaction, in and outside the classroom, changed the delivery of teaching and advising of students, and strengthened the concept of a completely integrated academic community. Four new programs have been added in Aviation Management, Journalism, Pharmaceutical Sciences and a full four-year Nursing major.

In fall 2009, York reorganized its 17 academic units into three distinct Schools: Business and Information Systems; Health and Behavioral Sciences; and Arts and Sciences. The rationale for the reorganization is to transform and accentuate important areas of study especially in Business and Allied Health; create fund-raising opportunities for all academic programs; boost curricular, co-curricular, and pedagogical innovation; and further burnish the college’s reputation for quality. CUNY has also announced that York will be the home of a School of Pharmacy, only the second public institution of its kind in New York State.

The college’s campus is constantly being upgraded. Spaces within buildings and around the campus are being transformed with the latest technology to make them more accessible and student friendly. York is also in the final stages of major facilities’ Master Planning study. Design will begin soon on the replacement of the 40,000 square foot Classroom Building with a Student Academic Village and Conference Center (AVCC) that will be four times larger in size.

The AVCC will herald a major transformation for the college and its environs. Among other activities, it will be home to the School of Business and Information. Since the AVCC is intended to be the site of a Tuskegee Airman Gallery, it could become a unique cultural and architectural addition to Jamaica and a magnet for tourism.

Matching the master plan to re-envision the physical campus is a strategic planning initiative and a comprehensive effort to increase philanthropic fundraising. These efforts will enable the college to conceptualize the future related to academics, students, and its relationship with its community.

2011-12 YORK COLLEGE OPERATING BUDGET REQUEST (\$000)	
Flagship Environment	492.0
Decade of Science/Research Environment	246.1
Student Services	374.9
Workforce Development	34.2
Educational Technology/CUNYfirst.	147.2
Upgrading Facilities Infrastructure	115.6
Total Program Needs	1,410.0
Mandatory Increases	391.0
Total Request	1,801.0

FIVE-YEAR CAPITAL BUDGET REQUEST	
Fiscal Year	(\$000)
FY2011-12.	113,277
FY2012-13.	7,580
FY2013-14.	66,659
FY2014-15.	-
FY2015-16.	-
Total	187,516

THE GRADUATE CENTER

The Graduate Center is the doctorate-granting institution of The City University of New York. An internationally recognized center for advanced studies, it enrolls more than 4,600 students in 35 doctoral programs and eight master's degree programs in the humanities, social sciences and sciences. Many of its faculty members are among the world's leading scholars in their respective fields; its alumni hold prominent positions in academia, industry and government. The Graduate Center is also home to over 30 interdisciplinary research centers and institutes focused on areas of compelling social, civic, cultural and scientific concern.

The Graduate Center enjoyed an extraordinarily successful year in faculty recruitment. Twelve senior scholars, seven of those appointed at the rank of Distinguished Professor, were added to the faculty. These appointments bring new strengths to the programs in Earth and Environmental Sciences, English, Hispanic and Luso-Brazilian Literatures and Languages, Linguistics, Mathematics, Political Science, Social Welfare, Sociology, and Speech and Hearing Sciences. With the support of a major grant from the Andrew W. Mellon Foundation, The Graduate Center also appointed a new cohort of post-doctoral and graduate fellows to advance the work of its interdisciplinary initiatives in globalization and social change, science studies, and the study of religion. Leading scholars from across the Graduate Center, recently tenured faculty from the CUNY colleges, graduate students, and post-doctoral fellows will work together to advance these initiatives. Their common goal is to produce and disseminate creative and critical humanistic scholarship by attracting, supporting, and nurturing scholars and scholars-to-be in a dynamic research culture.

Construction of the Graduate Center Apartments, a residence for doctoral students and faculty members, is well under way. The structure, which will be available for occupancy in August 2011, is part of the new CUNY East Harlem campus, which will also house the Hunter School of Social Work and the CUNY School of Public Health. The availability of housing will further enhance The Graduate Center's capacity to recruit prominent faculty and promising graduate students.

This year the Graduate Center welcomed its largest incoming class. Again, the most accomplished students in many disciplines chose to attend The Graduate Center. This enviable record can be attributed not only to excellence in education and scholarship, but also to major strides in another priority area, student support. Fellowship packages have been enhanced, and consequently, records have been set for applications, yield, and enrollment.

The Graduate Center continues to play a leading role in the national conversation about culture and values through its extensive roster of free public programs. Thousands of New Yorkers who care about ideas and the life of the mind have come to the Graduate Center to participate in conversations with some of the world's most distinguished policy makers, journalists, authors, economists, playwrights, biographers, and poets.

2011-12 THE GRADUATE CENTER OPERATING BUDGET REQUEST (\$000)	
Flagship Environment	-
Decade of Science/Research Environment	57.3
Student Services	135.6
Workforce Development	69.2
Educational Technology/CUNYfirst.	86.6
Upgrading Facilities Infrastructure	78.4
Total Program Needs	427.1
Mandatory Increases	893.8
Total Request	1,320.9

FIVE-YEAR CAPITAL BUDGET REQUEST	
Fiscal Year	(\$000)
FY2011-12.	2,000
FY2012-13.	-
FY2013-14.	-
FY2014-15.	-
FY2015-16.	-
Total	2,000

CUNY SCHOOL OF LAW

CUNY School of Law is the premier public interest law school in the country. It trains lawyers to serve the underprivileged and disempowered and to make a difference in their communities. CUNY Law sends a greater percentage of its students into public interest and public service law practice—65 percent—than any other law school in the nation.

CUNY Law consistently ranks among the top ten law schools in the country in clinical education and has been recognized as being one of the top ten public interest law schools nationwide. Its pedagogy has been heralded by the Carnegie Foundation for its integration of theory and practice.

With a student-faculty ratio of ten to one, CUNY Law has been a model for other law schools for clinical practice. All third-year students at CUNY Law represent clients, under the supervision of outstanding professors, at one of the largest law firms in Queens—Main Street Legal Services, Inc.—situated right on the Law School campus.

CUNY Law enrolls an exceptionally diverse student body. It is the most diverse law school in the state of New York. Among its 2010 entering class, 42 percent are students of color. Meanwhile, tenured and tenure-track faculty are 37 percent of color. *The Princeton Review* ranks CUNY Law as having the fourth most diverse law faculty in the nation. It also ranks CUNY Law in the top ten in the nation for best professors, most welcoming to older students, and most liberal student body.

