

The Graduate School and University Center The City University of New York

365 Fifth Ave, New York, NY 10016

Periodic Review Report to the Middle States Commission on Higher Education

Dr. Chase F. Robinson, President

Most Recent Decennial Evaluation Team Visit: 11-14 April 2010

Progress Report: 1 April 2012

**THE
GRADUATE
CENTER**

CITY UNIVERSITY
OF NEW YORK

JUNE 1, 2015



Middle States Commission on Higher Education

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Compliance with MSCHE Requirements of Affiliation and
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(Name of Institution)

is seeking (*Check one*): Initial Accreditation
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(Chief Executive Officer)

6/1/2015

(Date)



(Chair, Board of Trustees or Directors)

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Section 1: Executive Summary

1.1: History and Overview of the Graduate School and University Center:

The Graduate School (Graduate Center or GC) is located in the heart of Manhattan and set within the large and multi-campus City University of New York (CUNY). Founded in 1961, the GC fosters advanced graduate education, original research and scholarship, innovative university-wide programs, and vibrant public events. The Graduate Center's identity and tradition are inextricably connected to its position as a public university in America's metropolis; indeed, it is the "Life of the Mind in the Heart of the City."

Committed to CUNY's historic mission of educating the "children of the whole people," the GC works to provide access to doctoral education for diverse groups of highly talented students, including those who have been underrepresented in higher education. The GC currently offers 34 doctoral degrees and master's degrees in seven fields. Ninety-one percent of the Graduate Center's degree enrollment is at the doctoral level. In Fall 2014, there were 3,840 enrolled doctoral students and 393 enrolled master's students. Twenty-five percent of students were from underrepresented groups and 58 percent were female. As of February 2015, the Graduate Center has awarded more than 13,000 doctoral degrees. Those GC alumni living in the New York City (NYC) metropolitan area teach hundreds of thousands of students at virtually every NYC college and university. Our current doctoral students teach approximately 7,700 courses with enrollments of over 200,000 CUNY undergraduates each year.

The GC draws heavily on the other CUNY colleges for faculty and additional educational resources. This judicious consolidation of talent throughout the CUNY system is known as the "consortial" model. This interchange with the other CUNY colleges has created a powerful synergy and is the key to the GC's success: students are taught by the best faculty, and professors are given the opportunity to teach at the highest level and to contribute to the public discourse on the day's most pressing issues. The GC's world-renowned faculty are leading researchers in the humanities, social sciences, and sciences and regularly receive prestigious honors and awards some of which have included: the Pulitzer Prize, the National Humanities Medal, the National Medal of Science, the Bancroft Prize, Grammy Awards, Guggenheim and Carnegie Fellowships, and memberships in the American Academy of Arts and Sciences and the National Academy of Sciences. Our students' exceptional accomplishments have recently resulted in a Pulitzer Prize in Poetry, a Guggenheim Fellowship, a Paul and Daisy Soros Fellowship for New Americans, as well as research grants and scholarships.

The GC also provides administrative services to a small group of CUNY-wide academic entities, collectively known as the University Center (UC) entities. These independent entities include: CUNY Baccalaureate for Unique and Interdisciplinary Studies (CUNY BA); the CUNY School of Professional Studies (SPS); CUNY School of

Journalism (SOJ); Macaulay Honors College (MHC); and, most recently, the CUNY School of Public Health (SPH). While the GC provides these entities with administrative services, it bears no academic responsibility for them. Each of the entities has its own mission and governance, and engages in its own planning and budgeting. With the exception of CUNY BA, which is led by a director who reports to the President of the GC, the other four entities are led by deans who report directly to the CUNY Chancellor.

Moreover, in the coming months, the SPS will be registered as a stand-alone educational institution with its own administrative services (see Board of Trustees resolution in [Appendix 1A](#)).

Brief descriptions of the GC and UC entities are presented below.

1.1.A: THE GRADUATE CENTER:

The Graduate Center is an internationally acclaimed institution devoted primarily to doctoral education in a broad range of academic disciplines. Its fundamental mission is to support excellent, graduate-level, degree-granting programs¹ that prepare a wide range of students to become scholars and leaders in the academy, as well as in the private, nonprofit, and governmental sectors. The Graduate Center also supports an Advanced Research Collaborative and a wide range of centers, institutes, and initiatives, including an array of public programs.

The Graduate Center draws its faculty from three sources: 142 GC-based faculty whose appointment and tenure reside at the GC; 1,705 college-based faculty whose appointment and tenure reside at one of the other CUNY colleges; and a small number of affiliated faculty who hold positions at other educational and cultural institutions such as The New York Botanical Garden and the American Museum of Natural History. Workload for non GC-based faculty can include teaching, mentoring, and administrative roles at the GC.

The Graduate Center considers the unique consortial arrangement it has with the CUNY colleges to be among the major contributors to its success. It is an effective and efficient way to assemble a very large, extraordinarily talented, and intellectually diverse faculty.

1.1.B: THE UNIVERSITY CENTER:

CUNY Baccalaureate for Unique and Interdisciplinary Studies (CUNY BA):

Established in 1971, the CUNY BA is a degree program that serves highly motivated,

¹ At the Graduate Center, disciplines—English, sociology, etc.—are called *programs*. The more commonly known term *department* is reserved for an academic department at a CUNY undergraduate college. The head of a doctoral program is an *executive officer* (EO), appointed by the president for three-year terms, whereas the head of a college department is a *chair*. The administrative coordinator in each program is an *assistant program officer* (APO).

academically strong undergraduates who want areas of concentration (majors) not available in typical departments at the four-year CUNY colleges. With the assistance and approval of faculty mentors and program advisors from colleges across CUNY, students design an individualized program of study that complements their academic, professional, and personal goals. Most CUNY BA students are working adults, and a significant number are returning to school, often after a hiatus of from five to thirty years. Students in the program take courses at colleges across CUNY.

The CUNY Graduate School of Journalism (SOJ): The CUNY Graduate School of Journalism, opened in September 2006, offers a Master of Arts Degree in Journalism, as well as specialized M.A. degrees in Entrepreneurial Journalism and Social Journalism. The SOJ provides high-quality instruction to a diverse student body. Students must attend full-time for three semesters plus a summer, during which they are required to serve a news internship. Students select one content specialization in which they can focus their reporting efforts (urban, business/economics, health/medicine, arts/culture, or international reporting). SOJ is accredited by the Accrediting Council on Education in Journalism and Mass Communications.

CUNY School of Professional Studies (SPS): Established in 2003, the CUNY School of Professional Studies has since developed a wide range of bachelor's and master's degree programs, credit-bearing certificate programs, and noncredit courses, some of which are offered online. It serves the educational needs of working adults, organizations, and employers. SPS provides its students with integrated academic and student support services. Its faculty includes many full-time faculty members at CUNY colleges, who teach courses at SPS in partial fulfillment of, or in addition to, their regular workload. As noted previously, SPS will be applying for accreditation as an independent institution.

CUNY School of Public Health (SPH): First accredited by the Council on Education for Public Health as a School of Public Health in 2011, CUNY SPH is a consortial school, consisting of the public health programs at four campuses: Hunter College, Brooklyn College, Lehman College, and the Graduate Center. SPH brings together the existing programs into a collaborative school of public health. By integrating the resources of the previously independent programs under the leadership of a single dean, CUNY is better able to invest its resources strategically.

Macaulay Honors College at CUNY (MHC): Initially launched as the CUNY Honors College in 2001 and added to the University Center in 2010, Macaulay Honors College provides an enhanced academic experience to undergraduates with excellent academic merit and leadership potential. It is a consortial school whose students are admitted to an MHC program and pursue their degree at one of eight senior colleges within the CUNY system. Supported by MHC's advising system, students develop customized courses of study, and are required to take four MHC seminars. MHC students amplify their classroom experiences through study abroad, internships, and research projects with CUNY faculty and are supported in these

activities by the Macaulay Opportunities Fund. MHC students receive a full tuition scholarship and technology tools and training.

1.2: Major institutional changes and developments since the decennial evaluation:

The most significant changes that the Graduate School and University Center has experienced since its 2010 decennial evaluation have been changes in leadership and governance (Standard 4) and changes to its administrative structure, with the addition of two new entities, CUNY School of Public Health and Macaulay Honors College at CUNY, to the University Center (Standard 5).

1.2.A: CUNY CHANCELLERY AND THE GRADUATE CENTER

In the summer of 2013, Matthew Goldstein retired as Chancellor of CUNY and the GC's President William Kelly became Interim Chancellor. Provost Chase Robinson and Associate Provost Louise Lennihan stepped in as Interim President and Interim Provost of the GC respectively. In the summer of 2014, James B. Milliken was appointed Chancellor of CUNY and Chase F. Robinson was appointed President of the GC.

Consistent with its 2012-2016 Strategic Plan, the GC brought financial support for incoming doctoral students more in line with that of aspirational peers by moving towards a full-funding model. This involved reducing the size of incoming cohorts of doctoral students, improving the amount of financial support to those students, and reducing the teaching requirement of fellowship packages by half, not only for incoming students, but also for continuing students.

1.2.B: THE UNIVERSITY CENTER

CUNY Baccalaureate for Unique and Interdisciplinary Studies: Consistent with its 2012-2016 Strategic Goals, an increase in annual non-tax-levy support to students was secured.

CUNY Graduate School of Journalism: Stephen Shepard, founding dean of SOJ stepped down in December 2013. In January 2014, Sarah Bartlett became dean.

CUNY School of Public Health: In spring 2013, the CUNY Board of Trustees appointed Dr. Ayman E. El-Mohandes as the second dean of SPH, to replace Kenneth Olden, incorporated SPH into the UC, and approved the consortial structural and operational features of SPH. Those features are described in section 4 and in the SPH governance document in [Appendix 1B](#).

CUNY School of Professional Studies: Consistent with its Strategic Plan, SPS moved into a new building at 119 West 31st Street in fall 2013. This was submitted as a Substantive Change Request to MSCHE, which was approved following a site visit in

March 2014. As mentioned above, the Board of Trustees approved a resolution that SPS be allowed to seek an independent registration as an institution of Higher Education with the New York State Department Education, with an independent degree authority for its academic programs as well as an independent accreditation status with the Middle States Commission on Higher Education.

Macaulay Honors College at CUNY: In April 2010, MHC was added to the UC and its consortial structural and operational features were approved by the CUNY Board of Trustees (MHC governance document in [Appendix 1C](#)).

1.3: Periodic Review Report Preparation

To start off the Periodic Review Report process, representatives from the Graduate Center and the CUNY School of Professional Studies attended a Periodic Review Report workshop held by the Middle States Commission on Higher Education in April 2013.

The Graduate School and University Center's Periodic Review Report Committee was formed and met for the first time in October of 2013. The Committee included faculty, staff, and student representatives from the Graduate Center, and one or two representatives of each of the University Center entities (see [Appendix 1D](#) for full membership). The Committee met once per semester and relevant materials were submitted by the University Center representatives to the director of institutional research and effectiveness and associate dean for academic affairs of the Graduate Center, who were primarily responsible for drafting the Periodic Review Report document. Drafts of the Periodic Review Report were reviewed by the Committee and by the Graduate Center's community and the University Center entities' communities. Feedback on the draft was also provided by a team at the City University of New York's Central Office.

1.4: Highlights from the Periodic Review Report

Responses to four Evaluation Team recommendations from the 2010 decennial review are included in Section 2, one of which clarifies that the relationship between the Graduate Center and the University Center entities is administrative in nature, and that each of the entities has its own mission and goals. Consistent with that response, information is mostly presented separately for the six entities throughout the remainder of the document, although discussion of relevant CUNY-wide processes and structures is included. Section 3 includes a discussion of the major challenges and opportunities facing the Graduate School and University Center entities. Information provided in Section 4 shows that, consistent with a longstanding goal, tax-levy resources continue to be sufficient to cover base budget expenses of all of the entities, but that non-tax-levy funds continue to increase. Details about the CUNY-wide Performance Management Process of annual goal-setting and assessment, in which five of the six Graduate School and University Center units participate, are provided in Section 5, as well as entity-specific

assessment information. In addition to the PMP, each entity's planning involves a strategic plan linked to its operating budget. Examples of that link are included for each entity in Section 6.

Section 2: Responses to Recommendations from Previous Evaluations and to Commission Actions

2.1: Commission Actions

The Commission Action following the Graduate School and University Center's 2010 decennial evaluation was as follows:

To reaffirm accreditation and to commend the institution for the quality of the self-study report and process. To request a progress report, due by April 1, 2012, documenting progress in the implementation of a comprehensive, organized, and sustained assessment process to evaluate and improve student learning linked to the strategic planning process (Standards 2 and 14). The Periodic Review Report is due June 1, 2015.

Response: The Graduate Center submitted a Progress Report, documenting that it had formalized its process for assessing student learning and linked that process to its strategic planning process via a framework for assessing progress towards the goals of the 2012–2016 Strategic Plan (see [Appendix 2A](#)). This Progress Report was accepted on June 28, 2012. To briefly summarize the content of that report, the Graduate Center:

- 1) Wrote institution-level learning goals
- 2) Asked programs to revise their learning goals so that they were consistent with the institution-level learning goals
- 3) Began a cycle of student learning assessment that resulted in a set of pilot reports, produced during the 2011–2012 academic year
- 4) Completed its 2012–2016 Strategic Plan (see [Appendix 2B](#))
- 5) Developed a framework for assessing progress towards the goals of the Strategic Plan, linked to the student learning assessment process

Further advances made at the GC since submission of the Progress Report, in April 2012, can be found in our responses to the second and fourth recommendations below (Standards 2 and 14), as well as in Sections 5 and 6 of this document.

2.2: Evaluation Team Recommendations

The Evaluation Team made four recommendation, three of which were directed solely to the Graduate Center and one of which was directed to the Graduate School and University Center as a whole. Please see Tables 2A and 2B for a listing of the recommendations and the MSCHE standards with which they are associated. Section 2.2.A below addresses the recommendations to the Graduate Center, and Section 2.2.B below addresses the recommendation to the Graduate School and University Center. No recommendations were included in the Graduate School and University Center's 2010 self-study document.

Table 2A: Evaluation Team Recommendations to the Graduate Center

Recommendation Number	Relevant MSCHE Standard	Wording of Recommendation
1	2	The Team recommends that the GC develop and implement an ongoing internal system of assessment of planning and resource allocation, inclusive of or supplementary to the PMP, that will consolidate and formalize several current assessment activities.
2	7	Though the Team recognizes and acknowledges the uniqueness of the GC in American higher education, we nonetheless recommend that the GC formally identify a group of peers and aspirational peers for benchmarking purposes.
3	14	The Team commends the GC for the significant steps it has taken in student LOA (learning outcomes assessment). We recommend that the GC continue to move forward in this effort with imagination and without hesitation and that it develop not only an appropriate LOA apparatus, but a model one. We believe that the special mission of the GC provides not only a challenge, but a great and perhaps unique opportunity. We encourage the GC not only to make up ground on graduate LOA, but also to lead the national graduate community on graduate LOA.

Table 2B: Evaluation Team Recommendations to the Graduate School and University Center

Recommendation Number	Relevant MSCHE Standard	Wording of Recommendation
4	1	As the GC moves forward with the Strategic Planning initiative currently underway, it should collaborate closely with CUNY University Administration and the programs constituting the University Center to determine and define the role or roles that these programs will play in the Graduate Center and the relationship that they will have to the Graduate School. Any decision will influence the GC's mission and should be reflected in its mission statement.

2.2.A: Recommendations to the Graduate Center

As stated above, the Evaluation Team made three recommendations directed solely to the Graduate Center. Responses to those recommendations can be found in this section.

The Team recommends that the GC develop and implement an ongoing internal system

of assessment of planning and resource allocation, inclusive of or supplementary to the PMP, that will consolidate and formalize several current assessment activities. (Standard 2)

Response: As discussed in the Progress Report submitted in April 2012, while the Graduate Center's 2012–2016 Strategic Plan was being written, the co-chair of the Graduate Center's Strategic Planning Council worked with the Office of Institutional Research and Effectiveness to develop a framework for assessing the Strategic Plan (see [Appendix 2C](#)). The framework included five-year Measurable Planning Objectives associated with each of the three goals of the Strategic Plan, such as “decrease in admissions rate” and “increase in the percentage of students who apply for non-academic professional positions.” The assessment framework also included actions to be taken as part of the Strategic Plan's implementation. The framework was discussed with members of the Strategic Planning Implementation Committee both individually and in group meetings, and a data book was created to keep track of data for the Measurable Planning Objectives.

Data for the Measurable Planning Objectives and lists of actions to be taken as part of the Strategic Plan's implementation are reviewed at least annually by members of the Strategic Planning Implementation Committee. Lists of actions are updated and categorized as “completed,” “in progress,” or “planning stage/future.” Additionally, the provost reports on progress towards the goals of the Strategic Plan at Senior Staff meetings, also attended by the president, the president's chief of staff, the vice president for institutional advancement, the vice president for finance, and the vice president for information technology.

Actions that have not been completed are reevaluated and, if appropriate, additional resources are allocated to make sure that they can be carried out. For example, an action related to goal two of the Graduate Center's Strategic Plan was “establish a program of applied training in undergraduate pedagogy linked to students' existing teaching assistantship responsibilities.” This action was identified as “planning stage/future” in fall 2014, and, in spring 2015, a search was conducted for a teaching director, who will be based within the Office of Career Planning and Professional Development and will be charged with carrying out training in undergraduate pedagogy.

Data showing that Measurable Planning Objectives are not being achieved can also lead to additional resource allocations. For example, Measurable Planning Objectives related to recruitment, admission, and yield of underrepresented minority students were reviewed by a subgroup that included multiple members of the Strategic Planning Implementation Committee in fall 2013. It was determined that more progress needed to be made towards those MPOs, so the following actions were taken: Program-level admissions data for underrepresented minority students were shared with the executive officers, and, in fall 2014, programs were asked to develop diversity recruitment plans, which were funded by the Provost's Office.

Though the Team recognizes and acknowledges the uniqueness of the GC in American higher education, we nonetheless recommend that the GC formally identify a group of peers and aspirational peers for benchmarking purposes. (Standard 7)

Response: Given the Graduate Center's unique status as large, public, entirely graduate, and primarily doctoral, most available institution-level metrics do not accurately compare institutions to the GC. While it might seem obvious to compare the GC to the small number of other graduate-only institutions in the country (e.g., Claremont Graduate University, the Rockefeller University), those institutions differ from the GC in important ways. Therefore, a different approach was necessary.

A decision was made to focus on those institutions whose doctoral programs are most competitive with the GC's doctoral programs. A survey was conducted of the executive officers of the GC's doctoral programs. Executive officers were asked which programs at which institutions were considered to be their doctoral program's main peers or competitors, as well as which programs most commonly recruited applicants who had also been admitted by the GC. The most commonly mentioned institutions were compiled and ranked.

For the 12 most commonly mentioned institutions in the survey, the Office of Institutional Research and Effectiveness gathered institutional information (including data on graduate programs offered, institution type, size, and location), and, in consultation with the associate dean for academic affairs and the provost, selected three peers and three aspirational peers. All of these are institutions with large graduate enrollments and a wide variety of doctoral programs. Emphasis was placed on public institutions and institutions in the Northeastern United States (especially in New York City).

Peer Institutions

- Rutgers University – New Brunswick
- Stony Brook University (SUNY)
- University of Massachusetts – Amherst

Aspirational Peer Institutions

- Columbia University
- New York University
- University of Michigan – Ann Arbor

All of the above institutions have the Basic Carnegie Classification of RU/VH (Research Universities: very high research activity), like the GC, and are classified as comprehensive doctoral institutions. With the exception of UMass Amherst, all of the institutions appear on the most recent (2013) list of top 50 doctorate-granting institutions produced by the National Science Foundation from their Survey of Earned Doctorates. Please see below for a table with additional data for the GC and its peer and aspirational peer institutions.

Table 2C: Data for the Graduate Center’s Peer and Aspirational Peer Institutions

	Doctoral Programs¹	Fall 2014 Doctoral Enrollment²	2013-14 Doctorates³
Graduate Center	34	3,840	450
Rutgers – New Brunswick	61	2,622	368
Stony Brook University	39	2,547	301
University of Massachusetts – Amherst	50	2,481	306
Columbia University	34	3,082	518
New York University	62	Not available	393
University of Michigan - Ann Arbor	101	5,153	853

¹Programs listed on institutional websites in spring 2015.

² Enrollment figures are from institutional websites and direct communications with institutions.

³ Doctorate figures are from the NSF Survey of Earned Doctorates and institutional websites.

Though all three of the selected peer institutions have larger total graduate enrollments—particularly master’s program enrollments—and more doctoral programs than the GC, they are similar by virtue of being public flagship doctoral institutions with broad program offerings that are located in the Northeastern United States. The aspirational peer institutions are less similar to the GC, though all are large doctoral institutions with diverse program offerings. Columbia University and New York University are important peer institutions for the GC—the three institutions are the major doctorate-granting institutions in New York City, and thus draw from similar populations of students seeking doctoral education in this setting—but their status as private institutions renders them very different administratively and financially from the GC. The University of Michigan – Ann Arbor is, like the GC, the doctoral flagship of a public university system, but is much larger and offers a wider variety of doctoral programs than the GC, particularly in the science and engineering fields, and is also the only proposed peer or aspirational peer not located in the Northeastern United States.

In addition to more basic benchmarking data, such as those that appear in Table 2C, the Graduate Center has also benchmarked itself against its peer and aspirational peer institutions when it comes to policies and procedures. For example, when considering new admissions policies and procedures, representatives from the Graduate Center conducted phone and in-person meetings with representatives from a subset of these institutions in order to learn more about how graduate admissions works at their institutions. Additionally, when considering a new doctoral student parental accommodation policy, research was conducted on similar policies in place at peer and aspirational peer institutions. Some of these policies were used as guides for the Graduate Center in writing and implementing its own parental accommodation policy. These types of benchmarking efforts are ongoing and constitute an important type of data used to inform decision-making at the Graduate Center.

The Team commends the GC for the significant steps it has taken in student LOA (learning outcomes assessment). We recommend that the GC continue to move forward in this effort with imagination and without hesitation and that it develop not only an appropriate LOA apparatus, but a model one. We believe that the special mission of the GC provides not only a challenge, but a great and perhaps unique opportunity. We encourage the GC not only to make up ground on graduate LOA, but also to lead the national graduate community on graduate LOA. (Standard 14)

Response: Following its 2010 Self-study Report, the GC submitted a Progress Report (April 2012) to document the implementation of a comprehensive, organized, and sustained assessment process to evaluate and improve student learning. Since then, the GC has maintained its learning outcomes process, overseen by the Outcomes Assessment Committee (OAC). GC programs participate in a cycle of assessment of student learning and program review. Each year they collect and analyze direct and indirect assessment data, such as samples of recent comprehensive examination results and results of student survey items, asking about guidance students receive during the dissertation process. They report assessment findings and recommendations to use in improving teaching and learning.

Since April 2012, when the Progress Report was submitted, the GC integrated its student learning assessment and external program review cycles and, therefore, moved from a three-year to a five-year cycle during which a review of the First Examination, Second Examination, dissertation, professional development, professional ethics, and either an external review or five-year follow-up to an external review are completed. The template for the Assessment Review Reports that programs use to report on their annual assessment activities can be found in [Appendix 2D](#).

This year, we anticipate that program participation will be at its highest rate yet, with 90 percent of doctoral programs submitting reports of their assessment activities. The director of institutional research and effectiveness and the student assessment coordinator review the individual reports that come in each year and report on them to the Outcomes Assessment Committee (OAC). The OAC then submits a summary report to the provost with institution-level recommendations. The chair of the OAC then meets with the provost to discuss the recommendations and any institutional actions that should be taken. To support the assessment process, the GC sponsors multiple lunches each year for academic program representatives to discuss assessment activities and share best practices.

As per the Evaluation Team's recommendation that the Graduate Center become a leader on graduate learning outcomes assessment, the GC's interim associate provost and dean for academic affairs, David Olan, who is also the former chair of the GC's Outcomes Assessment Committee, gave a presentation on the GC's assessment process and other topics in a session titled "Challenges of Innovation in Doctoral Education" at the Council of Graduate Schools' 2013 annual meeting in San Diego.

Please see Section 5 for specific examples of how assessment results are being used to make improvements within programs.

2.2.B: Recommendation to the Graduate School and University Center

As stated above, the Evaluation Team made one recommendation directed to the Graduate School and University Center. The response to that recommendation can be found in this section.

As the GC moves forward with the Strategic Planning initiative currently underway, it should collaborate closely with CUNY University Administration and the programs constituting the University Center to determine and define the role or roles that these programs will play in the Graduate Center and the relationship that they will have to the Graduate School. Any decision will influence the GC's mission and should be reflected in its mission statement. (Standard 1)

Response: As discussed in Section 1 of this document, the relationship between the Graduate Center and the University Center has been and continues to be primarily administrative. The Graduate Center provides important administrative services to the entities within the University Center. The MSCHE Team that visited in 2010 indicated that the administrative structure of the Graduate School and University Center was functioning well but requested clarification of the roles that the UC entities play and the relationship that they have with the Graduate Center. Two actions have been taken to clarify these issues:

- 1) The Graduate School and University Center Leadership Council was established in fall 2014 in order to improve communication and coordination.

The Council is made up of the heads of the five entities that report directly to the Chancellery, and is chaired by the president of the Graduate Center. It meets once a semester to discuss issues of common interest such as MSCHE accreditation, administrative services provided by GC offices, and the organizational structure of the Graduate School and University Center. Meeting discussions have proved very useful and have led to new developments, such as the Graduate School and University Center's statement of purpose (discussed below).

- 2) A statement of purpose for the Graduate School and University Center was developed by the Leadership Council in spring 2015.

The mission statement presented in the 2010 self-study (see [Appendix 2E](#)) reflected the mission of the GC. It was approved by the GC's governing body and was included in the GC's 2012–2016 Strategic Plan. Each of the UC entities has its own mission statement (see [Appendix 2E](#)). It is these mission statements that drive the entities' individual planning, budgeting, and assessment processes, which are described later in this document.

In 2010, the MSCHE team indicated: “The GS [Graduate School] has a clear mission and goals . . . the UC entities also have clear missions and goals and appear to be achieving them. It remains for the GC [GC and UC] as a whole to sharpen its *overall* mission further”

Rather than modify any of the mission statements of the individual entities, which the team indicated were already clear, the Leadership Council elected to create an overarching statement of purpose (below), which makes explicit the roles that the GC and UC entities play in the Graduate School and University Center. The Leadership Council elected to call it a “statement of purpose” in order to distinguish it from the mission statements of the GC and UC entities. As the entities have almost completely independent academic operations, with their leaders reporting directly to the CUNY chancellor (with the exception of CUNY BA), it did not seem appropriate to write an overarching mission statement for the Graduate School and University Center as an institution. The entities’ own mission statements drive their planning, budgeting, and assessment processes, with the Graduate School and University Center as a whole serving an administrative purpose within the context of the larger university.

The Graduate School and University Center’s Statement of Purpose

Through collaborative arrangements with other campuses of the City University of New York (CUNY), the Graduate School and University Center offers research-intensive, interdisciplinary, honors, and professional programs to CUNY’s large and diverse population of students.

The *Graduate School* (or *Graduate Center*) is exclusively devoted to graduate education (primarily the PhD) and related advanced research. It is home to 41 degree programs, and 42 research centers, institutes and initiatives.

The *University Center*, also provides the CUNY system and the CUNY Chancellery with a mechanism that facilitates establishing, coordinating and supporting independent schools and units. In this capacity, it provides administrative infrastructure and support for entities that play unique and complementary roles for the university.

There are currently five schools and units, each with its own mission.

- CUNY School of Professional Studies (SPS)
- CUNY Graduate School of Journalism (SOJ)
- CUNY Baccalaureate for Unique and Interdisciplinary Studies (CUNY BA/BS)
- Macaulay Honors College (MHC)
- CUNY School of Public Health (SPH)

Section 3: Major Challenges and Opportunities

3.1: THE GRADUATE CENTER

With the appointment of President Chase Robinson in August 2014, and the hiring of senior administrative leadership in the areas of financial aid and fundraising, and a pending hire for a newly-created position of Vice President of External Affairs, the Graduate Center is well-situated to meet both the challenges and opportunities presented below. Indeed, the implementation of its 2012-2016 Strategic Plan has accelerated the GC's momentum. Among its various achievements discussed in other sections of this report, the GC has:

- Increased its already successful efforts to hire top ranked faculty.
- Reduced the size of incoming cohorts of doctoral students to increase support for those students.
- Created an Office of Career Planning and Professional Development to further its goal of increasing and diversifying graduates' career prospects.
- Improved research infrastructure and fostered interdisciplinary research through, among other initiatives, its Advanced Research Collaborative and digital programs.

Four areas of particular challenge and opportunity for the GC are: fostering student and faculty diversity (Standard 8, Standard 10), maintaining competitive student support (Standard 8, Standard 9), continuing to build the GC's research infrastructure (Standard 2, Standard 3), and enhancing the GC's fundraising capacity (Standard 3).

Fostering Student and Faculty Diversity: The first goal of the Graduate Center's 2012-2016 Strategic Plan is "to recruit and retain the best and most diverse students." Data show that the GC's increased selectivity has not come at the expense of student diversity. Despite a decrease in the doctoral admissions rate from 29% to 21% from 2010 to 2014, the percentage of incoming doctoral students who identified as underrepresented minority in 2014 was at a 5-year high of 26%.

As with many other universities, however, recruiting and retaining diverse students and faculty remains a significant challenge. Under President Robinson's leadership, the GC has taken several steps to meet this challenge, including convening a Presidential Advisory Committee on Diversity and Inclusion to propose initiatives that will strengthen the recruitment and retention of a diverse student body, faculty and administrative staff.

Other efforts to increase student diversity include:

- Providing funds to top-up the stipends of 5-year fellowships offered to prospective students from under-represented groups following the discovery that our stipends were not competitive.
- Requiring each GC program to submit to the Provost's Office a diversity recruitment plan for 2014-2015. Programs have been provided with admissions and retention data so that they can systematically review their practices and develop strategies for improving recruitment and retention of minority students.
- Targeting program advertising to departments in historically black colleges/universities (HBCUs) and those with predominantly Latino student bodies, as well as to professional associations of minority academics such as the Ph.D. Project (business) and the Association of Black Anthropologists.
- Participating in conferences that focus on under-represented minority students such as the Annual Biomedical Research Conference for Minority Students, National Society of Black Physicists, and the National Association of Black Accountants.
- Increased use of social media to reach prospective minority applicants as well as diversity practitioners, HBCUs, and Ethnic Studies administrators at other colleges, including using webpages and social media to highlight curricula and events of special interest to under-represented minority students.
- Providing early research opportunities for CUNY undergraduates (a very diverse population) to learn about graduate-level research.
- Utilizing current GC students and faculty teaching at CUNY campuses to reach out to promising minority students.

In addition, the GC effectively petitioned the CUNY Board of Trustees for permission to waive its \$125 application fee for any student who has graduated from a CUNY college or who will have graduated by the time of admission. CUNY is a very important source of prospective students from underrepresented groups. The GC has also increased its outreach to CUNY undergraduates by holding an open house for those undergraduates interested in doctoral study.

The GC has the opportunity going forward to improve recruitment of diverse students by identifying, disseminating and adopting, and funding when necessary, best practices at the GC and other institutions; giving guidance to programs on what has worked for programs with the best success; and continuing to provide updated annual data.

The recruitment of diverse faculty is also a challenge for the GC because it does most of its hiring at senior levels where there is less diversity in the professoriate and intense competition for faculty. The administration has supported efforts by the Ph.D. programs to hire diverse faculty. In 2015, hiring has been undertaken in seven programs, with five of those programs advancing finalists who are people of color. At the time of this writing, four of five planned offers have been extended, one has

been accepted, and negotiations are ongoing. One faculty member of color was recruited by another university, and the GC successfully retained him. In addition, there were two Visiting Professors this year who are people of color. The GC has an opportunity to use these visiting positions, hires and retentions to build momentum when it comes to future diverse hires.