At its founding in 1983, CUNY Law pioneered a unique and comprehensive curriculum that integrates lawyering skills, professionalism, and theory with legal doctrine at every level, making it a national leader in legal pedagogy. In response to praise by the Carnegie Foundation for the Advancement in Teaching in its national report, *Educating Lawyers*, Stanford University Law School and the Carnegie Foundation invited CUNY Law to participate in a three-year study that will make recommendations to the academy on the future of legal education. Other participants in the group of ten include Harvard, Georgetown, and NYU.

In 2012 CUNY Law will move from its current location in Flushing, Queens to 2 Court Square in Long Island City. This central location will allow for an easier commute from all five boroughs and from around the region. Moreover, the move will enable the school to realize its long-held ambition to establish a part-time program, an innovation that would help make the Law School accessible to a more diverse range of students. With its greater centrality, its mission will be enhanced by the closer proximity to the public interest community and to its clients.

2011-12 CUNY SCHOOL OF LAW OPERATING BUDGET REQUEST (\$000)

Flagship Environment	-
Decade of Science/Research Environment	31.3
Student Services	25.6
Workforce Development	10.7
Educational Technology/CUNYfirst.	7.7
Upgrading Facilities Infrastructure	22.9
Total Program Needs	98.2
Mandatory Increases	125.3
Total Request	223.5

CUNY GRADUATE SCHOOL OF JOURNALISM

The **CUNY Graduate School of Journalism** opened in August 2006 with a mandate to establish itself as one of the top journalism programs in the nation. The three-semester master's degree program covers the basic skills of reporting, writing, and editing; research methodology; and legal and ethical issues in journalism. Students concentrate in one of five subjects, giving them in-depth knowledge in a specialty area: arts and culture, business and economics, health and science, international, or urban reporting. Through the school's converged curriculum, all students learn to tell stories using print, broadcast, and interactive formats to prepare them for the workplace in an era of change and innovation.

Classroom instruction is supplemented by student reporting in neighborhoods across New York, assignments for the NYCity News Service, required summer internships at top media outlets, a January enrichment academy, and workshops held throughout the year. Instruction is hands-on, in small classes. Faculty members are all practicing journalists with years of experience working for nationally known publications and broadcast outlets. Six are Pulitzer Prize winners and others have won National Magazine Awards, Emmy Awards, Overseas Press Club Awards, and online journalism honors. The school's most impressive attribute is its students, who reflect the economic and ethnic diversity of New York, along with the City's wit and intelligence, its toughness, and entrepreneurial spirit.

In September, 2010, the school established the Tow-Knight Center for Entrepreneurial Journalism, made possible by two \$3 million grants from the Tow Foundation and the John S. and James L. Knight Foundation. In conjunction with the Tow-Knight Center, the school will create the nation's first MA degree in entrepreneurial journalism, upon approval of the New York State Education Department. The aim of both initiatives is to produce the innovators and the innovation that journalism urgently needs.

In the past two years, the NYCity News Service won a national online-news reporting award from the Society of Professional Journalists for its city-based student coverage of the 2008 presidential election. Students also began producing "219 Magazine," an online showcase of long-form work, and "219 West," a monthly television magazine show for CUNY-TV.

The school received national attention for its groundbreaking research on new business models for news when a delegation of faculty and administrators led a discussion at the Aspen Institute's annual Forum on Communications and Society in August 2009. Three months later, the school hosted its second major conference on the topic.

Charlie Rose was the honoree at the school's third awards dinner in May 2010, which attracted dozens of media leaders and generated funds for scholarships. Revenue from the dinner helped all students secure paid internships for the summer, and their work received rave reviews from media outlets ranging from NBC News, *The New York Times*, and WNYC Radio in New York to the *Associated Press* in Chile, Thomson Reuters in Belgium, and the Mail and Guardian in South Africa.

The school also created a Future Journalists Program to help guarantee payment for internships and provide financial assistance for deserving students who might otherwise be unable to afford a high-quality graduate journalism education.

In the coming year, the school will expand on its partnership with CUNY undergraduate journalism programs by offering workshops in multimedia and reporting skills to their student editors, radio station managers, and faculty members and opening selected events at the school to them.

SCHOOL OF PROFESSIONAL STUDIES

In 2003, the Board of Trustees of the City University of New York created the CUNY School of Professional Studies (SPS) to meet the educational needs of working adults and their employing agencies and organizations. Now serving over 1,900 students, SPS continues to fulfill CUNY's missions of access and excellence by offering new modes of instruction and innovative programs tailored for diverse communities of students. Based at the Graduate School and University Center, SPS benefits from the commitment of a number of senior faculty throughout the University who contribute to the development of the School's curricula and teach within its programs.

In addition to offering 24 undergraduate and advanced certificates in such areas as Immigration Law, Health Care Administration, Public Administration and Public Policy, and Project Management, SPS has also created CUNY's first fully online degrees: the Online BA in Communication and Culture, the Online BS in Business, and the Online MS in Business Management and Leadership. SPS is also the home of three groundbreaking master's degree programs: the MA in Disabilities Studies, the MA in Labor Studies, and the MA in Applied Theatre. SPS also includes the Joseph S. Murphy Institute for Worker Education, as well as the Off Campus College, a program that originated in 1980 at the Cornell University Institute for Women and Work.

In addition to its credit-bearing courses and degree programs, SPS also offers a variety of training programs in partnership with city and state agencies. For example, between 2010 and 2012, it is expected that over 1,000 New York City Department of Education employees will receive Building Operator Certification through SPS in partnership with the CUNY Building Performance Lab at City College. SPS also provides training and leadership programs for employees of the New York City Office of Emergency Management, the New York City Human Resources Administration Office of Child Support and Enforcement, and the New York City Housing Authority, among others.

In the past year, SPS has expanded its Student Services to include a Virtual Campus, through which students have 24-hour access to the School. The Student Services office also provides information about a variety of leadership initiatives and community service opportunities, and students with disabilities can register with the office, request accommodations, and find out about other available resources. Career Services and Alumni Relations offices were also added to the School this year, and carry SPS' signature student support beyond graduation. This past summer, the School's first Study Abroad opportunity carried 10 Applied Theatre students and accompanying faculty to Rwanda to work with youth to create an original piece of theatre based on their ideas about unity and reconciliation.

THE CUNY SCHOOL OF PUBLIC HEALTH

Believing that New York City and CUNY would be better served by uniting the public health programs at various colleges, Chancellor Goldstein committed the University to develop a School of Public Health. The School of Public Health brings together the existing programs into one school that expands CUNY's capacity to prepare the diverse professional workforce needed to meet the 21st century challenges of public health. By integrating the resources of the previously independent programs under the leadership of a single President at Hunter College and a single Dean, CUNY was able to strategically invest its resources to develop a world class school of public health.

In order to engage in innovative, interdisciplinary work in diverse communities in New York City and elsewhere, the School of Public Health (SPH) will bring together students and faculty from throughout CUNY's academic and professional programs together with practitioners, researchers, activists, community members, and policy makers from various sectors. SPH seeks to become a platform for collaboration to examine the causes of and solutions to pressing health problems, to engage the public in an ongoing dialogue on public health policy, and to develop a workforce with the capacity to plan and implement health programs and policies. SPH will work with government, public and private organizations to build capacities and create the conditions necessary for people to lead healthier lives.

Students seeking Bachelor's, Master's, and doctoral degrees will choose from among the following core public health programs: Community Health Education, Environmental and Occupational Health, Nutrition, Biostatistics, Epidemiology, Public Health Policy and Management, Health Equity, Health Care Policy and Administration, and General Public Health.

Since 2006, the University has made substantial progress in the field of Health. It created a new doctoral program at the CUNY Graduate Center that just graduated its first graduate in December 2010, enrolled its fourth class of over 70 students; opened new master's programs in epidemiology and biostatistics, which also graduated its first graduates in December 2010. It has hired 19 new renowned faculty members at Hunter, Lehman, and Brooklyn Colleges and in September 2008, CUNY hired Dr. Kenneth Olden, former Director of the National Institute of Environmental Health Sciences, as the Founding Dean of SPH. On November 16, 2009, a groundbreaking ceremony was held for a new building in East Harlem, to be shared with the Hunter College School of Social Work; and on December 17, 2010 after a successful onsite review by the Council on Education for Schools of Public Health (CEPH), the School was informed that it meets the criteria to become an accredited school of public health.

In the coming months the focus will be on strengthening the School's education, research, service and diversity goals and objectives; planning for the move to the new building in summer 2011 and will also continue to expand its partnerships in the Harlem community and with government and non-governmental entities to recruit and strengthen its overall administrative and operational capacities.

In the coming months the focus will be on strengthening the School's education, research, service and diversity goals and planning for the move to the new building in summer 2011 while continuing to expand its partnerships with government and non-governmental agencies.

BOROUGH OF MANHATTAN COMMUNITY COLLEGE

Borough of Manhattan Community College is Manhattan's premier community college and one of the largest colleges in the CUNY system. Despite the 9/11 loss of 40% of its educational facilities, student demand for the BMCC academic experience continues to grow. The student enrollment in credit-bearing courses alone was over 22,500 students in fall 2010. BMCC's Evening and Weekend College brings more than 9,200 students to the campus on weekends. In response to these service demands and the pressures on its physical facilities, BMCC has launched several strategic initiatives to provide additional support for the teaching and learning enterprise.

BMCC has invested heavily in providing evening and weekend hours for core critical student services support areas including library resources, health services, and computer lab access. The college maintains a robust level of support for tutorial services and will continue to invest in its critically important supplemental instruction (SI) program. SI tutors provide much needed additional assistance to students and improve their success rates by serving as tutors in study groups, supporting classroom instructors, facilitating small group work, and providing students with an additional point of contact.

BMCC's support for the office of disabilities and career placement has been very well received by students. The college will continue its effort and also provide resources for the development of its scholar athletes, intercollegiate activities. BMCC will continue also to provide material support for initiatives that encourage the development of a cadre of student-scientists at the college.

Notwithstanding the current economic conditions, BMCC will continue to support the growth of its full-time faculty ranks in the current and the next fiscal years. Natural sciences and allied health programs will be further supported with major investments in the upgrading of laboratories and equipment. Understanding the effect of environmental conditions on student retention, the college will revamp the physical layout of the Teaching and Learning Resource Centers and other communally strategic areas to enhance the learning and teaching environment.

The replacement building for Fiterman Hall which was damaged in the attacks on 9/11 is scheduled to open in Fall 2012. Important to BMCC is the maintenance of its physical facility and IT infrastructure. Critical are the vertical transport systems, roofing, HVAC replacement, and modernization. The college will complete replacement of end of life equipment to its network in anticipation of increased institutional dependence because of online, smart classroom and CUNYfirst activities. One of the more important endeavors for the coming year will be the replacement of the main roof and the planning and design of a large solar panel array to generate clean energy while lowering the carbon footprint of the college and University. Through PlaNYC, BMCC will begin the planning and design of a modernized mechanical and controls systems to make the college's antiquated HVAC plant more energy efficient.

2011-12 BOROUGH OF MANHATTAN COMMUNITY COLLEGE OPERATING BUDGET REQUEST (\$000)	
Flagship Environment	2,177.7
Decade of Science/Research Environment	618.7
Student Services	864.6
Workforce Development	348.0
Educational Technology/CUNYfirst.	590.0
Upgrading Facilities Infrastructure	327.8
Total Program Needs	4,926.8
Mandatory Increases	715.4
Total Request	5,642.2

FIVE-YEAR CAPITAL BUDGET REQUEST	
Fiscal Year	(\$000)
FY2011-12.	9,656
FY2012-13.	22,179
FY2013-14.	-
FY2014-15.	-
FY2015-16.	-
Total	31,835

BRONX COMMUNITY COLLEGE

Founded in 1957, Bronx Community College provides the opportunity for academic success and economic and social mobility to students from diverse backgrounds and with various levels of preparation. BCC's mission is to lead the way in providing students with an education that enables them to move with equal facility into productive and rewarding careers or advanced higher education programs. Enrollment at the college has increased 23% in the last five years, with students enrolled in 40 associate degree and certificate programs, designed for transfer to a senior college or for careers including nursing, computer graphics, automotive technology, and pharmaceutical technology.