Maintaining Competitive Student Support: Goal 1 of the 2012-2016 Strategic Plan called for increasing student aid. With financial support from CUNY's Central Office, the GC welcomed its first cohort of Graduate Center Fellows in 2013. With stipends increased to \$25,000 (previously \$18,000) and a reduced workload (two courses taught during each of the 2nd-4th years of the fellowship as compared to four courses in the past), these recruitment packages are now competitive with those of high-ranking Ph.D. institutions. To improve and accelerate doctoral research, the GC also dramatically increased the amount of student research and dissertation support and introduced parental accommodation and fellowship leave policies.

The greatest challenge related to student funding will now be to remain competitive in an era of tight budgets and competing demand for resources, by incrementally increasing the stipends associated with GC fellowships and scholarships and the number and amount of research and dissertation awards provided to students.

Building the GC's Research Infrastructure: In line with Goal 3 of its 2012-2016 Strategic Plan, the Graduate Center has made major strides in creating a robust research infrastructure. Discussed in detail in section 6 of this document, the Graduate Center has created and expanded the Advanced Research Collaborative and the Graduate Center digital initiatives, both by allocating existing resources and finding new resources for those ventures.

On July 29, 2014, the GC announced that it would establish the CUNY Center for Digital Scholarship and Data Visualization using \$4.8M of a \$15 million grant made to the newly-established CUNY Big Data Consortium through New York State's CUNY 2020 competition. The Center for Digital Scholarship and Data Visualization will build on the Graduate Center's growing strengths in digital research and teaching.

The GC has recently made a large commitment of funds for student research. Specifically, the GC:

- Increased its Dissertation Fellowships from approximately 70 per year to approximately 90 per year, raised the stipend from \$18,000 to \$22,000, and added in-state tuition.
- Offered summer archival research awards in the amount of \$4,000 (50 per year) to encourage early research.
- Funded 70 summer research awards in the amount of \$4,000 per year (18 through donor funds, 52 from Graduate Center Funds).

- Offered student fellowships to work at the New-York Historical Society (\$6,000 per year) and the Schomburg Library (\$22,000 per year, plus in-state tuition).
- Used donor monies to fund 22 pre-dissertation awards in the amount of \$4,000 to encourage early research and to prepare students to apply for external funding.
- Offered 20-30 Advance Research Collaborative Praxis Awards in the amount of \$4,000 per year.
- Awarded 6-9 Social Media Fellowships ranging from \$20,000 to \$27,000 per year.
- Offered 3 Videography Fellowships in the amount of \$30,000 per year.
- Awarded 6-10 Digital Fellowships in the amount of \$27,000 per year.
- Offered 10 Digital Innovation Grants in varying amounts of \$2,000 to \$8,000 per year.

It is the GC's expectation that these new awards will continue.

Enhancing the GC's Fundraising Capacity: In 2013, the Graduate Center Foundation and Graduate Center administration hired a Vice President for Institutional Advancement and additional senior staff to greatly increase the fundraising capacity of the institution. One effort entails establishing greater bonds with the 13,000 GC alumni to increase alumni giving. An estimated 4.5% of alumni will give \$150,000 this year, a substantial increase over last year, and a goal of 10% of alumni to be annual donors has been established for FY17. The GC is establishing larger and faster-moving 'pipelines' with individual donors, and increasing the number and scope of cultivation opportunities. The GC also seeks to build and strengthen the Foundation Board of Trustees as advocates, donors and solicitors of support for the institution, and to identify and secure appropriate foundation and corporate grants.

3.2: THE UNIVERSITY CENTER

3.2.A: CUNY BA

CUNY BA has two main sources of funding, state tax-levy appropriations, which cover the annual costs of personnel and other than personnel expenses, and external funds that provide financial support to students. The external support is particularly important since many of the students served by CUNY BA are working adults of limited means, raising families, and returning to school after a hiatus.

The principal support to students is from the Thomas W. Smith Academic Fellowship fund, which is privately funded. It provides financial support to approximate 10 percent of CUNY BA students. Several times over the years, most recently in 2012, CUNY BA has been successful in convincing the fund's benefactor to increase annual contributions to keep pace with increases in tuition and other costs and to support larger numbers of students.

CUNY BA has come to rely almost exclusively on this funding over many years. There are inherent risks in doing so. The program would be at a terrible loss if for any reason this support were to abruptly cease. Therefore, a major challenge to CUNY BA in the next few years is to expand and diversify its sources of financial support to students (Standard 3). CUNY BA has started to do so. It must significantly increase such efforts, and do so with urgency.

3.2.B: CUNY Graduate School of Journalism

Now in its ninth year of operation, the CUNY Graduate School of Journalism has accomplished much of what its founders laid out in its startup plan. It built an M.A. in Journalism degree program from scratch with an innovative three-semester curriculum and a unique paid summer internship. It later added two more master's degrees: in entrepreneurial journalism and social journalism. Designed to bring diversity to the news business, the new institution became the only publicly funded graduate journalism school in the Northeast.

Along the way, the SOJ has earned a reputation as one of the top professional journalism training grounds in the U.S. In their November 2013 report recommending the CUNY SOJ for accreditation on its first attempt, the site team reviewers for the Accrediting Council on Education in Journalism and Mass Communications wrote, "It defies logic that a graduate program in journalism could come so far so fast."

As the SOJ charts its future, the challenge is to retain all that is special about its character – the diversity of its students and faculty, the close bonds among them, the academic rigor and innovative nature of its programs, as well as their responsiveness to changing market trends. Perhaps the greatest challenge is to continue to do all of the above against the difficult backdrop of rising costs, reductions in government funding, a softening applicant pool, increased competition from other schools, and continued upheaval in the practice and business of journalism.

The SOJ will continue to respond by mining opportunities out of the challenges it faces. Principal among these opportunities are the opportunity to:

- Expand the number and types of degree programs in response to changes in the profession, the academic and professional needs of the population from which students are drawn, and market forces (Standard 11).
- Include in the expanding curricular offerings new revenue-building activities, such as online courses, an executive degree program, and summer educational intensives (Standards 11 and 3).

- Reevaluate and refresh the curriculum at regular intervals to make sure degree programs and courses stay ahead of the trends in the rapidly changing journalism field (Standard 11).
- Improve the quality of instruction by engaging in peer review, by providing professional development to faculty, and by hiring new faculty skilled in the cutting-edge media that is so much a part of the profession today (Standards 10 and 11).
- Step up fundraising to support new and existing programs (Standard 3)

3.2.C: CUNY School of Professional Studies

As discussed in section 1.1 of this document, the CUNY Chancellery and Board of Trustees have determined that SPS has reached a point of institutional maturity that warrants registering it as a stand-alone institution with its own administrative services. This poses significant challenges and opportunities for SPS, many of which are administrative (Standard 5). SPS has taken on an increasing amount of administrative responsibility, hiring its own academic affairs, student affairs, and IT staff, among others. Human Resource and some business office functions have remained at the Graduate Center and those will need to be developed further within SPS. Additionally, SPS will need to seek independent registration as an institution of Higher Education with the New York State Department of Education, with an independent degree authority for its academic programs, as well as an independent accreditation status with the Middle States Commission on Higher Education.

3.2.D: CUNY School of Public Health

The CUNY School of Public Health's primary challenges and opportunities are related to its consortial structure. Its establishment as an independent entity within the University Center and the appointment of Dr. Ayman El-Mohandes, an internationally renowned pediatrician, epidemiologist and academician, as Dean positioned the school to: expand the consortium; broaden opportunities for public health education throughout the University; increase research and practice partnerships, both within and beyond CUNY; and strengthen the central SPH infrastructure in order to better support education, research and service across the University. Two areas of particular challenge/opportunity for the SPH are the establishment of new infrastructure (Standard 5), and the expansion of academic offerings in public health across CUNY (Standard 11).

Infrastructure: The SPH is seeking to strengthen its operational and administrative infrastructure, especially in the areas of: student affairs, research administration, inter-campus coordination, information technology and distance education. Toward this end, the SPH has launched or is part of several new initiatives, including:

- SOPHAS: The CUNY SPH joined the School of Public Health Application System (SOPHAS) in the fall 2015 admission cycle. SOPHAS has provided greater national exposure to CUNY's graduate public health programs and

has simplified the application process. In just one cycle, the number of graduated applications to CUNY SPH increased by 26% (from 629 to 793) and, to date, the number of accepted applicants who have committed to CUNY has increased by 5% (from 186 to 195), although as of this writing, the admissions cycle is still in progress. A key challenge will be to integrate SOPHAS with the student information systems across the consortial campuses.

- **Facilities:** The CUNY BoT adopted a resolution in February 2014 (the CUNY SPH Lease Agreement) providing about 16,000 square feet of additional space for the SPH on West 125th Street in Central Harlem. It is expected that the space will be available in summer 2015. It will house Central SPH faculty, senior administrators and staff and also provide classroom and community space.

Academic Programs: The SPH intends to expand opportunities for public health education across CUNY through several initiatives:

- **Joint Degrees:** Across CUNY's 24 campuses, there are numerous faculty and departments with expertise in areas related to public health. SPH has identified at least two new potential collaborations for joint and/or dual Master of Public Health (MPH) degrees. These are the John Jay College of Criminal Justice and the Sophie Davis School for Biomedical Education at City College
- **Expand undergraduate education in public health at the associate's and baccalaureate levels:** The CUNY SPH is taking a leadership role in expanding the university wide capacity in undergraduate public health education. The SPH has convened a working group of academic leaders at several CUNY community and senior colleges to develop academic programs, career pathways and academic ladders. During the 2014-15 academic year, for example, a new BS in Public Health degree program was developed at Lehman College and a new bachelor's level concentration in public health was developed at Brooklyn College.
- **New academic programs:** New faculty hires allow us to develop courses and programs in cross-cutting areas such as distance education, public health communications and marketing, system science and public health informatics.

3.2.E: Macaulay Honors College

The major challenges that MHC faces are at the same time tremendous opportunities that would be the envy of peer institutions: To serve and meet the needs of a group of high-achieving, intellectually inquisitive, motivated, ambitious students; and to meet these needs by drawing on the broad resources available across the entire City University of New York.

MHC has been quite successful in meeting these challenges and taking advantage of these opportunities. Since the decennial review by MSCHE in 2010, MHC has successfully enlisted the cooperation of outstanding faculty from across CUNY in the development of new course content and pedagogical practices. Examples of this include an interdisciplinary, experiential core curriculum that introduces students to critical thinking in the arts, social sciences, natural and physical sciences, and public policy, and a re-designed science core course, "Science Forward," which includes videos featuring top New York City scientists. It was launched last year and is now being taught not only as a MHC seminar, but also in other senior and community colleges across CUNY.

Consistent with a major goal of its current strategic plan – promote and support STEM learning – MHC will, in the next few years, build on the success described above. MHC will:

- Expand collaborative curriculum projects with other CUNY institutions (Standard 11). For example, MHC recently launched a new media lab that has, in two years, generated six new businesses and many new jobs. New funding of \$4.6 million for a partnership that includes MHC, and two other CUNY colleges – Hostos Community College and Lehman College – will support the development of a new undergraduate program in data science. Faculty from SOJ and SPH will contribute to the effort.
- Offer qualified students access to challenging graduate level courses (Standard 11). Last semester several students took course in the SOJ. A major goal for the next few years is to expand such opportunities across CUNY.
- Continue to seek external funding to support its varied efforts, including those described above (Standard 3).

Section 4: Enrollment and Finance Trends and Projections

In this section enrollment and finance trends and projections are presented for the GC and for each UC entity. The GC and UC entities follow CUNY-wide enrollment and finance practices and procedures, and these are presented before the description of the individual entities. The consortial relationships among CUNY institutions, discussed in Section 1 of this report, are important contextual factors that are included in the discussion where relevant.

Section 4.1: CUNY Enrollment, Financial Planning and Budgeting Practices and Procedures

For each CUNY institution (including the GC and the UC entities) student enrollment, financial planning and budgeting are linked. Key elements of these linked processes are:

- A CUNY annual budgeting and accountability cycle
- The Performance Management Process (PMP)
- A strategic plan
- An annual Operating Budget, the base portion of which is tax-levy funded

The CUNY annual budgeting and accountability cycle: The fiscal year starts on July 1st. The operating budget of each CUNY institution as well as measures of the institution's effectiveness are linked to this annual cycle. There are additional cycles of planning, budgeting and assessment within each institution.

The Performance Management Process (PMP) is a measure of institutional effectiveness. At the start of the fiscal year the PMP is a document that: 1) Establishes CUNY-wide goals and targets for all institutions; 2) establishes institution-specific goals and targets; and 3) specifies appropriate measures of goals and targets. At the end of the academic year the PMP provides evidence of the extent to which goals have been achieved. Many goals and targets carry over from one year to another. See Section 5.1 for a more detailed description of the PMP.

Strategic Plans: Each CUNY institution develops a multi-year strategic plan; the number of years covered by a plan varies by institution. Many strategic plan goals and targets align with those of the PMP, and this is particularly true of the institution-specific goals and targets section of the PMP. In general, financial planning and the operating budget are more closely aligned with the strategic plan.

The Operating Budget: At the beginning of each fiscal year the CUNY Chancellery allocates operating budgets to its constituent institutions, including the GC and each of the UC entities, based on a funding model. The model incorporates the priorities and planning of the university and the institution as reflected in the PMP, in the institution's strategic plan, and in information conveyed in meetings between the

Chancellor and the head of each institution. While enrollment targets are a part of the funding model, they are not the principal source of funding, a point discussed further below.

Section 4.1.A: Sources of Funding of CUNY Institutions

The sources of funding for CUNY institutions include tax-levy appropriations from New York State (and to a far lesser extent New York City), and various non-tax-levy sources. There is also a separate State and City capital budget for CUNY that includes capital projects for individual institutions. The sources of funding are described briefly below.

Tax-levy appropriations: The primary source of funding for CUNY institutions is New York State, through tax-levy appropriations. New York State appropriations become each institution's base budget. These appropriations include unrestricted funds from annual NY State budgets. They also include the following:

- Tuition revenue: Tuition is billed and collected by the individual CUNY institutions and sent on to the Chancellery, which sends it on to the state. Each year each CUNY institution is allowed to keep collected funds that are above a pre-established tuition revenue target. Those funds go into an account called CUTRA.
- CUTRA: City University Tuition Reimbursable Account. Each CUNY institution is required to roll over CUTRA funds equal to at least 1 percent (but not more than 3 percent) of its tax-levy expense budget from one fiscal year to the next.
- The CUNY Compact: The Compact is a financing partnership among the University, the state and city governments, philanthropists, alumni and students, that has served as a vehicle for programmatic funding. The five sources of Compact revenue are State support, tuition increases, tuition from enrollment growth, philanthropy, and productivity and efficiency savings. The Compact has allowed for modest, predictable increases in tuition that enable students, families and institutions to plan. The Compact institutions receive a portion of the tuition increase each year.

Once each institution receives its tax-levy base budget from the Chancellery, it allocates the funds according to the priorities identified by the planning processes described above. As with other large public universities, a major proportion of each CUNY institution's base budget is fixed, allotted to the costs of instructional and non-instructional staff. Only a small proportion of the base budget is left for new endeavors in any one year. Funding strategic goals often requires a temporary or permanent increase in the base budget from the Chancellery and/or non-tax-levy funds.

Non-tax-levy sources of funding: Funds available to an institution to supplement the tax-levy base budget include unrestricted philanthropic funds, indirect costs from grants and contracts, auxiliary enterprise activities (defined below) and targeted grants and gifts. CUNY institutions vary in the effectiveness of their efforts to secure such funds.

CUNY institutions use some combination of the following financial entities to obtain and/or maintain non-tax-levy funds:

- The CUNY Research Foundation: A private, not-for-profit corporation that holds restricted grant and sponsored research funds and unrestricted grant overhead recovery funds.
- A Long-Term Investment Pool Managed by the CUNY Treasurer: Institutions place unrestricted and temporarily restricted grant and sponsored research funds (those not handled by the CUNY Research Foundation), and unrestricted, temporarily restricted and permanently restricted funds from past fundraising and investing activities in this investment pool.
- Foundations: Each CUNY institution has a foundation, a not-for-profit corporation that serves as the institution's fundraising arm, and holds unrestricted, temporarily restricted, and permanently restricted funds from fundraising and investing activities.
- Auxiliary Enterprise Corporations: Most institutions generate unrestricted funds from auxiliary enterprise activities, such as the rental of public spaces and food concessions.
- Child Development Centers: Many institutions have a not-for-profit corporation that provides preschool educational services for the children of students at the institution. Funds are restricted for the operation of a child development center.

Section 4.1.B: CUNY financial statements and management letters

Operating funds for each CUNY institution are issued by the CUNY Chancellery, through a series of budget certificates throughout the fiscal year to meet targeted commitments and expenses. The GC and 2 of the UC entities – SOJ and SPS – have independent annual financial plans and operating budgets, but they do not have independent audited financial statements for their tax-levy operating or capital budgets. The budgets of the other 3 UC entities – CUNY BA, SPH and MHC – are included in the GC budget as part of the administrative service provided to these entities by the GC. CUNY's University Budget Office (UBO) provides year-end-reports on the entire CUNY system, including a consolidated audited financial statement for CUNY.

College non-tax levy entities, including those described in Section 4.1.A, are audited separately and have their own financial statements. Each entity forwards a copy of the financial statement to the Central Office. All the financial statements are consolidated and included in the University’s financial statement (see [Appendix 4A](#)).

Section 4.1.C: CUNY financial information submitted to IPEDS

The CUNY Chancellery submits IPEDS information for all CUNY institutions. The Graduate School and University Center is treated as a single institution for purposes of IPEDS (see [Appendix 4B](#)).

Section 4.2: THE GRADUATE CENTER - Enrollment and Finance Trends

Section 4.2.A: GC – Enrollment Trends

Consistent with plans, enrollment in doctoral programs decreased over the last 3 years, while enrollment in masters programs increased over the same period (see Table 4A). The trend is the result of deliberate actions taken to implement the GC Strategic Plan 2012-2016, a major goal of which is to attract and retain the best and most diverse students.

Table 4A: GC Enrollment – Fall 2012 to Fall 2017

Year	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Doctoral	4,239	4,012	3,840	3,665	3,496	3,360
Master’s	296	324	394	444	489	534
Total	4,535	4,336	4,234	4,109	3,985	3,894

At the doctoral level, decreasing the number of students admitted each year over 3 years, beginning in 2013, until a lower baseline is reached in 2015, contributes to achievement of the above goal. By admitting fewer students the GC is able to be more selective and is also able to provide those who are admitted improved financial and other forms of support, an important recruitment tool. By the end of the 3-year transition period, most students admitted to doctoral programs will be supported with full in-state tuition for 5 years. Most will also receive a GC Fellowship that provides a stipend of \$25,000 per year for 5 years and requires teaching 1 course each semester. The teaching requirement is a 50 percent reduction in the teaching load previously required for the fellowships. These changes are expected to have a positive effect not only on recruitment, but also on retention, and on time to degree completion. Enrollment in doctoral programs are projected to continue to decline thru fall 2017, as the cohorts of students admitted prior to 2012 graduate and are replaced with smaller cohorts of new students.

At the masters level a strategic goal is to increase enrollment, especially in the Master of Arts in Liberal Studies (MALS). To this end, several steps have been taken,

including developing new tracks within the MALS program and advertising it. The result can be seen in Table 4A. Enrollment in masters programs increased over the last three years and is projected to continue to increase over the next three years. This is a positive outcome in that masters programs help the GC fulfill its mission by serving a broader cross section of students than those in doctoral programs, and offer the added benefit of providing tuition revenue, which doctoral enrollment does not provide. The GC is allowed to keep masters level tuition revenue above a threshold pre-determined by the CUNY Chancellery each year.

Section 4.2.B: GC – Financial Trends (2012-2018)

The financial structure of the GC consists of a complex federation of seven financial entities and sources of funds. Six of these – state tax-levy appropriations and five non-tax levy entities – were described in Section 4.1.A above as common across CUNY institutions. The seventh entity is the New York Resource Center Condominium, a commercial condominium association, in support of the exterior and common area capital needs of the building at 365 Fifth Avenue, which houses the Graduate Center.

Tax-levy appropriations constitute the GC's base budget, and while these appropriations include tuition revenues, tuition is not the principal source of funding. In fact, as discussed above, the GC provides support in the form of tuition and fellowships to most doctoral students admitted after 2012. Students in masters programs pay tuition, but the number of such students is relatively small, and the GC only keeps tuition revenues above a target established by the Chancellery each year.

Tax-levy appropriations have been sufficient to meet core GC financial responsibilities and rollover funds in the CUTRA account (see Section 4.1.A) in each of the last three years. In its 2005 MSCHE Periodic Review Report the GC established as one of its goals to not incur deficits in its base budget. In its 2010 decennial self-study the GC reported meeting that goal. Today the GC is doing more than merely meeting that goal, as can be seen below in its Operating Budget (Table 4B). Funding increases evident in the budget are allowing the GC to be more selective in its admission of students, in its efforts to retain them (as discussed in Section 4.2.A), and in its continued efforts to recruit and retain a world-class faculty.

The Operational Budget also serves as an indirect indication of extensive planning linked to budgeting at the GC and at the CUNY Chancellery. In order to provide most students admitted after 2012 with tuition and annual stipends of \$25,000, a plan had to be approved by a supportive CUNY Chancellery and funded by providing the GC with a permanent increase in its tax-levy base budget.

Table 4B: GC Operating Budget - FY 2012- FY 2018 (in thousands of dollars)

	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
TAX-LEVY BUDGET							
Total Resources ¹	100,550	102,980	108,326	111,465	113,832	116,960	120,135
Expenditures – PS ²	81,216	81,630	83,011	80,239	81,128	82,615	84,165
Expenditures – OTPS ³	19,074	21,501	24,687	30,721	32,242	33,941	35,605
Total Expenditures	100,290	103,131	107,698	110,960	113,370	116,556	119,770
Balance	260	(151)	628	505	462	404	365
CUTRA ⁴	3,017	2,938	3,250	3,344	3,415	3,509	3,604
NON-TAX-LEVY RESOURCES							
Unrestricted Foundation Funds	20,248	20,557	22,286	22,223	23,334	24,501	25,726
Indirect Costs from Grants	995	1,119	711	1,712	---	---	---
Auxiliary Enterprise ⁵	3,300	4,483	6,167	7,916	9,454	11,111	12,759
Targeted Gifts and Grants ⁶							
Other							
Total	24,543	26,159	29,164	31,851			

¹ All tax-levy funds, including tuition revenue/penalty and CUNY Compact ² All Personnel Services

³ Other than Personnel Services ⁴ City University Tuition Reimbursement Account: 1-3% of budget rolled over each year ⁵Activities such as the rental of public spaces, profits from food concessions

⁶ Gifts and grants specifically supporting strategic goals and related projects

Moreover, the operating budget does not represent the full extent of the planning involved or the full extent of the increase in support the GC has received. One form of additional support involved reducing the teaching load of GC fellows. The GC Fellowships that provide \$25,000 annual stipends require that fellows teach courses at CUNY Colleges. The prior version of the fellowship had a teaching load of 2 courses per semester. The new version of the fellowship has a reduced teaching load of 1 course per semester. The reduction required that the Chancellery provide funds to the CUNY colleges where the fellows teach, to hire adjunct replacements for the courses no longer taught by the fellows. The cost of adjunct replacement in FY 2015 is \$3,150,000. That amount does not appear on Table B, since the Chancellery gives the funds directly to the colleges. Also, not appearing on Table B is the cost of covering tuition for most doctoral students admitted after 2012. Those students are given tuition-waivers, which are provided by the Chancellery. The cost of those waivers in FY 2015 is \$17,194,274.

The assets of the GC’s non-tax-levy financial entities and sources of funds have steadily increased over the last few years. See for example, Tables 4C and 4D below, which show net assets of the two largest financial entities, whose resources are most relevant to supporting strategic goals; also see [Appendix 4C](#). In each of the last 3 years significant resources from non-tax-levy sources have been available to support strategic planning activities.

Table 4C: GC Foundation Year-End Net Assets (in thousands of dollars)

	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Unrestricted	20,248	20,557	22,286	22,223	23,334	24,501	25,726
Temporarily Restricted	9,584	13,294	15,580	14,992	15,742	16,529	17,355
Permanently Restricted	22,439	23,484	23,930	23,931	25,128	26,384	27,703
Total	52,271	57,335	61,796	61,146	64,204	67,414	70,784

Table 4D: GC General Fund Year-End Net Assets (in thousands of dollars)

	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Unrestricted	5,478	5,882	5,843	5,245	5,494	5,588	5,610
Temporarily Restricted	4,806	5,685	6,040	5,493	5,559	5,517	5,659
Permanently Restricted	5,278	5,278	5,278	5,278	5,278	5,278	5,278
Total	15,563	16,845	17,161	16,016	16,331	16,383	16,547

Section 4.2.C: GC – Operating Budget and Financial Plan (2012-2018)

The GC financial plan comprises: 1) The Graduate Center Strategic Plan 2012-2016 (see [Appendix 2B](#)); 2) an accompanying document, Assessment of the Strategic Plan 2012-2016 (see [Appendix 2C](#)); and 3) the GC Operational Budget 2012-2018 (Table 4B).

The reader is referred to Section 6 of this report for a discussion of the components of the financial plan and their role in linked planning and budgeting. In terms of the present discussion, the above documents show what the GC has been able to achieve with careful planning – major strides toward a full funding model for doctoral students, an ambitious and financially challenging goal for a public institution in a time of fiscal austerity. Increases in the tax-levy base budget have been supplemented with significantly enhanced fundraising efforts as well as efforts to encourage and support grant writing, including interdisciplinary grant writing among faculty. Efforts to encourage students to seek competitive funding, including providing them with grant writing workshops, are also underway. Other achievements, linked to the funding of other strategic plan goals are discussed in Section 6.

Section 4.3: THE UNIVERSITY CENTER - Enrollment and Finance Trends

Section 4.3.A: CUNY BA

CUNY BA is distinct among the five UC entities in that it is only a degree program. Three of the other entities are CUNY-wide professional schools (SOJ, SPS, SPH), and the fourth entity, MHC, is a college. Consistent with this difference, the heads of the other entities are deans and report to the CUNY Chancellor. The head of CUNY BA is a director and reports to the president of the Graduate School and University Center. CUNY BA receives its budget from the Graduate Center. As a program, rather than a school or college, CUNY BA does not engage in the PMP process. However, it does engage in strategic planning. CUNY BA has several unique structural and operational features that are relevant to a discussion of its enrollment and finance trends. Those features include:

1. CUNY BA is a consortial, CUNY-wide degree program that draws heavily on the resources of colleges across CUNY

- CUNY BA does not have a faculty and does not offer courses. Courses taken by students at colleges across CUNY are applied to fulfillment of the CUNY BA degree. Faculty members from CUNY colleges volunteer as “mentors” to CUNY BA students; it does not count toward faculty workload.
 - Colleges across CUNY serve as “home” colleges for CUNY BA students. Home colleges provide key services to students, including registration, financial aid, and “permits” to take classes at other CUNY colleges. Students are independently admitted to both CUNY BA and to the “home college.”
2. CUNY BA has a central administrative staff, with offices in the GC building, responsible for implementation of the program’s components and requirements, which include:
 - The Area of Concentration or AOC (the major), individualized to meet the needs and goals of each student
 - CUNY-wide General Education and Liberal Arts and Sciences requirements, minimum total number of credits, and a residency requirement
 - Determination of transfer credits (CUNY BA only admits transfer students)
 3. CUNY BA degrees are conferred by the Graduate School and University Center, which has degree granting authority for the CUNY BA program. However, student enrollment is reflected in the IPEDS of the “home” colleges.

Section 4.3.A.1: CUNY BA – Enrollment Trends

CUNY BA established a set of goals for 2012-2016 (see [Appendix 4D](#)). The goals include maintaining enrollment at current levels, the approximate maximum number of students the program is able to serve well with its current resources: tax-levy base budget, non-tax-levy funding, faculty members who volunteer as mentors See Table 4E.

Table 4E: CUNY BA Enrollment – FY 2013 to FY 2018

FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
412	435	435	435	435	435

Section 4.3.A.2: CUNY BA Financial Structure and Trends (2012-2018)

Tuition is not a source of funding for the CUNY BA program, since it does not offer its own courses. Students enroll and are based at “home” colleges, which receive the revenues from their tuition. The CUNY BA program has two main sources of funding: state tax-levy appropriations and non-tax-levy funds. The tax-levy base budget covers the administrative staff of the program and other than personnel (OTPS) costs. The base budget is quite adequate for these purposes. The budget has been stable for several years, which is appropriate given that there are no plans to

increase enrollment. Non-tax levy funds provide financial support for students. Presently they consist primarily of the Thomas W. Smith Academic Fellowship, a privately funded fellowship for CUNY BA students. The fund is restricted to financial support for students and one part-time staff position related to carrying out the requirements of the fund. Consistent with a major strategic goal for 2012-2016, the donor agreed to increase annual contributions to the fund in FY 2013. Actual and projected amounts of tax-levy and non-tax-levy funds for 2012-2018 are presented in Table 4F, the operating budget.

Table 4F: CUNY BA Operating Budget - FY 2012- FY 2018 (in thousands of dollars)

	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Tax Levy							
Personnel	732,730	665,050	673,613	600,628	670,000	710,000	730,000
OTPS	28,800	36,000	36,000	36,000	36,000	36,000	36,000
Non-tax-levy	293,304	320,817	315,490	320,490	320,000	320,000	320,000

Section 4.3.A.3: CUNY BA Operating Budget and Financial Plan (2012-2018)

CUNY BA’s financial plan comprises: 1) [CUNY BA Strategic Goals for 2012-2016 \(Appendix 4D\)](#); and 2) [CUNY BA Operating Budget 2012-2018](#). Together these documents provide the major institutional goals, actions necessary to achieve those goals, budgetary requirements, and strategies for meeting budgetary requirements. The reader is referred to Section 6.2.A of this report for a discussion of the above items and their role in linked planning and budgeting.

Section 4.3.B: CUNY Graduate School of Journalism

Section 4.3.B.1: SOJ Enrollment Trends

From its inaugural year, 2006, to the present the SOJ has maintained the goal of increasing enrollment. That goal was achieved through fall 2013, when enrollment peaked at 100 students, all in programs leading to a Master’s degree (see Table 4G below). Not only has overall enrollment increased, but the proportion of out of state and international students has also risen from 15% in 2006 to almost 40% in 2014, which has had a positive impact on the operating budget. Out of state and international students pay higher tuition rates, and the SOJ keeps tuition revenue above the annual target set by the CUNY Chancellery. For FY 2014 SOJ exceeded its annual target by about \$700,000.

From a peak of 100 students in fall 2013, enrollment for the primary M.A. in Journalism degree dipped to 87 in fall 2014. At that point, the School of Journalism took proactive steps to reverse the decline. It strengthened its marketing efforts, added a third person to its admissions staff, launched a third Master’s degree, and experimented with making GRE scores optional for applicants to its primary degree

program. For the 2015-2016 academic year, applications for the M.A. in Journalism more than doubled to 435 from the previous year, and enrollment is expected to rebound to 100. In addition, 14 students enrolled in the new one-year M.A. in Social Journalism program in January 2015, exceeding expectations that it would attract 10 students in Year 1.

Table 4G: SOJ Enrollment – Fall 2013 to Fall 2018

Year	Applicants	Admitted Students	Enrolled Students
Fall 2013	290	201	100
Fall 2014	211	171	87
Fall 2015	435	210	110
Fall 2016	450	215	110
Fall 2017	455	220	110
Fall 2018	460	225	110

Section 4.3.B.2: SOJ – Financial Trends (2013-2018)

The principal revenue source for SOJ is tax-levy allocations, including the base budget and tuition revenue above the target set for SOJ. The SOJ has also been successful in obtaining from the Chancellery additions to the base budget for special purposes. To increase revenue the SOJ has offered summer courses and adult and continuing education courses. Tax-levy allocations, including CUTRA have been sufficient to meet base budget expenses and leave a reserve in CUTRA each year, as shown below in Table 4H.