BCC plays a leadership role in local, national and international efforts involving sustainability and global perspectives and is home to cutting-edge initiatives not commonly associated with two-year institutions, such as the Center for Sustainable Energy (CSE) and the National Center for Educational Alliances (NCEA). The Center for Sustainable Energy is a leading provider, in CUNY and in New York City, of sustainable energy-related training, workforce development, and research. The National Center for Educational Alliances facilitates BCC's Global Initiative by promoting global learning across the curriculum, linking curricular and co-curricular activities, including study and service abroad, and creating links to the international communities across the city.

The college is located on a campus with 50 acres overlooking the Harlem River. Major capital construction and renovation projects in excess of \$150 million are currently underway, including construction of a new library and classroom building, a new on-campus Child Care Center, and the recent renovation of a student café and Bookstore.

BCC students, two-thirds of whom are first generation college students, are largely low-income and from ethnic minorities. Dedicated and highly motivated faculty and staff focus on helping students achieve educational success. Major institutional plans to improve student success include supports for students in the sciences (with funding from the U.S. Department of Education STEM grant); criminal justice studies programs for students who are bound to articulate with baccalaureate programs at John Jay College of Criminal Justice. And programs like the Health Science Academy, which promotes accelerated degree completion in health and science related programs and provides participating students with an extensive array of supports to enable their success. In addition, the college has developed an effective student retention intervention program, which includes a series of electronic academic advisement tools and communication systems. Another major initiative is the Integrated Instructional Technology Development Program, which is building a comprehensive, sustainable instructional technology environment for the college with a \$2.5 million Title V grant.

Noteworthy alumni include former Surgeon General, Dr. Richard Carmona; Pulitzer Prize winner, Oscar Hijuelos; and Academy Award-winning writer/director/actor, Chazz Palminteri. Recent graduates who have secured impressive scholarships include Easter Wood, who has been accepted to Harvard University with a full five-year prize fellowship in excess of \$200,000 in the African and African American Studies Department's Ph.D. program and Kojo Wallace who is pursuing a graduate degree in biochemistry at Cornell University, with full funding from the Jack Kent Cooke Foundation.

2011-12 BRONX COMMUNITY COLLEGE OPERATING BUDGET REQUEST (\$000)	
Flagship Environment	1,183.3
Decade of Science/Research Environment	254.4
Student Services	451.5
Workforce Development	229.3
Educational Technology/CUNYfirst	285.8
Upgrading Facilities Infrastructure	294.1
Total Program Needs	2,653.4
Mandatory Increases	421.7
Total Request	3,075.1

FIVE-YEAR CAPITAL BUDGET REQUEST	
Fiscal Year	(\$000)
FY2011-12	43,834
FY2012-13	64,700
FY2013-14	72,310
FY2014-15	21,700
FY2015-16	28,345
Total	230,889

HOSTOS COMMUNITY COLLEGE

Eugenio María de Hostos Community College is an institution where all students realize their full academic and personal potential, where diversity is valued as an asset, and where the commitment to the improved quality of life in the Bronx is unwavering. Hostos offers access to higher education leading to intellectual growth and socioeconomic mobility through the development of proficiencies needed for lifelong learning and success in professional careers or transfer to advanced higher education programs. An integral part of fulfilling its mission is to provide transitional language instruction for all English as a second-language-learners.

Hostos' flagship programs are integrally linked to math and the sciences, and its Allied Health Sciences programs have consistently high licensure pass and employment rates. In addition to facilitating a seamless transfer within the City University system, Hostos has been in the vanguard of curricular innovation with the creation of five joint associate and bachelor's admission programs in Chemical Engineering, Civil Engineering, Electrical Engineering, Criminal Justice, and Forensic Science with two of CUNY's senior colleges. Other examples of curricular innovation are the programs in Digital Design/Animation and in Digital Music. Hostos has experienced the highest enrollment growth of any CUNY college over the past ten years (increasing 98 percent from 3,285 students in the fall of 2000 to 6,499 in the fall of 2010) evidence that students are being attracted by its innovative curricula. Hostos' students also benefit from the fact that its student-faculty ratio is the lowest of any CUNY community college and that 92 percent of its graduates find employment within six months of receiving their degrees or enroll at another college to continue their education.

The Continuing Education and Professional Studies Department offers academic, workforce, and personal development courses designed to address the educational, cultural, and economic needs of the South Bronx and Upper Manhattan communities. Since 2002, the college's adult continuing education program has experienced a 600% growth in its class registrations, with 51,610 students benefiting from its programs overall. The college has just been awarded a federal grant of \$1.48 million (the initial allocation in a five-year federal funding cycle projected to total \$7.4 million) to establish the *Allied Health Career Pipeline* program, which will train 900 public assistant recipients and other low-income individuals for jobs in the health care field. This is the largest competitive grant Hostos has ever received from the federal government.

Now in its twenty-eighth season, The Hostos Center for the Arts and Culture has become one of the premier Latino multi-arts centers in the United States. Last year, it hosted over 300 events attended by over 100,000 patrons. Some highlights of its programming include a children's performing arts series serving over 15,000 children a year, and an award-winning Repertory Company that is unique in that it casts students, staff, and faculty along with professional actors. The Center also hosts three annual festivals and a visual arts exhibition series that showcases the work of artists of national and local renown.

2011-12 HOSTOS COMMUNITY COLLEGE OPERATING BUDGET REQUEST (\$000)	
Flagship Environment	679.7
Decade of Science/Research Environment	207.3
Student Services	355.3
Workforce Development	154.0
Educational Technology/CUNYfirst.	169.2
Upgrading Facilities Infrastructure	169.2
Total Program Needs	1,734.7
Mandatory Increases	320.5
Total Request	2,055.2

FIVE-YEAR CAPITAL BUDGET REQUEST	
Fiscal Year	(\$000)
FY2011-12.	16,600
FY2012-13.	5,800
FY2013-14.	12,250
FY2014-15.	11,800
FY2015-16.	-
Total	46,450

KINGSBOROUGH COMMUNITY COLLEGE

Kingsborough Community College, Brooklyn's only community college, combines the best of what a campus can offer. Its tranquil seaside location provides a perfect setting for reflective academic pursuits, yet its active engagement in the community provides students with exciting opportunities to become productive participants in a growing and vital borough. Kingsborough has gained national recognition for the large number of associate's degrees it confers, the high percentage of graduates who continue their studies, and its innovative programs that attract over 40,000 students a year in credit, non-credit, workforce development, and community service programs.

Kingsborough offers students the opportunity to prepare for transfer to a four-year institution or the ability to develop skills necessary for immediate entry into the workforce—or both. Nursing, allied health, criminal justice, maritime technology, graphic arts, and tourism and hospitality (including the recent addition of culinary arts) programs all provide students with opportunities for long-term career advancement.

Excellent teaching, innovative academic programs, and a wide range of student support services—all critical elements for student success—form the college's core. In addition to solid instruction from highly credentialed professors, Kingsborough continues to devise new methods to improve learning outcomes. For example, the college has several programs that make it distinctive. The college's learning communities, in which small groups of students take courses together, have had nationally recognized success. Kingsborough successfully piloted President's Prep, a grant-funded program for pre-freshman students who require developmental education. This initiative provides intensive instruction in a 6-week immersion program intended to speed students through necessary remediation before beginning college work. In its Single Stop USA program, Kingsborough established the very first branch of Single Stop at a community college. A national not-for-profit organization that focuses on recognizing that poverty is a serious impediment to education, Single Stop assists eligible low-income students in obtaining public benefits, tax credits, and other essential services. The *Community College Jigsaw: Putting the Pieces Together* program was awarded a substantial grant from the Fund for the Improvement of Post-Secondary Education. Kingsborough is collaborating with four other community colleges to implement successful practices and to establish a center for the on-going dissemination of this work. Finally, the college prides itself on developing students who excel academically in its Honors Program. Kingsborough now has one of the largest chapters in the national honor society for community college students.

Kingsborough also has taken a leadership role in building high quality programs and services that support the economic growth of Brooklyn and New York City. With millions of dollars in support from federal, state, and city grants, the Kingsborough Center for Economic and Workforce Development has provided training to individuals entering the healthcare, food service, and hospitality industries.

The vast array and quality of offerings, the excellence of the faculty, and extensive student support services contribute to a student centered learning environment for both the traditional student as well as the non-traditional adult learner. Kingsborough graduates will enter the workforce or continue their educations well-prepared for the challenges of the future.

2011-12 KINGSBOROUGH COMMUNITY COLLEGE OPERATING BUDGET REQUEST (\$000)	
Flagship Environment	1,568.1
Decade of Science/Research Environment	382.4
Student Services	666.3
Workforce Development	292.8
Educational Technology/CUNYfirst	504.0
Upgrading Facilities Infrastructure	328.3
Total Program Needs	3,741.9
Mandatory Increases	517.1
Total Request	4,259.0

FIVE-YEAR CAPITAL BUDGET REQUEST	
Fiscal Year	(\$000)
FY2011-12	17,850
FY2012-13	7,814
FY2013-14	19,810
FY2014-15	-
FY2015-16	-
Total	45,474

LAGUARDIA COMMUNITY COLLEGE

Located in Long Island City, in Queens, New York, LaGuardia Community College enrolls over 17,000 students in degree granting programs, and more than 40,000 students in Continuing Education programs. The College offers over 50 programs and certificates in the liberal arts and sciences, business, computer science, and allied health fields; Radiological Technology and Criminal Justice were introduced in 2009.

Hundreds of articulation agreements with senior public and private colleges and universities enable graduates to transfer to four-year colleges at twice the national average. More than half of LaGuardia faculty holds Ph.D.s, compared to 19% of faculty at community colleges nationwide.

In 2009, LaGuardia had the largest graduating class in Nursing among community colleges in New York City. LaGuardia is the first college in the state to offer a career ladder program to advance health aides from the Health and Hospitals Corporation to licensure as Licensed Practical Nurses, and then on to licensure as Registered Nurses.

Founded in 1971, the College has been recognized as an innovator in educating students who are under-prepared for college work and/or are not primary English speakers. LaGuardia is a federally designated Hispanic-serving institution that was recognized in 2009 by Excelencia in Education for exemplary leadership in serving the needs of Latino and nontraditional-age students. In 2006, the MetLife Foundation named LaGuardia one of two Community Colleges of Excellence in the U.S.

Since 2007, the College's innovative ePortfolio program—cited for excellence by the Carnegie Foundation and the Association of American Colleges and Universities in 2004—has received over \$4 million in grants from the U.S. Department of Education to build collaborations with campuses nationwide that are interested in introducing ePortfolio into their curricula.

LaGuardia is a participant in Achieving the Dream: Community Colleges Count, a national initiative funded by several nonprofit foundations, to help participating colleges implement strategies that enable more students to earn degrees, complete certificates or transfer to other institutions to continue their studies—particularly students of color and low-income students. The Division of Adult and Continuing Education at LaGuardia is the largest CUNY continuing education division and one of the most comprehensive in the country, serving over 40,000 students. Funding comes from grants and tuition. Programs are mostly non-credit and include academic courses such as literacy/basic skills, GED, ESL and college preparation, vocational training, career development, and business and financial services.

LaGuardia was the first community college chosen by Goldman Sachs to participate in 10,000 Small Businesses, a five-year initiative developed to help small businesses across the U.S. grow and create jobs through greater access to business education, business support services and financial capital. In fall 2010, the first cohort of 23 entrepreneurs graduated from the program.

The 2008 winner of CUNY's inaugural Sustainability Award for best "green" campus practices, LaGuardia expanded its campus footprint in 2009, leasing additional space in a nearby building where the Business and Technology Department is now housed.

2011-12 LAGUARDIA COMMUNITY COLLEGE OPERATING BUDGET REQUEST (\$000)	
Flagship Environment	1,532.7
Decade of Science/Research Environment	467.4
Student Services	824.5
Workforce Development	298.8
Educational Technology/CUNYfirst	446.0
Upgrading Facilities Infrastructure	423.6
Total Program Needs	3,993.0
Mandatory Increases	582.1
Total Request	4,575.1

FIVE-YEAR CAPITAL BUDGET REQUEST	
Fiscal Year	(\$000)
FY2011-12	78,500
FY2012-13	66,988
FY2013-14	-
FY2014-15	-
FY2015-16	-
Total	145,488

QUEENSBOROUGH COLLEGE

Queensborough Community College, located on 37 suburban acres in Bayside, Queens, enrolls more than 15,000 students in transfer and career degree programs and over 10,000 students in Continuing Education programs. Students choose Queensborough to prepare for transfer to senior colleges and universities and to obtain the skills necessary to compete in the global workforce. The college's rich general education enhances students' critical thinking abilities and decision making skills and offers them many academic and career options. The college is dedicated to providing cultural and artistic opportunities to students and the community through its Performing Arts Center, Art Gallery, and the Harriet and Kenneth Kupferberg Holocaust Resource Center and Archives—all of which are used as learning laboratories for Queensborough students and are integrated into the college's curriculum.