Table 4H: SOJ Operating Budget - FY 2012- FY 2018 (in thousands of dollars)

	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
TAX-LEVY BUDGET							
Total Resources ¹	4,846	5,636	6,278	6,196	6,350	6,350	6,350
Expenditures – PS ²	4,096	4,673	4,978	5,185	5,285	5,285	5,285
Expenditures – OTPS ³	771	1,154	1,193	1,250	1,100	1,050	1,050
Total Expenditures	4,868	5,826	6,171	6,435	6,385	6,335	6,335
Balance							
CUTRA ⁴	436.5	246.8	284.3	45.3	10.3	25.3	40.3
NON-TAX-LEVY RESOURCES							
Unrestricted Foundation Funds	--	--	--	--	--	--	--
Indirect Costs from Grants	--	--	--	--	--	--	--
Auxiliary Enterprise ⁵	--	--	--	--	--	--	--
Targeted Gifts and Grants ⁶	1,100	1,100	1,500	1,087	1,111	1,111	111
Other	--	55	67	81	95	95	95
Total	1,100	1,155	1,567	1,168	1,206	1,206	206

¹ All tax-levy funds, including tuition revenue/penalty and CUNY Compact ² All Personnel Services ³ Other than Personnel Services ⁴ City University Tuition Reimbursement Account: 1-3% of budget rolled over each year ⁵Activities such as the rental of public spaces, profits from food concessions ⁶ Gifts and grants specifically supporting strategic goals and related projects

Non-tax-levy funds dedicated to implementation of specific goals of the Strategic Plan are an additional resource. Since the start of the Strategic Plan the SOJ has raised approximately \$7 million through grants and private contributions (see [Appendix 4E](#)), much of it earmarked for specific goals of the Strategic Plan. Fundraising efforts have been intensified with impressive results, as can be seen in [Appendix 4F](#), and discussed in Section 6 of this report. For example, the SOJ Foundation earned tax-exempt status in November 2014, and at present its assets total \$1.6 million.

Section 4.3.B.3: SOJ - Operating Budget and Financial Plan 2013-2018)

The SOJ financial plan comprises: 1) [SOJ Strategic Plan 2013-2017 \(Appendix 4G\)](#), 2) [SOJ Operating Budget 2013-2018 \(Table 4H\)](#), and the financial tables presented in [Appendix 4E](#) and [Appendix 4F](#).

The components of the financial plan provide evidence that the SOJ engages in strategic planning, and budgeting linked to that planning. A more detailed discussion of planning linked to budgeting, with recent examples, is presented in Section 6 of this report.

Section 4.3.C: CUNY School of Professional Studies

Section 4.3.C.1: SPS - Enrollment Trends

Over the last 3 years enrollment has grown by about 20% (see Table 4I). Growth in existing programs has been incremental, approximately 3%; growth has been much higher in new programs. (Since 2008 SPS has grown by a couple of degree programs each year, some serving as pipelines from the undergraduate to the graduate level). The pattern of enrollment growth, which is consistent with the current and prior strategic plans, is expected to continue. For example, two new degrees and a major certificate program just received state approval and the determination is that they will launch in spring 2016.

Table 4I: SPS Enrollment – FY 2013 to FY 2018

Year	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Bachelor's	950	938	1102	1232	1342	1486
Master's	428	442	522	561	564	576
Certificate and Non-Degree Courses	661	811	1019	989	999	999
Total	2039	2191	2643	2782	2905	3061

Section 4.3.C.2: SPS - Finance Trends (2013-2017)

The principal revenue source for SPS is tax-levy allocations, including the base budget and tuition revenue above the target set for SPS. Funding from tax-levy as well as from non-tax levy sources has increased significantly since SPS opened in 2006, keeping pace or even surpassing its rapid growth in programs and enrollment.

The Chancellery increased the base budget of SPS by \$1.5 million annually starting in FY 2013 (see Table 4J). The increase followed discussions between the Dean and the Chancellor regarding SPS's strategic plan and PMP in spring and summer 2012, part of CUNY's annual budgeting and accountability cycle discussed in Section 4.1 of this report. In these discussions the Dean successfully presented the argument that the growth SPS had shown, and was planning to continue, justified an infusion of funding.

Table 4J: SPS Operating Budget - FY 2012- FY 2018 (in thousands of dollars)

	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
TAX-LEVY BUDGET							
Total Resources ¹	\$10,458	\$12,566	\$15,587	\$16,016	\$17,339	\$18,726	\$19,662
Expenditures – PS ²	8,726	9,475	11,071	12,580	13,863	15,178	16,061
Expenditures – OTPS ³	1,978	2,930	4,454	3,369	3,436	3,505	3,575
Total Expenditures	10,704	12,405	15,525	15,949	17,299	18,683	19,636
Balance	(246)	161	\$62	\$67	\$40	\$43	26
CUTRA ⁴	339	500	548	480	520	563	589
NON-TAX-LEVY RESOURCES							
Unrestricted Foundation Funds	\$47	\$84	\$110	\$233	\$283	\$341	\$406
Indirect Costs from Grants	559	655	766	860	908	949	990
Auxiliary Enterprise ⁵							
Targeted Gifts and Grants ⁶							
Other							
Total	\$47	\$84	\$110	\$233	\$283	\$341	\$406

¹ All tax-levy funds, including tuition revenue/penalty and CUNY Compact ² All Personnel Services

³ Other than Personnel Services ⁴ City University Tuition Reimbursement Account: 1-3% of budget rolled over each year ⁵ Activities such as the rental of public spaces, profits from food concessions

⁶ Gifts and grants specifically supporting strategic goals and related projects

Grant- and contract-funded instruction has been an important source of revenue and enrollment since SPS opened in 2006. That work has grown significantly, so that grant earnings over the past 3 years have averaged \$7 million a year (see Table 4K below).

Fundraising is another growing source of revenue. The CUNY School of Professional Studies Foundation, established in FY 2012, ended that year with net assets of almost \$100,000. Those assets more than doubled in FY 2013, doubled again in 2014, and are on track to doubling again in FY 2015 (see [Appendix 4H](#)).

Table 4K: SPS External Grants and Contracts (in 000 of dollars)

	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Federal, State, City							
Number of projects	19	20	16	23	25	27	29
Amount	6,648	7,812	9,274	10,387	11,000	11,500	12,000
Foundations and Non-Profit							
Number of projects	4	3	1	2	3	3	3
Amount	51	52	12	18	20	20	20
Other							
Number of projects	3	1	0	1	1	1	1
Amount	71	75	0	13	15	15	15
Overhead from all Projects	559	655	766	860	908	949	990

Section 4.3.C.3: SPS - Operating Budget and Financial Plan 2012-2018)

The SPS financial plan comprises: 1) SPS Strategic Plan (June 2012–June 2015) ([Appendix 4I](#)); 2) SPS Operating Budget 2012-2018 (see Table 4H); and 3) SPS Foundation Year end Assets ([Appendix 4H](#))

The reader is referred to Section 6 of this report for a discussion of the components of the financial plan and their role in linked planning and budgeting. In terms of the present discussion the Operating Budget shows that the SPS is financially sound. Its tax-levy base budget resources, including CUTRA, have been sufficient to meet PS and OTPS expenses and leave a reserve of up to 3% in CUTRA each year. In FY 2013 the Chancellery increased the annual base budget to support the school’s rapid growth in degree and certificate programs and enrollment. This has been supplemented with a high level of grant and contract activity. Grants and contracts are often related to program offerings, and therefore have a positive impact on enrollment and the development of new programs. And there is the added benefit of funds in the form of indirect costs. Increasing philanthropic activity, evident in the dramatic increase in the assets of the SPS Foundation, including its unrestricted funds, contribute to the overall financial strength of the institution.

Section 4.3.D: CUNY School of Public Health

The discussion of enrollment and finance trends of the SPH is impacted by two important factors:

First, the SPH is the newest member of the UC, added by the CUNY Board of Trustees in May 2013 ([Appendix 1B](#)). At that time the Board of Trustees also appointed a new dean. Previously the SPH, which was founded in 2010 and was first accredited by the Council on Education for Public Health in 2011, existed as the CUNY School of Public Health at Hunter College and comprised the public health programs at Brooklyn, Hunter and Lehman Colleges and the Graduate Center. As a newly independent entity of the UC, with a new dean, associate deans, faculty and other staff, the SPH is in the early stages of operation and consequently has limited data.

Second, the SPH is a *consortial* school whose unique structural and operational features are relevant to a discussion of enrollment and finance trends, as well as planning linked to budgeting, as can be seen in Section 6.5 of this report. The unique features of the SPH include:

- The CUNY School of Public Health, like the other entities of the UC, is an independent entity.
- The administrative core of the CUNY SPH includes the dean, administrators, faculty and staff, governance, budget, and starting in 2015-2016, PMP (see discussion of PMP in Section 5). The SPH is in the process of developing new degree and certificate programs to be conferred by the Graduate School and University Center, which is recognized by the New York State Education Department as having degree granting authority for the GC and the UC entities. These will be programs in addition to the consortial public health programs already in place in CUNY.
- The Public Health programs at Brooklyn College, Hunter College, Lehman College and the Graduate Center operate consortially with the CUNY School of Public Health. They are in a dual relationship with a college and with the SPH.
 - As part of a college they operate under that college's academic, governance and administrative rules.
 - At the same time they are part of the CUNY SPH, which is overseen and coordinated by the dean and other SPH administrators, and by the SPH Faculty and Student Council, a governance body, which includes representatives of the faculty and students of each public health program.
 - In strategic planning, budgeting and other financial matters the public health program at each college is administered by the college.
 - At the same time SPH determines policy, strategic planning and budgeting for public health programs across CUNY as a cohesive whole. SPH also coordinates curriculum, student assessment, and admissions, in accordance with the standards of the Council on Education for Public Health. In practice the structure works because the colleges and SPH have established a collaborative governance structure with collaborative relationships.
 - Certificates and degrees in public health from Brooklyn College, Hunter College and Lehman College are jointly conferred by each college and the Graduate School and University Center, the degree granting authority for SPH. Since IPEDS does not accommodate joint conferral of degrees, enrollment in the above programs is included in the respective IPEDS of Brooklyn, Hunter and Lehman. Enrollment in the doctorate in public health at the GC is included in the IPEDS of the Graduate School and University Center.

Section 4.3.D.1: SPH - Enrollment Trends

Enrollment trends of the SPH reflect the two major components of its unique structure: enrollment in existing public health programs at the consortial colleges, and projected enrollment in the new SPH administrative core, which is in the process of developing its first programs. Enrollment by degree level and by campus is shown in Table 4L. Most relevant to the present discussion are new offerings by SPH’s administrative core, which will start small next year and gradually increase in enrollment. While it is typical to present enrollment trends over the period of time covered by the institution’s strategic plan, CUNY SPH is in the process of developing its first strategic plan.

Table 4L: SPH Enrollment – FY 2012 to FY 2018

Degree Level	Campus	Fiscal Year						
		2011	2012	2013	2014	2015	2016	2017
Bachelor	Hunter	109	91	73	83	90	90	90
Masters	Brooklyn	77	72	57	53	51	50	51
Masters	Lehman	58	62	63	55	55	53	57
Masters	Hunter	370	376	408	394	412	411	415
Masters	CUNY SPH							25
Doctorate	GC	76	101	104	117	122	124	137
TOTAL		690	702	705	702	730	728	775

Section 4.3.D.2: SPH – Financial Trends (2012-2018)

Only the financial trends of the administrative core, CUNY SPH, will be discussed here. The public health program at each of the consortium colleges – Brooklyn, Hunter, Lehman, GC – is included in the budget of the college and in the college’s Middle States accreditation review. The administrative core of CUNY SPH directly controls its planning and budgeting, and participates indirectly in the planning and budgeting of the public health programs at the consortial colleges (see SPH Accreditation Report in [Appendix 4J](#)).

Tax-levy allocations are the principal revenue source for the administrative core of SPH, constituting its base budget. Tuition revenue above a target set for SPH administrative core will eventually become part of its base budget; but degree programs and courses that will generate tuition revenue are in the planning stages at present. The SPH’s operational budget – see Table 4M below – starts in FY 2014, the year SPH was added to the UC. The projections for FY 2016 and beyond are quite tentative, since SPH is in its start-up phase – completing its first PMP and strategic plan, hiring additional staff, etc. It is expected that in the near future tax-levy base-budgets will include sufficient resources from the Chancellery to cover expenses. In terms of non-tax-levy resources, SPH is pursuing grants and contracts and engaging in fundraising activities, the early results of which can be seen on Table 4M below.

Table 4M: SPH Central Operating Budget (in thousands of dollars)

	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
TAX-LEVY BUDGET					
Total Resources ¹	1,193	2,581	4,454	4,479	
Expenditures – PS ²	914	1,981	3,455	3,455	
Expenditures – OTPS ³	293	765	999	1,024	
Total Expenditures	1,207	2,745	4,454	4,479	
Balance	15	0	0	0	0
CUTRA ⁴					
NON-TAX-LEVY RESOURCES					
Unrestricted Foundation Funds	15	103	315	975	1,740
Indirect Costs from Grants		62	150	187	234
Auxiliary Enterprise ⁵					
Targeted Gifts and Grants ⁶		636	1,500	1,875	2,344
Other		82	82	82	82
Total	15	883	2,047	3,119	4,400

¹ All tax-levy funds, including tuition revenue/penalty and CUNY Compact ² All Personnel Services

³ Other than Personnel Services ⁴ City University Tuition Reimbursement Account: 1-3% of budget rolled over each year

⁵ Activities such as the rental of public spaces, profits from food concessions

⁶ Gifts and grants specifically supporting strategic goals and related projects

Section 4.3.D.3: SPH – Operating Budgets and Financial Plan (2012-2018)

Given that the SPH was previously part of Hunter College, and was only recently added to the UC, it is in the process of developing its first Strategic Plan (and its first PMP) as a UC entity. When these are finalized they will be integral to the next financial plan.

The strategic plan is in an advanced stage of development. A framework for the strategic plan has been completed, including mission and vision statements, a delineation of 7 strategic domains, and within each domain, several major goals. Finally each goal comprises several specific objectives (see [Appendix 5V](#)). For example, the first strategic domain is to: Evolve academic programs to the next level of excellence, including distance learning. A goal within that domain is to: Maximize the number of full time faculty, so as to increase the percentage of courses delivered by such faculty. Specific objectives under that goal include increasing the percentage of courses taught by full-time faculty to 70% by August 2016 and mapping curricula (courses) to faculty expertise and aligning future hires to fill gaps in the map.

The financial plan of the SPH, which is currently in its start-up phase comprises: 1) The SPH Strategic Plan Framework; 2) the SPH Operational Budget 2013-2018; and 3) assets, including unrestricted funds of the SPH Foundation. FY 2016 will be SPH first full participation as a UC entity in the CUNY planning, budgeting and

accountability annual cycle.

Section 4.3.E: Macaulay Honors College at CUNY

MHC is a *consortial* school whose unique structural and operational features are relevant to a discussion of enrollment and finance trends, as well as planning linked to budgeting, [Section 6.6](#) of this report. The unique features of MHC include:

MHC comprises two major components: MHC-Central and MHC-Consortium.

- *MHC-Central* is the administrative core, including a dean, administrators, consortial and visiting faculty, staff, governance, budget, and PMP (see discussion of PMP in Section 5). MHC-Central does not directly admit students. The students are admitted to a MHC program at one of 8 senior CUNY colleges: Baruch, Brooklyn, City, Hunter, John Jay, Lehman, Queens, Staten Island. The program at each college carries the name MHC and the name of the college, e.g. MHC at Hunter College. MHC-Central offers free standing courses that can be taken as electives by students in the above 8 programs.
- *MHC-Consortium* comprises MHC-Central as the lead and administrative core, and the MHC programs at the 8 senior colleges. The programs at the 8 colleges are in a dual relationship: They are part of their college and they are also part of the MHC-Consortium:
 - As part of their home college the programs are under their home college academic, governance and administrative rules
 - At the same time the 8 programs are part of the MHC-Consortium, which is overseen and coordinated by MHC-Central and its governance body, the Macaulay College Council. The 8 programs are represented on the council
 - In strategic planning, budgeting and other financial matters the program at each of the 8 colleges is administered by the college
 - At the same time MHC-Central determines policy on curriculum, student events, and financial aid across the MHC-Consortium, and sets enrollment targets in collaboration with the 8 programs.
 - Degrees from the programs at the 8 senior colleges are jointly conferred by each college and the Graduate School and University Center, the degree granting authority for MHC. Since IPEDS does not accommodate joint conferral of degrees, enrollment in the above programs is included in the respective IPEDS of the 8 senior colleges.