The college's strengths include the diversity of its student body as well as a culture of academic excellence that is reflected in academic programs renowned across the city, state, and in several cases, the nation; an array of instructional support services; and the credentials and research activities of its full-time faculty, nearly 60% of whom hold doctoral degrees.

Queensborough is also building its reputation as a national leader in the field of research in community college pedagogy, with faculty encouraged and assisted through the college's Center for Excellence in Teaching and Learning. Full-time faculty recruitment will continue to focus on areas of expanding enrollment and/or high adjunct proportions and expertise for proposed new degree programs.

In the last several years, the college has committed its resources to ensure that all students receive an excellent education that is unparalleled. Beginning in the fall of 2009, all first time, full-time students were enrolled through one of six freshman academies—science, technology, engineering and mathematics; liberal arts; visual and performing arts; education; health related sciences; and business. The academies include high impact learning strategies such as learning communities, writing intensive instruction, e-portfolios, service learning, freshman seminars, and cornerstone courses.

The college will advance its freshman academies by strengthening the important partnership between the departments of academic and student affairs. New funding will strengthen outreach, orientation, and service programs designed to build student success. Advisement is mandatory for all incoming students. Freshman Coordinators will work to ensure selection and pursuit of the appropriate major and will identify at-risk students and intervene early with an appropriate strategy to assure student success and retention. An assessment protocol for the academies has been developed and will be used to assess and continuously improve their effectiveness.

2011-12 QUEENSBOROUGH COLLEGE OPERATING BUDGET REQUEST (\$000)	
Flagship Environment	1,543.5
Decade of Science/Research Environment	469.7
Student Services	657.8
Workforce Development	277.1
Educational Technology/CUNYfirst.	404.9
Upgrading Facilities Infrastructure	257.0
Total Program Needs	3,610.0
Mandatory Increases	498.3
Total Request	4,108.3

FIVE-YEAR CAPITAL BUDGET REQUEST	
Fiscal Year	(\$000)
FY2011-12.	10,470
FY2012-13.	15,328
FY2013-14.	-
FY2014-15.	81,722
FY2015-16.	-
Total	107,520



CUNY

2011
2012

Summary Tables

2011-12 OPERATING BUDGET REQUEST

FUNDING SOURCES (\$ millions)

(Subject to Availability of State & City Appropriations)

	FY2011 Adjusted Budget	FY2012 Mandatory Changes	FY2012 Program Changes	Total Request
Senior Colleges				
State Aid	1,066.9	78.2	11.0	1,156.0
City Support	32.3	0.0	0.0	32.3
Tuition and Other Revenue	801.1	0.0	24.1	825.2
Total Senior Colleges*	1,900.3	78.2	35.1	2,013.5
Community Colleges				
State Aid	185.0	9.0	15.0	209.0
City Support	263.1	8.0	5.5	276.6
Tuition and Other Revenue	253.3	0.0	7.5	260.8
Total Community Colleges	701.4	17.0	28.0	746.4
University-wide				
State Aid	1,251.9	87.2	26.0	1,365.0
City Support	295.4	8.0	5.5	308.9
Tuition and Other Revenue	1,054.4	0.0	31.6	1,086.0
Total University	2,601.7	95.2	63.1	2,759.9
* Excludes Income Fund Reimbursables.				

SENIOR COLLEGES AND UNIVERSITY-WIDE PROGRAMS (\$'000)