Section 4.3.E.1: MHC – Enrollment Trends

MHC programs are in high demand and therefore enrollment is tightly controlled and linked to the financing provided by the Chancellery. That financing is

maintained at a level necessary to provide a quality educational experience to each student admitted to the program, including the administrative and instructional functions of MHC-Central, advising at each consortial campus, and tuition waivers and technology for students. Decisions about the size of enrollment are made in collaboration with the Chancellery, which provides MHC with base budget resources sufficient to cover expenses.

Given the structure of MHC, enrollment trends are presented for the 8 CUNY senior colleges comprising the MHC consortium for the period covered by the strategic plan with projections to 2018. Enrollment was intentionally increased from 1581 in fall 2011 to 2031 in fall 2014 and will be maintained at approximately 2000 for the next 3 years (see Table 4N). The size of admissions cohorts, which grew from 393 in fall 2010 to 563 in fall 2013, will be kept at approximately 540 for the next 3 years.

Table 4N: MHC Enrollment by Campus – Fall 2011 to Fall 2018

Consortial College	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Baruch College	311	341	348	371	375	375	375
Brooklyn College	193	230	278	308	300	300	300
City College	189	245	295	353	365	365	365
John Jay College	-	-	20	43	60	78	78
Lehman College	69	74	74	71	71	71	71
Queens College	205	227	228	231	231	227	227
College of Staten Is.	136	148	160	161	161	160	160
Total Enrollment	1,581	1,762	1,882	2,031	2,052	2,071	2,071

Section 4.3.E.2: MHC – Financial Trends (2012-2018)

MHC Consortium programs are partly funded by the consortial colleges and partly funded by MHC Central. MHC-Central funds tuition for 7 out of every 8 students in the program at the senior colleges and the college covers tuition for the 8th student. MHC-Central also funds an advisor that is housed on site at each college. State tax-levy appropriations fund the base budget (including the cost of tuition, student activities associated with curriculum, such as field trips and instructional technology equipment and software, and extracurricular common events). Additional tax-levy allocations from the CUNY Chancellery have occasionally been received, for example funds for Visiting Professor stipends and funds for a bridge program designed to attract underrepresented minorities to apply to Macaulay. MHC’s Operating Budget (see Table 4O below) shows that over the last 3 years base budget resources have been systematically increased to cover the costs of higher enrollment. It should be noted that MHC does not rollover funds in CUTRA because it does not receive tuition revenue; also, the balance from MHC-Central tax-levy funds is applied to expenses at the consortial colleges.

Much of the college’s growth and new initiatives are funded by non-tax-levy sources, including competitive grants and fundraising, an issue that is discussed in Section 6 of this report.

Section 4.3.E.3: MHC – Operating Budget and Financial Plan (2012-2018)

Financial planning is primarily driven by the need to fund the implementation of the goals of the current strategic plan. The financial plan includes: 1) MHC Strategic Plan 2012-2015 ([Appendix 4K](#)); 2) MHC Operating Budget (Table 40) for fiscal years covered by the strategic plan and projecting to 2018; and 3) strategies for funding major strategic plan goals. The reader is referred to Section 6 of this report for a discussion of these documents and their role in linked planning and budgeting. In reference to the present discussion the operating budget for the period covered by the strategic plan, with projections to 2018 is presented in the table below.

Table 4 O: MHC Operating Budget (in thousands of dollars)

	FY 2012	FY 2013	FY 2014	FY 2015*	FY 2016	FY 2017	FY 2018
TAX-LEVY BUDGET							
Total Resources ¹	7,683	9,065	10,379	11,404	11,850	12,100	12,250
Expenditures – PS ²	4,196	3,936	4,568	4,668	4,985	5,095	5,195
Expenditures – OTPS ³	1,500	1,500	1,500	1,500	1,500	1,500	1,500
Total Expenditures	5,696	5,436	6,068	6,168	6,485	6,595	6,695
Balance Applied to expenses at the colleges	1,987	3,629	4,311	5,236	5,365	5,505	5,555
CUTRA ⁴ (Not applicable to MHC)							
NON-TAX-LEVY RESOURCES					**	**	**
Unrestricted Foundation Funds	138	132	202	85			
Indirect Costs from Grants							
Auxiliary Enterprise ⁵							
Targeted Gifts and Grants ⁶	1,434	2,323	2,658	2,955			
Other – Program Expenses	1,485	2,315	2,613	1,446			
Total	87	140	247	1,594			

¹ All tax-levy funds, including tuition revenue/penalty and CUNY Compact ² All Personnel Services ³ Other than Personnel Services ⁴ City University Tuition Reimbursement Account: 1-3% of budget rolled over each year ⁵ Activities such as the rental of public spaces, profits from food concessions ⁶ Gifts and grants specifically supporting strategic goals and related projects *YTD as of May 15 ** Longer-term projections for Non-Tax Levy Resources will be formulated in FY 16

Section 5: Assessment of Student Learning and Institutional Effectiveness

As discussed in Section 2, subsequent to the Graduate Center's 2010 decennial review, MSCHE requested that the Graduate Center submit a Progress Report "...documenting progress in the implementation of a comprehensive, organized and sustained assessment process to evaluate and improve student learning linked to the strategic planning process (Standards 2 and 14)." That report ([Appendix 2A](#)) was approved on June 28, 2012. The Progress Report only included information about assessment at the GC, not the UC entities. Please also note that the two recommendations from the 2010 Evaluation Team report that addressed Standards 7 and 14 were also directed at the GC, and not the UC entities. Therefore, while information is included here, the reader is also referred to Section 2 for details about assessment at the GC.

Only three of the current five UC entities were part of the UC at the time of the decennial review and those three entities were praised for their assessment efforts: "The Graduate School of Journalism, the School of Professional Studies, and the CUNY BA/BS, the three units in the UC, all have solid student learning assessment models appropriate to their missions" (page 25 of [Appendix 5A](#)). Since 2010, the CUNY SOJ has been accredited by the Accrediting Council of Education in Journalism and Mass Communications, and completed a formal assessment plan as part of that process (described in detail later in this section).

Since the 2010 decennial review, two entities have joined the University Center: Macaulay Honors College and the CUNY School of Public Health. While they are both new to the UC, they each have a prior history within CUNY that is relevant to their current assessment practices. MHC started out as a small number of programs within several CUNY colleges, and, even as it has grown, MHC students still enroll in academic programs offered (and assessed) at the colleges. SPH started out as individual public health programs at Hunter College, Brooklyn College, Lehman College and the Graduate Center, and, then, as the CUNY School of Public Health at Hunter, where it was first accredited by the Council on Education for Public Health in 2011. More details about the structures of MHC and SPH can be found in Section 4.

With the exception of CUNY BA, there is a CUNY-wide assessment process in which each entity within the Graduate School and University Center participates: CUNY's Performance Management Process (PMP). This process is consistent with MSCHE's institutional effectiveness standard (Standard 7), and helps to ensure that assessment takes place within all CUNY colleges and entities. An overview of the PMP is given in Section 5.1, and entity-specific assessment information is given in Section 5.2.

5.1: Performance Management Process

The Performance Management Process is CUNY's main mechanism for accountability, articulating and assessing institutional performance on university goals and priorities, but also allowing each entity within the university to identify and appropriately assess its own

goals and targets within the PMP framework. Each spring, CUNY sets the university's goals and targets (see 2014-2015 university goals in [Appendix 5B](#)) for the upcoming academic year, and then each entity sets its own goals that are aligned with the university's. At the end of the academic year, each entity submits a report detailing its progress towards its performance targets. The detailed PMP documents offer measurable and specific goals and targets that address key performance indicators, such as retention rates, and grants and contracts awarded. Since 2008, the PMP process has included an annual evaluation conference between the chancellor and each entity president or dean, and, when funds are available, incentive funds may be offered in support of progress towards PMP goals and targets. An annual calendar for the PMP is below.

February: New university goals and targets for the next academic year are distributed.

Early May: Faculty scholarship collection closes.

Late May/Early June: CUNY Office of Institutional Research and Assessment distributes preliminary PMP data book.

Mid-to-Late June: Colleges/ entities submit year-end PMP report and President's Letter to the CUNY Chancellor's Office.

Late June to Mid-July: Colleges submit next year's "goals and targets" report (requested revisions due by end of August).

July: CUNY Office of Institutional Research and Assessment distributes final PMP data book with end-of-year financial data.

July-August: CUNY Central Office PMP team reviews college year-end reports and data.

August-September: Presidents meet with chancellor to review annual institutional progress.

Fall Semester: Colleges/entities engage in discussions about PMP results from prior academic year, and strategies for continuous improvement.

The PMP turns on yearly reports and feedback on those reports (see sample year-end report from the School of Professional Studies in [Appendix 5C](#)), but it is a continual process. The yearly reports are due within two weeks of the submission of goals and targets for the coming year, each the result of extensive input and consultation. Each yearly report builds upon results reported previously, as well as upon feedback. The goals and targets align with university-wide objectives, but also reflect a particular entity's mission, constituency, and context.

CUNY's framework of the PMP for the 2014-15 year can be found in [Appendix 5B](#). The framework breaks the goals and targets into University Goals, Sector Goals and College

Focus Area Goals, with corresponding indicators/metrics. With some exceptions, University Goals and Indicators are relevant to all colleges and entities within CUNY. They touch on many aspects of performance, including, but not limited to, faculty scholarship, student success, administrative services, and resource allocation. Some sample University Goals and Indicators are below.

Goal: Increase faculty scholarship and research impact.

Indicator: Number of publications and creative activities (three-year weighted rolling average).

Goal: Ensure that students make timely progress toward degree completion.

Indicator: Average number of credits (equated credits) earned in one year.

Goal: Improve student satisfaction with administrative services.

Indicators: Student satisfaction with Recruitment and Financial Aid Effectiveness, Registration Effectiveness, and Service Excellence as measured by Noel-Levitz SSI (odd years).

Goal: Use financial resources efficiently and prioritize spending on direct student services.

Indicator: Spending on instruction, research, and student services as a percentage of tax-levy budget.

Sector Goals are specific to the senior or community colleges (e.g. a senior college goal is to increase enrollment in master's programs and two corresponding indicators are new and total enrollment in master's programs). College Focus Area Goals are specific to individual colleges or entities within the university. University and Sector Goals are relevant to broader issues of institutional effectiveness and help to ensure that both institutions themselves and CUNY are continuously assessing institutional effectiveness. By creating a separate section of the report explicitly for College Focus Area Goals, the university encourages individual colleges or entities to identify short-term goals and targets that reflect their own strategic goals. Additional information about how each entity within the Graduate School and University Center uses the PMP as part of its institutional assessment program will be addressed in Section 5.2.

5.2: Entity-specific Assessment Information

The rest of Section 5 includes entity-specific information about assessment of student learning and assessment of institutional effectiveness for the Graduate Center and for the five entities within the University Center. As the structures of the entities and the nature of their assessment processes vary significantly, the information provided in these subsections does as well. To make the subsections easier to navigate, information is presented in table format and specific timelines/calendars of assessment activities are included whenever possible. For each entity, information is first presented about assessment of student learning and then about assessment of institutional effectiveness.

including entity-specific information about the PMP and tables mapping goals to assessments and use of assessment results.

5.2.A: THE GRADUATE CENTER

Assessment of Student Learning and External Program Review

Learning goals:

The Graduate Center established institutional learning goals in fall 2010 (see below), and, in 2011, GC programs reviewed and revised (and, in some cases, wrote) program learning goals and learning goals for program milestones (First Examination, Second Examination, dissertation) to make them more consistent with the institutional goals. Sample learning goals for the Graduate Center's doctoral and master's programs can be found in [Appendix 5D](#). Recently, efforts have been made to ensure that all programs include their program learning goals on their websites (currently 75 percent of doctoral programs do).

The Graduate Center's Institutional Learning Goals: Below are the Graduate Center's institutional learning goals, mapped to program learning goals for some example programs.

Over the course of their degree program students must demonstrate:

GC Goal 1: Broad and specialized knowledge in their discipline.

Ph.D. Program in English: Students completing the Ph. D. in English degree will be able demonstrate broad knowledge of major works of Anglophone literature, literary history, and influential critical approaches within literary studies.

Ph.D. Program in Physics: Students will master the fundamental knowledge of the field; develop the problem solving skills and analytical thinking required to begin research.

GC Goal 2: Oral and written communication skills, other skills and experience appropriate to the discipline as required for career success.

Ph.D. Program in Anthropology: The Anthropology Program expects graduates to be able to demonstrate the following: Familiarity with the variety of methods commonly deployed in the subfield and facility in those required for specialized research.

Ph.D. Program in History: Upon successful completion of the Ph. D. Program in History, students should be able to show a reading knowledge of a foreign language or more when those languages are necessary to conducting research in the student's field.

GC Goal 3: A grounding in professional ethics.

Ph.D. Program in Nursing: Upon completion of the Ph.D. Program in Nursing Science, student should be able to evaluate ethical concepts related to nursing and health care.

Ph.D. Program in Urban Education: Throughout the program students will demonstrate appropriately ethical conduct in their interactions with faculty and peers and in the production of high quality original scholarship. All research with human subjects will be approved by the Institutional Review Board and will be enacted to incorporate high standards of ethical conduct.

GC Goal 4: A substantial and original contribution in their field.

Ph.D. Program in Criminal Justice: Students completing the PhD Program in Criminal Justice will demonstrate the ability to write an original scholarly work, using primary or secondary sources; or present an original conceptual framework, or extend an existing conceptual framework in an innovative way and thereby make a unique and significant contribution to the field.

Subprogram in Music Composition: Upon completion of the program, students will demonstrate the ability to compose solo, chamber or orchestral music at a high professional level and to communicate effectively about their own compositions.

Assessment cycle:

As described in detail in Section 2 of this document, the GC just completed the third year of a five-year cycle of student learning assessment and external program review. Each year, programs either undergo an external review, write a five-year follow up to their last external review, or conduct an assessment review and submit an Assessment Review Report. The participation rate for the 2014-2015 year of the assessment cycle was 90 percent.

An annual calendar for each year of the five-year cycle is below and sample Assessment Review Reports and five-year external review follow-up reports can be found in [Appendix 5E](#).

September: Requests for upcoming Assessment Review Reports are sent to program.

October: Programs notify the assessment coordinator of which area of assessment they will report on that year; assessment coordinator sends customized guidance documents and sample reports to the programs.

December: Assessment lunches take place to discuss Assessment Review Reports as works in progress.

January-March: Assessment coordinator and Outcomes Assessment Committee chair follow up with programs and provide guidance when necessary.

March: Programs submit Assessment Review Reports or five-year follow-up reports to an external review to the assessment coordinator. Timing of ten-year external reviews are determined on a program-by-program basis.

April: The assessment coordinator and director of institutional research and effectiveness review program reports; Outcomes Assessment Committee meets to discuss program reports and to draft a summary report to the provost.

May: Outcomes Assessment Committee submits a report to the provost on annual assessment activities and chair meets with the provost to discuss the report and any necessary resource allocations resulting from assessments.

Examples of linkage between assessments and program improvements:

Below are some specific examples of the ways that assessment results from Assessment Review Reports and external reviews are being used to make improvements. These sample assessment reports can be found in [Appendix 5E](#).

1. PhD Program in Economics, First Examination Assessment Review Report (2013). The Economics program looked at trends in pass rates for their First Examination and subsections of their First Exam over four years. In doing this, they found that student performance varied significantly from year to year, particularly in the subsection of the exam focused on microeconomics. This was an indication that not all students were mastering core microeconomic theory, a learning goal for students completing the exam. In order to improve student performance in this area, they decided to make two changes: 1) to make labs compulsory rather than optional; and 2) to increase homework and practice exams.
2. PhD/DMA Program in Music, Professional Development Assessment Review Report and Follow-Up to 2012 First Examination Review (2013).
 - The Music program used email-survey data, and collected results from a student-only meeting. They learned that students were very satisfied with previous changes the program had made to professional development offerings (tailoring them to students in different subprograms). However, feedback indicated that the offerings did not cater equally to students in each subprogram and that students in the performance and composition areas seemed to be the least well served. In response to this feedback, the program planned to offer some

- additional workshops for students in those areas, on topics such as the business and legal aspects of careers in performance and composition.
- In the same report, the Music program also indicated that, in response to recommendations from an assessment of their First Examination the previous year, the different subprograms had adopted a new format for the First Exam and the DMA Program in Performance had created a First Exam (they previously had not had one).
3. Ph.D. Program in Anthropology, Second Exam Assessment Review Report (2014). To assess the second exam, the results of all second exams over the last four semesters (spring 2012-fall 2013) were compiled and examined. Additionally, the program convened faculty who had participated on second examination committees over the last two years to discuss any concerns. A recurrent issue was identified by faculty in Cultural Anthropology who were concerned that students weren't clear about what constitutes an appropriate geographical area and topic for the exam. In order to redress this, the program instituted a new "Second Exam Approval Form" for Cultural Anthropology students which must to be submitted for EO approval at least six months prior to the date of the second exam. This form specifies the intended specialties of the exam and facilitates discussion between the advisor, the student, and the EO to ensure that the defined areas and specialties match the learning goals of the exam and program. This also ensures that students start planning for the exam enough in advance to allow for adequate preparation.
 4. During the 2010 external review of the Ph.D. Program in Comparative Literature, reviewers recommended that the program recruit faculty from the CUNY colleges who would be able to offer courses in non-European literatures. They did this, but, in their five-year follow-up report to the external review (written in spring 2015), they wrote of the need to expand course offerings in non-European literature even further. They indicated that they had invited a professor from the College of Staten Island to teach a course in Chinese Literature and Culture the following semester.

Assessment of Institutional Effectiveness

Performance Management Process:

Many of the University and Sector Goals and Indicators in the PMP apply to the Graduate Center and, in cases where they don't, the GC identifies and produces versions of the goals and indicators that are relevant to graduate (primarily doctoral) education. For example, instead of using credits earned and 1-year retention (data provided for other CUNY colleges by the CUNY Office of Institutional Research and Assessment) as indicators of timely progress towards the degree, the GC uses the percentage of an entering cohort achieving candidacy by the end of the eighth semester. Please see [Appendix 5F](#) for the GC's 2014-15 PMP goals and targets document. The GC's College Focus Area Goals are aligned with the three goals of its 2012-2016 Strategic Plan. Please see below for a mapping of the GC's four 2014-2015 College Focus Area Goals to its three 2012-2016 Strategic Plan Goals.

Table 5A: Mapping of GC 2014-15 PMP College Focus Area Goals to 2012-16 Strategic Plan Goals

2012-2016 GC Strategic Plan Goals	2014-15 PMP College Focus Area Goals	Targets/Indicators
The GC will attract and retain the best and most diverse students.	To bring the Graduate Center in line with other doctoral institutions regarding parental accommodation including a service reduction that allows students to maintain their fellowship while on leave.	Establish baseline usage and costs figures Actual costs will be less than or equal to predicted costs.
The GC will increase and diversify its graduates' professional prospects for careers both inside and outside the academy.	To bring the Graduate Center in line with other graduate institutions regarding the tracking of alumni. The data will enhance the Graduate Center in two ways: 1) improve our knowledge of graduate career placement and 2) assist the development office with alumni fundraising.	Find employment information for 80% of doctoral graduates from 2003-04 through 2013-14.
The Graduate Center will deepen its research culture and increase its prominence as a national and international center of advanced learning and Ph.D. training.	The Futures Initiative will enhance the Graduate Center's and CUNY's role in promoting the public good through advocacy of invigorated public support for higher education as an investment opportunity for society and New York City in particular. The ultimate goal of the Futures Initiative is to make the Graduate Center and CUNY national leaders in higher education transformation.	Complete hiring, training and creation of administrative infrastructure for Futures Initiative.
The Graduate Center will deepen its research culture and increase its prominence as a national and international center of advanced learning and Ph.D. training.	To enhance the Graduate Center's role in promoting an integrated university. It will do so by granting course releases to college-based faculty to participate in themed annual seminars at the Graduate Center and focus on their own research.	Offer course releases to 29 faculty participants, allowing them to focus on research, publications, and grant submissions.

Tools for assessing institutional effectiveness:

The Graduate Center makes use of many tools for assessing institutional effectiveness, including external program reviews, surveys and metrics produced/collected by the Office of Institutional Research and other offices. For example, regular surveys of students include a comprehensive doctoral student experience survey (DSES) and a master's student experience survey (MSES), conducted in alternate years, and exit surveys of doctoral and

master’s students. Across the GC, these tools are reviewed and discussed by diverse groups, who draw upon the information when revising or creating policies, procedures, and programs. The tools are continuously used to assess progress towards the goals of the PMP and the Graduate Center’s Strategic Plan. For example, the doctoral and master’s student experience surveys include items asking about student satisfaction with administrative services, and results from those items are used to measure progress towards the PMP goal “improve student satisfaction with administrative services.” Below are some examples of the ways that these assessment tools are used to assess progress towards the goals of the GC’s 2012-16 Strategic Plan. The full framework for assessing the Strategic Plan is described in Section 2 and can be found in [Appendix 2C](#).

Table 5B: Linking GC Strategic Goals with Assessment and Use of Assessment Results

Strategic Plan Goals	Sample Measurable Planning Objectives/ Indicators	Key Actions	Assessment Results and Use of Results
Attract and retain the best and most diverse students.	Increase in number of applications; decrease in admissions rate; increase in yield.	Increase financial support, decrease incoming cohort size.	Number of applications, admissions rate and yield had been flat. When key actions were implemented, admissions rate decreased from 29% (in 2011) to 21% (in 2013); yield increased from 54% (in 2011) to 65% (in 2013). Number of applications remained flat. Additional actions are necessary to impact that MPO.
The Graduate Center will increase and diversify its graduates’ professional prospects for careers both inside and outside the academy.	Increase in the percentage of students reporting that they are satisfied with professional development and career development services.	Establish Office of Career Planning and Professional Development.	There was a modest increase in reported satisfaction with career services between Spring 2012 and Spring 2014, from 45.6% of students reporting satisfaction to 50.7% reporting satisfaction on the doctoral student experience survey. Given the establishment of the Office of Career Development in 2013, this measure will be of continuing interest in evaluating the impact of that office as it becomes better-known and better-utilized by GC students.
The Graduate Center will increase and diversify its graduates’ professional prospects for careers both inside and outside the academy.	Increase in the percentage of students reporting that they had been appropriately prepared and supervised before entering the classroom.	Plans to establish Teaching Center.	In 2012 and 2014, 45% and 40% of students reported that they had been appropriately prepared and supervised before entering the classroom on the doctoral student experience survey. As a result, the GC is establishing a Teaching Center, with a director scheduled to start by Fall 2015.

Strategic Plan Goals	Sample Measurable Planning Objectives/ Indicators	Key Actions	Assessment Results and Use of Results
The Graduate Center will deepen its research culture and increase its prominence as a national and international center of advanced learning and Ph.D. training by leveraging the depth and breadth of faculty excellence, the academic and cultural assets of New York City and CUNY's scale.	Increase in website hits on the Advanced Research Collaborative (ARC) website.	Establish and grow the Advanced Research Collaborative and its Distinguished Fellowship program.	The number of ARC website hits went from 4,062 during the 2012-13 year to 9,134 during 2013-14 year to 11,346 during the 2014-15 application year. This measure will be monitored as ARC continues to expand.

5.2.B: THE UNIVERSITY CENTER

5.2.B.1: CUNY BA

Assessment of Student Learning

Most of CUNY BA's assessments take place at the CUNY colleges where their students are enrolled and taking courses. As part of its 2012-2016 Strategic Goals, the CUNY BA is conducting a review of learning outcomes assessment to explore adding an additional layer of assessment across colleges. This is challenging because each CUNY BA student has his/her own unique major and degree plan. Therefore, student outcomes and assessment tools must be meaningful, but must also be broad enough to apply to a wide variety of interdisciplinary majors. An assessment working group has been formed, consisting of CUNY BA's academic director and faculty members who mentor CUNY BA students. This group has been working with an external consultant to develop an assessment plan.

Student outcomes:

Working with the external consultant, the assessment working group has created a list of student outcomes, which was necessary before any type of assessment could be designed. Draft student outcomes for the CUNY BA can be found below. The second two are student learning outcomes specifically.

- Developed an individualized plan of study, founded in self-reflection, which informs specific learning outcomes within and among disciplines and identifies the pertinent coursework and experiences available across the CUNY system in achieving the desired academic goal(s).
- Monitored the academic progress of his/her own plan of study, in consultation with a faculty mentor, making modifications and adjustments as needed.
- Demonstrated the ability to synthesize and apply content from the chosen area(s) of concentration to make/draw conclusions using tools of analysis appropriate to their area(s) of concentration.

- Produced a final product that demonstrates integrated knowledge of the selected area(s) of concentration within the chosen degree program and exhibits the breadth and depth of the plan of study.

Planned assessment of student projects:

Once the outcomes were in place, the assessment working group turned to developing a rubric that was at once specific enough to get to the desired skills yet general enough to be useful in assessing the broad range of student work within the CUNY BA program. To date they have a nearly-final draft of the rubric ([Appendix 5G](#)). The rubric will be used to evaluate student projects that the students feel best reflect their area of concentration.

What still remains is to: (1) finalize the rubric, and (2) test the rubric on student artifacts to be certain that it fulfills the program's need. CUNY BA's academic director has contacted current students, asking them to submit a project that they feel best reflects their area of concentration and the work they have done (proficiencies they developed) as a result of enrolling in the CUNY BA program. Student artifacts will be posted where all working group members can access them and pilot test the rubric. Each student artifact will have two reviewers.

Once any inter-rater differences are sorted out and necessary modifications made to the rubric, the program will have an appropriate assessment tool – the rubric – by the end of June, 2015. From that point CUNY BA can move forward with collecting additional student artifacts from 2015 graduates (20-25 percent sample) and set a plan for sampling graduates in future classes.

Assessment of Institutional Effectiveness

Please note: As it is a single BA/BS program, and its Academic Director does not report directly to the CUNY Chancellor, CUNY BA does not participate in the Performance Management Process. It does participate in the Graduate Center's cycle of external program reviews. Their last review was conducted in 2007 ([Appendix 5H](#)). Additionally, CUNY BA conducts surveys of its prospective students, enrolled students and alumni. Recent surveys conducted include two surveys of prospective students in 2011 and 2012, seven surveys of current students in 2009-2014, and five surveys of alumni in 2009-2013. Table 5C shows how CUNY BA's assessment results are linked to its strategic goals.

Table 5C: Linking CUNY BA’s Strategic Goals with Assessment and Use of Assessment Results

Strategic Goals	Assessment and Use of Results
Improve program practices and procedures to better serve the needs of students.	Based on results from the 2012 survey of prospective students, CUNY BA changed their application deadline from suggested deadlines to rolling admissions. Students desiring to be considered for CUNY BA were unable to complete the admissions process primarily because of lack of time. As a result, rolling admissions was instituted, allowing these students to continue their admission status throughout the year and giving them the time needed to enroll in a CUNY senior college.
Improve program practices and procedures to better serve the needs of students.	External reviewers recommended that CUNY BA could work more efficiently if shared files with relevant student data were accessible to relevant people in the program (including the students themselves) and were more easily updated. In response, a student “Advisement Report” was created through the Banner System that includes the student’s complete academic record (i.e.: area(s) of concentration courses completed; LAS and Pathways courses; GPA) as well as other pertinent student information (i.e.: ‘Provisional’ or ‘Regular’ admit status; internal awards). This individualized report is accessible to students and relevant staff though the student’s personal Banner Identification Number.
Recruit among a broader cross-section of students within and outside of CUNY.	During its last external review, the reviewers recommended that CUNY BA change its name in order to clarify its program identity and to make it more recognizable to outside audiences. CUNY BA adopted this recommendation, changing the name of the program from “CUNY Baccalaureate Program” to “CUNY Baccalaureate for Unique and Interdisciplinary Studies.”

5.2.B.2: CUNY GRADUATE SCHOOL OF JOURNALISM

Assessment of Student Learning

During its third year of operation, the CUNY SOJ formed a faculty committee to devise a formal system for assessing its educational outcomes. The group subsequently evolved into a standing Outcomes Committee that also includes student representatives. SOJ crafted a list of school-wide learning outcomes that they aim for students to achieve.

SOJ invites high-ranking journalists to evaluate students’ portfolios annually and tell them how well they are meeting stated goals. As a result of their suggestions, SOJ has strengthened its multimedia and capstone requirements and revamped course

assignments. SOJ also surveys new graduates and a growing alumni network to evaluate how well programs have served them from the start of their first jobs and as their careers develop. More detailed information about assessment of student learning at the CUNY SOJ can be found below and also on page pages 245-268 of its self-study submitted to the Accrediting Council on Education in Journalism and Mass Communications ([Appendix 5I](#)).

Learning goals:

The committee has worked to perfect a list of learning outcomes that the CUNY SOJ expects all students to achieve by the time they graduate. These outcomes include the ability to write well; produce stories effectively using text, sound, and visual imagery; and master a subject beat. In addition to school-wide outcomes, each syllabus is required to list specific course goals.

Assessment of student portfolios:

For each cohort, SOJ evaluates about 25 student portfolios consisting of their first assignment upon entering SOJ, an interactive piece from any of the three semesters in the master's program, a subject concentration piece from the third semester, and their capstone project. Two panels of three judges, consisting of both internal and external examiners, review the portfolios in late January following completion of the three semesters. In addition, students complete a survey on interactive and entrepreneurial outcomes that SOJ uses to assess those outcomes. A calendar of annual student learning assessment activities is immediately below.

August: Collect daybooks from new class.

November: Conduct student survey on interactive/entrepreneurial outcomes from graduating class.

December: Collect interactive elements from students; Collect subject concentration pieces from instructors.

January: Review number of available capstones; Recruit judges for assessment; Create student portfolios (about 30) for assessment; Engage in all-day portfolio assessment and judges' discussion with deans, and Outcomes Committee chair.

February: Review surveys, assessment scores and judges comments; Submit initial report to faculty on assessment.

March-April: Submit final report including recommendations for areas to be addressed by Curriculum Committee.

As a result of the process described above, the SOJ has made a number of changes, such as strengthening multimedia and capstone requirements and revamping course assignments. (see [Appendix 5J](#), a report on the assessment process for the Class of 2013, for more detail). For example:

- Capstone projects used to have minimum lengths of 5,000 words for written narrative stories and seven minutes for broadcast pieces. SOJ did away with those minimums to emphasize quality over length and to ensure that every capstone project used more than one medium.
- Assignments in subject concentration classes were changed to encourage storytelling on more than one media platform.

Assessment of Institutional Effectiveness

Performance Management Process:

From its inception, the CUNY Graduate School of Journalism organized its planning process around the University's Performance Management Process. SOJ's goals and objectives were largely the same, with some necessity for tweaking the university's objectives and performance indicators to make them relevant to a professional graduate program. In areas where the university's performance indicators did not apply, SOJ chose more appropriate indicators, and set ambitious performance targets, which it mostly met. Table 5D, with performance data from the past five years, is an example of SOJ's goal setting and outcomes.

Table 5D: SOJ Five-Year PMP Performance Data

	F'10	F'11	F'12	F'13	F'14
One-year retention rate	91%	88%	96%	92%	94%
Two-year graduation rate	84%	81%	90%	88%	92%
Two-year grad rate for minorities	75%	72%	87%	84%	90%
Size of incoming class	92	90	95	103	90+
Minority Representation	45%	35%	33%	37%	43%
Average GPA of admits	3.37	3.4	3.4	3.4	3.4
Average GREs of admits: Verbal	554	578	159*	157	156
Average GREs of admits: Quantitative	541	563	147*	148	147
Employed in journalism w/in six months of graduation	75%	79%	85%	76%	78%
Faculty/HEO staff diversity	53%	46%	48%	48%	54%
Fundraising	\$1.7m	\$7.7m	\$1.7m	\$.91m	\$3.3m

*GRE scores are now being reported in different format. The scores reported here convert to 590V and 575Q.