	FY2011 Adjusted Budget	FY2012 Mandatory Increases	FY2012 Program Changes	Total Changes	FY2012 Request
Total Senior Colleges	1,198,546.6	9,540.6	29,260.0	38,800.6	1,237,347.2
Baruch College	114,838.2	865.9	2,910.5	3,776.4	118,614.6
Brooklyn College	124,664.0	914.8	3,047.0	3,961.8	128,625.9
City College	131,524.5	1,125.7	3,354.4	4,480.1	136,004.6
Sophie Davis	8,026.0	0.0	0.0	0.0	8,026.0
Center for Workers Education	2,388.8	0.0	0.0	0.0	2,388.8
Hunter College	145,689.4	1,096.8	3,912.7	5,009.5	150,698.8
John Jay College	81,470.3	609.7	2,227.9	2,837.5	84,307.8
Lehman College	81,421.7	680.4	2,168.6	2,848.9	84,270.6
Medgar Evers	47,034.1	360.6	1,057.3	1,417.9	48,452.0
NYC College of Technology	80,736.1	624.4	2,671.9	3,296.4	84,032.5
Queens College	128,024.2	1,069.4	3,426.3	4,495.6	132,519.9
College of Staten Island	85,604.7	686.5	2,336.8	3,023.3	88,627.9
York College	48,302.2	391.0	1,410.0	1,800.9	50,103.2
Graduate School	96,911.9	893.8	427.1	1,321.0	98,232.9
Macaulay Honors College	237.5	0.0	0.0	0.0	237.5
CUNY Law School	13,529.2	125.3	98.1	223.4	13,752.6
Graduate School of Journalism	5,788.2	39.2	101.4	140.6	5,928.8
School of Professional Studies	2,355.7	57.2	110.0	167.2	2,522.8
Flagship Environment	5,309.0	0.0	3,540.0	3,540.0	8,849.0
New Faculty	0.0	0.0	2,840.0	2,840.0	2,840.0
PSC Research Awards	3,309.0	0.0	0.0	0.0	3,309.0
Nursing Programs	2,000.0	0.0	700.0	700.0	2,700.0
Decade of Science/Research Environment	0.0	0.0	2,000.0	2,000.0	2,000.0
Full Time STEM Faculty	0.0	0.0	400.0	400.0	400.0
Fellowships	0.0	0.0	750.0	750.0	750.0
Library	0.0	0.0	300.0	300.0	300.0
Start Up Costs	0.0	0.0	310.0	310.0	310.0
Supplies and Equipment	0.0	0.0	240.0	240.0	240.0
Academic Support	2,971.7	12.9	0.0	12.9	2,984.6
Calandra Institute at Queens College	1,401.7	12.9	0.0	12.9	1,414.6
Language and Skills Immersion Programs	1,070.0	0.0	0.0	0.0	1,070.0
Joseph S. Murphy Institute	500.0	0.0	0.0	0.0	500.0
Student Services	31,825.3	186.5	3,900.0	4,086.5	35,911.8
Academic Advising	0.0	0.0	500.0	500.0	500.0
Career Services	0.0	0.0	150.0	150.0	150.0
Counseling	0.0	0.0	150.0	150.0	150.0
Child Care	1,430.0	0.0	0.0	0.0	1,430.0
City University Supplemental Tuition Assistance (CUSTA)	1,060.0	0.0	0.0	0.0	1,060.0
Collaborative Programs	0.0	0.0	1,000.0	1,000.0	1,000.0
Financial Aid Matching Funds	1,444.0	0.0	0.0	0.0	1,444.0
SEEK Program	17,191.3	186.5	0.0	186.5	17,377.8
Student Services	1,700.0	0.0	0.0	0.0	1,700.0
Students with Disabilities/CUNY LEADS	0.0	0.0	2,000.0	2,000.0	2,000.0
Tuition Reimbursement	9,000.0	0.0	0.0	0.0	9,000.0
Veterans Services	0.0	0.0	100.0	100.0	100.0
Education Technology/CUNYfirst	11,944.4	340.5	800.0	1,140.5	13,085.0
Information Management Systems	8,073.4	272.9	0.0	272.9	8,346.3
Instructional Technology	3,871.0	67.7	800.0	867.7	4,738.7
Workforce and Economic Development	0.0	0.0	200.0	200.0	200.0
Upgrading Facilities Infrastructure	125,351.5	17,013.8	1,400.0	18,413.8	143,765.3
Building Rentals	48,399.7	4,442.7	0.0	4,442.7	52,842.4
Environmental Health and Safety	0.0	0.0	750.0	750.0	750.0
Facilities Maintenance and Repair	0.0	0.0	650.0	650.0	650.0
New Building Needs	0.0	10,895.0	0.0	10,895.0	10,895.0
Utilities	76,951.8	1,676.1	0.0	1,676.1	78,627.9
University Management	524,309.4	51,073.6	0.0	51,073.6	575,383.1
Central Administration	34,030.3	881.6	0.0	881.6	34,912.0
Fringe Benefits	490,279.1	50,192.0	0.0	50,192.0	540,471.1
Total Programs	701,711.4	68,627.4	11,840.0	80,467.4	782,178.8
Total Senior Colleges and University-wide Programs	1,900,258.0	78,168.0	41,100.0	119,268.0	2,019,526.0
Less Base Redistribution	0.0	0.0	(3,000.0)	(3,000.0)	(3,000.0)
Less Philanthropic Funding	0.0	0.0	(3,000.0)	(3,000.0)	(3,000.0)
Grand Total	1,900,258.0	78,168.0	35,100.0	113,268.0	2,013,526.0

COMMUNITY COLLEGES AND UNIVERSITY-WIDE PROGRAMS (\$'000)

	FY2011 Adjusted Budget	FY2012 Mandatory Increases	FY2012 Program Changes	Total Changes	FY2012 Request
Total Community Colleges	432,170.2	3,055.2	20,660.0	23,715.2	455,885.3
Borough of Manhattan	94,812.3	715.4	4,926.8	5,642.3	100,454.6
Bronx	61,676.5	421.7	2,653.4	3,075.1	64,751.6
Hostos	41,273.7	320.5	1,734.7	2,055.3	43,329.0
Kingsborough	78,901.3	517.1	3,742.0	4,259.1	83,160.4
LaGuardia	80,622.8	582.1	3,993.0	4,575.0	85,197.9
Queensborough	74,883.6	498.3	3,610.0	4,108.3	78,992.0
Flagship Environment	4,700.0	0.0	4,460.0	4,460.0	9,160.0
New Faculty	0.0	0.0	2,160.0	2,160.0	2,160.0
Nursing	500.0	0.0	300.0	300.0	800.0
New Community College	4,200.0	0.0	2,000.0	2,000.0	6,200.0
Decade of Science/Research Environment	0.0	0.0	600.0	600.0	600.0
Full-Time Faculty	0.0	0.0	200.0	200.0	200.0
Start Up Costs	0.0	0.0	200.0	200.0	200.0
Library	0.0	0.0	70.0	70.0	70.0
Supplies and Equipment	0.0	0.0	130.0	130.0	130.0
Academic Support	22,388.7	0.0	1,000.0	1,000.0	23,388.7
Adult & Continuing Education	10,000.0	0.0	0.0	0.0	10,000.0
Adult Literacy	2,639.0	0.0	0.0	0.0	2,639.0
Collaborative Programs w/ NYC Dept. of Ed./College Now	4,838.1	0.0	1,000.0	1,000.0	5,838.1
Freshman Year Programs	1,972.0	0.0	0.0	0.0	1,972.0
Language Immersion Program	2,939.5	0.0	0.0	0.0	2,939.5
Student Services	7,017.1	0.0	2,080.0	2,080.0	9,097.1
Academic Advising	0.0	0.0	300.0	300.0	300.0
Career Services	0.0	0.0	100.0	100.0	100.0
Child Care	2,225.0	0.0	0.0	0.0	2,225.0
College Discovery	3,356.2	0.0	0.0	0.0	3,356.2
Counseling	0.0	0.0	100.0	100.0	100.0
Health Services	352.9	0.0	0.0	0.0	352.9
Services for Students with Disabilities/CUNY LEADS	1,083.0	0.0	1,500.0	1,500.0	2,583.0
Veterans Services	0.0	0.0	80.0	80.0	80.0
Educational Technology/CUNYfirst	0.0	0.0	600.0	600.0	600.0
Workforce and Economic Development	250.0	0.0	400.0	400.0	650.0
Upgrading Facilities Infrastructure	38,792.2	3,517.2	1,200.0	4,717.2	43,509.4
Building Rentals	18,065.2	181.5	0.0	181.5	18,246.6
Environmental Health and Safety	0.0	0.0	750.0	750.0	750.0
Facilities Maintenance and Repair	0.0	0.0	450.0	450.0	450.0
Utilities	20,727.0	3,335.8	0.0	3,335.8	24,062.8
University Management	196,081.9	10,449.7	0.0	10,449.7	206,531.6
Fringe Benefits	74,682.0	10,449.7	0.0	10,449.7	85,131.7
Collective Bargaining	6,270.0	0.0	0.0	0.0	6,270.0
University-wide Objectives	115,129.9	0.0	0.0	0.0	115,129.9
Total Programs	269,229.8	13,966.9	10,340.0	24,306.9	293,536.8
Total Community Colleges and University-wide Programs	701,400.0	17,022.1	31,000.0	48,022.1	749,422.1
Less Base Redistribution	0.0	0.0	(2,000.0)	(2,000.0)	(2,000.0)
Less Philanthropic Funding	0.0	0.0	(1,000.0)	(1,000.0)	(1,000.0)
Grand Total	701,400.0	17,022.1	28,000.0	45,022.1	746,422.1

2011-12 STATE AID REQUEST COMMUNITY COLLEGES

	2010-2011 Base			2011-2012 Request			Difference		
	Total FTE	Rate (\$)	State Aid (\$000)	Total FTE	Rate (\$)	State Aid (\$000)	Total FTE	Rate (\$)	State Aid (\$000)
State Operating Aid									
Base Aid.	76,700	2,260	173,342	77,500	2,545	197,238	800	285	23,896
Building Rentals			8,132			8,223			91
Subtotal State Operating Aid	76,700	2,260	181,474	77,500	2,545	205,461	800	285	23,987
Programs & Initiatives									
Child Care.			813			813			0
College Discovery.			828			828			0
Economic Development			1,880			1,880			0
Subtotal Programs and Initiatives.			3,521			3,521			0
Grand Total			184,995			208,982			23,987

FIVE YEAR CAPITAL PLAN REQUEST FY2011-12 THROUGH FY2015-16

(\$ thousands)	FY2011-12	FY2012-13	FY2013-14	FY2014-15	FY2015-16	Total
Senior Colleges						
CUNY-Wide Senior	345,474	354,659	286,831	297,506	310,717	1,595,187
CUNY Science Center	0	30,000	60,000	0	0	90,000
Baruch College	123,633	22,959	79,118	5,882	0	231,592
Brooklyn College	45,696	109,000	162,969	18,898	0	336,563
City College	57,000	93,954	41,000	33,725	20,000	245,679
Hunter College	15,030	98,861	34,573	0	0	148,464
John Jay College of Criminal Justice	3,100	11,900	0	0	0	15,000
Lehman College	84,660	5,590	202,105	6,595	0	298,950
Medgar Evers College	15,102	8,326	140,100	8,600	0	172,128
New York City College of Technology	152,249	64,215	5,700	0	0	222,164
Queens College	111,553	102,015	53,102	63,110	0	329,780
College of Staten Island	10,000	175,469	143,876	29,626	29,577	388,548
York College	113,277	7,580	66,659	0	0	187,516
Graduate Center	2,000	0	0	0	0	2,000
CUNY Law	0	0	0	0	0	0
Graduate School of Journalism	0	0	0	0	0	0
William E. Macaulay Honors College	16,676	0	0	0	0	16,676
Total Senior Colleges	1,095,450	1,084,528	1,276,033	463,942	360,294	4,280,247
Community Colleges						
CUNY-Wide Community	153,976	134,211	136,048	137,979	140,003	702,217
BMCC	9,656	22,179	0	0	0	31,835
Bronx Community College	43,834	64,700	72,310	21,700	28,345	230,889
Hostos Community College	16,600	5,800	12,250	11,800	0	46,450
Kingsborough Community College	17,850	7,814	19,810	0	0	45,474
LaGuardia Community College	78,500	66,988	0	0	0	145,488
Queensborough Community College	10,470	15,328	0	81,722	0	107,520
Total Community Colleges	330,886	317,020	240,418	253,201	168,348	1,309,873
University Total	1,426,336	1,401,548	1,516,451	717,143	528,642	5,590,120

FACTS & FIGURES

2010-11 ADOPTED BUDGET

(\$ millions)

Senior Colleges		
State Aid	1,066.9	56.1%
City Support	32.3	1.7%
Tuition	801.1	42.2%
Total	1,900.3	
Community Colleges		
State Aid	185.0	26.4%
City Support	263.1	37.5%
Tuition	253.3	36.1%
Total	701.4	
Total University		
State Aid	1,251.9	48.1%
City Support	295.4	11.4%
Tuition	1,054.4	40.5%
Total	2,601.7	

TUITION

Senior Colleges		
Undergraduate resident full-time		\$4,830
Per credit resident		\$205
Per credit non-resident		\$435
Graduate resident full-time		\$7,730
Per credit resident		\$325
Per credit non-resident		\$605
Community Colleges		
Resident full-time		\$3,300
Per credit resident		\$140
Per credit non-resident		\$220

ENROLLMENT (FULL-TIME EQUIVALENT)

(Fall 2010)

Senior	Community	Total
127,455	68,549	196,004

ENROLLMENT (HEADCOUNT)

(Fall 2010)

	Full-time	Part-time	Total	% P-T
Senior				
Undergrad.	95,660	41,560	137,220	30.3%
Graduate.	9,688	24,149	33,837	71.4%
Total Senior	105,348	65,709	171,057	38.4%
Community				
.	55,300	36,033	91,333	39.4%
Total	160,648	101,742	262,390	38.8%

UNDERGRADUATE PROFILE

(Fall 2009)

	Senior	Community
Work 20+ hours per week	42.0%	39.0%
Attended NYC Public High Schools.	69.7%	67.7%
Age 25 or older	28.2%	28.3%
Household Income Less than \$20,000	33.7%	44.9%
Born outside U.S. Mainland.	43.2%	45.6%
Native Language not English	42.6%	47.9%
Ethnicity / Gender		
Black.	26.7%	29.3%
Hispanic	24.4%	35.5%
Asian.	18.2%	15.7%
White	30.6%	19.3%
Native American	0.2%	0.3%
Female	59.0%	58.9%

ADULT & CONTINUING EDUCATION

ENROLLMENT (2009-10)

Senior	Community	Total
111,789	146,030	257,819

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