Two years ago, SOJ added another element to its planning process -- a Strategic Planning Committee and Strategic Plan. The Committee, which became a standing committee following SOJ's successful bid to seek accreditation from the Accrediting Council on

Education in Journalism and Mass Communications (ACEJMC), is tasked with taking a longer view of its needs and opportunities and suggesting new initiatives/areas of specialty. This committee meets several times a semester and has proposed several initiatives that the School has undertaken over the past two years. SOJ has set performance targets for those initiatives and tracked outcomes as part of PMP planning and reporting. Going forward, SOJ will update its Strategic Plan in writing on an annual basis, so it is fully incorporated into the continuous planning process rather than operating on a five-year cycle parallel to its professional accreditation reviews.

Examples of initiatives from SOJ's Strategic Plan that were embedded in its 2014-2015 PMP performance targets ([Appendix 5K](#)) as college focus areas are below.

- Further diversify the student body through more coordinated outreach to professional associations and historically Black and Hispanic universities and through providing greater financial aid to minority applicants. This one-year initiative resulted in a 25 percent increase in enrolled students of color. Underrepresented students will make up 52% of SOJ's Class of 2016.
- Increase revenues through an expanded summer intensive workshop program and annual awards dinner. SOJ doubled the number of workshops and doubled the amount of income it will earn through the summer intensive workshops that run this summer. And it more than doubled the net proceeds from the annual awards dinner, from \$160,000 to \$378,000.
- Strengthen faculty skills through expanded trainings. While this is still a work in progress, SOJ held roughly eight training workshops this year for faculty, ranging from data scraping techniques to virtual reality tools to greater diversify instruction in the curriculum. SOJ also sent several faculty members to professional conferences for training and exposure to the latest journalism formats and trends.

Annual calendar of assessments of institutional effectiveness:

A calendar with the CUNY Graduate School of Journalism's annual institutional assessment activities, including those that are part of the PMP process, can be found below.

January: Administer student survey to ongoing students; Administer exit survey to recent graduates.

February: Administer alumni survey; Outcomes Committee reports results of external review of student portfolios and other data and faculty discusses possible ways to address any shortcomings; Curriculum Committee reports findings of external program review from previous semester, discusses suggested remedial actions and launches new program review.

March-April: Conduct faculty peer observations, complete observation reports, and hold follow-up discussions; Conduct annual staff/administrator evaluations and set performance targets for upcoming academic year.

May: All students complete course and faculty evaluations in class; associate dean meets with all tenure-track faculty to discuss progress to tenure and issues annual assessment of their performance; SOJ's Governance Council approves committee-recommended policy/curriculum changes aimed at addressing weaknesses identified through the continuous assessment process.

June: Report to university on how well SOJ met its performance (PMP) targets for the academic year just ending; Set performance targets for the upcoming academic year, in line with university goals/targets and the School's Strategic Plan.

July-August: SOJ dean meets with CUNY chancellor to review the SOJ's performance report and discuss new priorities; Study assessment data and take corrective action; Study faculty evaluations and decide which faculty need coaching and which adjuncts should not be invited back.

September: Ask Governance Committees to consider ways to improve SOJ's performance in key areas or consider administration proposals to address weaknesses uncovered by the assessment process; Curriculum Committee reports findings of external program review from previous semester; discusses suggested remedial actions; launches new program review; Strategic Committee begins year-long update of Strategic Plan.

October-November: Conduct faculty peer observations, complete observation reports, and hold follow-up discussions.

December: Students complete course and faculty evaluations in class; Study faculty evaluations and decide which faculty need coaching and which adjuncts should not be invited back.

Linking goals and assessments:

As documented in the calendar above, data are used continuously at SOJ to monitor institutional effectiveness and progress towards goals. Table 5E below show how assessment data are used to inform progress towards SOJ's strategic and PMP goals.

Table 5E: Linking SOJ's Goals with Assessment and Use of Assessment Results

PMP/Strategic Goals	Objectives	Criteria for Success/ Key Activities	Data Collected	Use of Results
Improve student satisfaction with academic and support services	Increase retention and graduation rates	High student satisfaction rates High retention and graduation rates	Student surveys Retention/graduation rates	Surveys showed us students felt a need for improved academic advising and mentoring. This year, we revamped our advisement system, made clearer what we expected of advisors, and have set up a voluntary student-to-student mentoring system. We have set up faculty advisement teams for students in trouble and ramped up coaching opportunities for all students.
Further diversify the school to more closely reflect the diversity of NYC	Increase the diversity ratio of faculty and students and ensure that our curriculum covers challenges of covering diverse communities.	Higher percentages of faculty from diverse populations Higher percentage of students from diverse populations Diversity issues included in all school syllabi	Diversity rates of faculty Diversity rates of student body Syllabus review for diversity instruction	All program directors have been directed to find new adjuncts from under-represented groups and when a full-time line opens, we will cast a wide net We greatly ramped up our outreach to individuals of color and created new scholarship programs directed at this group. The results have been spectacular. Our standing committee on diversity now reviews all syllabi and makes suggestions for diversity instruction; diversity instruction has also been added to our peer observation reports. Also, we have devoted two lengthy faculty meetings to ways to embed diversity issues in every course.

PMP/Strategic Goals	Objectives	Criteria for Success/ Key Activities	Data Collected	Use of Results
Increase resources available to sustain and improve instruction and expand the population we serve	Increase the amount of non tax-levy funds available to the school	<p>New voluntary contributions</p> <p>New foundation/ grant awards</p> <p>New revenue streams from new activities</p> <p>Higher net earnings from our annual awards dinner</p>	<p>CAE report totals</p> <p>CAE foundation/grant totals</p> <p>Miscellaneous revenue totals</p> <p>Net funds raised by the awards dinner</p>	<p>We successfully expanded our outreach to high tech individuals who see the importance of trained journalists to their industry</p> <p>We have sought out new foundation partners to fund projects that appeal to them while furthering our mission.</p> <p>We created seven two-week summer workshops to generate new revenues and introduce new individuals to the school. We have hired one of two planned new staffers to expand our customer/revenue base through professional education offerings.</p> <p>We moved our awards dinner to a new venue to accommodate more people, recruited a well-connected individual as dinner chair, recruited more broadly and to newer and wealthier individuals/companies, and selected our honorees carefully.</p>

5.2.B.3: CUNY SCHOOL OF PROFESSIONAL STUDIES

Assessment of Student Learning

Curricular mapping:

In the 2013-2014 academic year, given the proliferation of programs, the changes in General Education, the implementation of the Strategic Plan, and the move to the new campus, it was decided that all SPS programs should go through an assessment “refresh.” This began by having all programs begin with a curricular mapping process that sought to ensure program goals were being met across the individual courses within a program and also sought to identify gaps or redundancies in how those goals were addressed. To initiate the assessment “refresh,” SPS’s academic operations director reviewed the syllabi and

defining documents (notably the original proposals) for each program, and created a spreadsheet that identified the specified program outcomes as well as the learning outcomes for each course. These were given to the academic directors with the challenge to confirm the outcomes, identify the assignments and activities that produce them, and indicate how they are assessed. An example of program learning goals and outcomes (for the BA program in Urban and Community Studies) can be found below and a sample curricular mapping can be found in [Appendix 5L](#).

BA in Urban and Community Studies	
10/22/2013	
PROGRAM GOALS	
Goal #	Goal Description
1	Produce graduates who are effective advocates, organizers, and service-providers for diverse urban populations
2	Prepare students to compete for job opportunities in public, non-profit, and private agencies
3	Give students sound preparation for graduate study in a range of urban-related social-science disciplines
4	Provide a broad liberal arts education and a foundation in social science
5	Foster humanistic values and critical-thinking skills
PROGRAM LEARNING OUTCOMES	
Outcome #	Outcome Description
1	Link underlying social conditions to the urban environment and the problems of urban workers and communities
2	Develop basic analytic skills necessary to understand public policies and programs from a theoretical as well as practical perspective
3	Understand the workings of municipal government and its relationship to state and national politics
4	Develop administrative skills necessary to participate effectively in the operation of city agencies and the delivery of public services
5	Learn about immigrant populations and their contributions to urban life
6	Understand the impact of race, gender, ethnicity, class, and sexual orientation on structures of inequality
7	Analyze and evaluate forms of social advocacy, including community and labor organizing, political action, and coalitions among advocacy organizations

Assessments in place:

The curricular mapping project described above was, of course, only the first step. The next step was a full assessment plan for each program, followed by the start of its implementation. The updated outline of the SPS's overall assessment plan, with a sample of curricular mapping, is in [Appendix 5L](#). As the preamble to that document notes, the assessment of student learning is now framed as part of a larger effort, the assessment of institutional effectiveness.

While assessments thus far have been focused primarily at the course level, there are some examples of program level assessment, with General Education being the best and most comprehensive at this stage.

The School of Professional Studies is the only entity within the Graduate School and University Center that offers and assesses its own General Education courses, all of which are offered as part of CUNY’s Pathways to Degree Completion Initiative. Pathways established a new system of general education requirements and new transfer guidelines across CUNY, and includes university-wide learning outcomes. By spring 2013, SPS’s General Education curriculum for Pathways was complete and approved by faculty governance and the university. Fall 2013 saw the launch of the university-wide Common Core curriculum, consisting of Required Common Core and Flexible Common Core courses, and efforts to ensure its effectiveness through assessment were promulgated, with each campus having considerable latitude in determining its assessment strategies and methods. SPS chose to focus first on the Required Core (Composition, Math, and Science) and then on the Flexible Core (thematic umbrellas for other General Education courses such as “Individual and Society,” “Creative Expression,” and “World Culture and Global Issues”). The “Five-Year Course Assessment Cycle Calendar for General Education” can be found in [Appendix 5M](#) and a 2013-2014 report on the assessment of General Education can be found in [Appendix 5N](#).

Within degree programs, assessment has been focused on courses that will tell them as much as possible about their programs. These are typically foundation courses and, to a larger degree, capstone courses. Because capstone courses are intended to show a student’s mastery of the skills and knowledge acquired in the program, assessment of the capstone provides an efficient way to determine the level of students’ overall competency.

Table 5F contains brief examples of assessments from programs and from general education. More information about these program-based assessments can be found in [Appendix 5O](#). A more detailed description of assessment of General Education can be found in [Appendix 5N](#).

Table 5F: Student Learning Assessments in SPS’s Programs and General Education Curriculum

Program	Assessment	Outcome/Next Steps
BA in Sociology	Senior capstone: During summer 2014, selected faculty and the Academic Director refined the SOC Senior Capstone Final Project Rubrics in order to evaluate the student work in five categories: Abstract, Research Hypothesis, Literature Review, Quantitative Methods, and Writing and Format. . The revised SOC rubrics were utilized in the assessment of learning outcomes for the 15 graduates of the program to date (2012-2014).	In fall 2014, faculty involved in the assessment of the senior capstone met to discuss the results and future assessment plans. There were two plans of action: 1. The refined capstone rubrics will be provided to all faculty and students in order to improve the clarity regarding expectations. It is anticipated that this will result in a closer match between assessment scores and grades and lead to higher overall student achievement.

Program	Assessment	Outcome/Next Steps
		<p>2. The results points to the need to adjust the curriculum in order to build students' skills in the following areas: writing abstracts and literature reviews, creating research hypotheses, quantitative methods, and writing more generally.</p> <p>Closing this gap should follow naturally from curriculum and course modifications and the ongoing assessment process in accordance with the schedule in this report, continued in winter/spring 2015 with the assessment of 200-level "Inequality" courses.</p>
BS in Nursing	<p>Using a Discussion Board Rubric, and rubrics for assessing the signature assignments in NURS 301 and 302, faculty discovered that students were struggling with development of an essay, crafting an argument using evidence and documenting via references.</p>	<p>The gaps in skill were discussed as part of the Nursing faculty curriculum meeting. Faculty modified the curriculum by developing a new required course - NURS 300 - Transition to Professional Nursing course. This course will facilitate the students' transition from AAS level nursing to expected baccalaureate competencies, including: scholarly writing, understanding of the professional nursing competencies, theories of nursing and ethical and legal practice issues, and technology skills. This change will be implemented in fall 2015.</p>
General Education	<p>During spring 2014, faculty mapped the General Education curriculum to determine where Pathways Student Learning Outcomes (SLOs) are taught in the curriculum.</p> <p>The language of the Pathways SLOs is complex, and faculty decided to assess the SLOs by separating each SLO's multiple clauses into single dimensions of an assessment rubric. The elements that could be assessed through student writing were</p>	<p>One of the first findings is that two SLOs were unaddressed: Flexible Core, Creative Expression SLO, "Demonstrate knowledge of the skills involved in the creative process," and Flexible Core, US Experience in its Diversity "Explain and evaluate the role of the United States in international relations" are not taught in any course. These SLOs will be addressed in future course development.</p>

Program	Assessment	Outcome/Next Steps
	consolidated and indexed back into the Pathways framework. Rubrics were developed for Composition and for the first four SLOs of the Flexible Common Core.	<p>HIS 202 - Assessment revealed that student mastery of the Pathways student learning outcomes was not at acceptable levels. It was recommended that the final project prompt be changed to better reflect the learning outcomes. There will be a re-assessment of the History 202 final project in spring 2015.</p> <p>ENG 102 - Assessment revealed that student mastery of the Pathways student learning outcomes was not at acceptable levels. It was recommended that the final essay prompt be changed to better reflect Pathways SLOs; specifically, the inclusion of a requirement that students must locate and use scholarly sources. The final essay will be reassessed in spring 2015.</p>

Assessment of Institutional Effectiveness

Performance Management Process:

SPS, throughout the year, and particularly in the spring semester, draws together groups to report on the progress on that year’s goals and targets, and also to consult on the specific formulation of what goals and targets for the coming year should be.

In SPS’s PMP reports for 2012-2013 and 2013-2014, short-term goals of the Strategic Plan figured prominently among the goals and targets and are identified in the documents, with an asterisk and “SP” in the 2012-2013 document and with a “focus area” designation in the 2013-2014 document ([Appendix 5C](#)). In 2013-2014, one of SPS’s PMP targets was to “use targeted data-gathering by CUNY SPS’s Institutional Research Office, now with full-time staff, to guide student interventions at all critical points.” This is also a component of its larger strategic goal to improve retention and graduation rates. One of SPS’s four College Focus Area Goals in its 2014-2015 PMP report also bears directly on this same strategic goal. The goal is “continuing to improve retention through a new winter intersession and revamped summer session (to improve the academic momentum of continuing students).” Please see [Appendix 5P](#) for SPS’s 2014-2015 PMP goals.

A formal Institutional Effectiveness Plan is currently under development (see below); however, SPS already uses data to improve institutional effectiveness. For example,

institutional data on student retention and completion in SPS’s online undergraduate degree programs indicate that the rates of persistence and graduation are not reaching the institution’s targeted baselines. The following are two initiatives to address this, which are also included in SPS’s PMP goals.

Enhanced Orientation:

A proposal for enhancing student undergraduate orientation for online programs received special funding in spring 2014 for (AY 2014-2015) from the CUNY Office of Academic Affairs as part of a Student Success Initiative supporting research on promising interventions to improve student success. Funding was used to enhance SPS online undergraduate orientation with site redesign, enhanced multimedia, the addition of peer and professional mentors, and preliminary assessment of students’ reading and writing abilities. As part of orientation redesign, we have moved from implied or hoped-for student outcomes for orientation to an orientation syllabus with measurable student learning outcomes, activities, and assessments.

Retention and Completion Work Group:

To analyze the data and determine possible contributing factors, in June 2014 the dean launched a working group to examine student retention and completion in the school’s degree programs. A report from this working group can be found in [Appendix 5Q](#).

Table 5G illustrates the assessment process for these two initiatives and how they are related to SPS’s strategic and PMP goals.

Table 5G: Linking SPS’s Goals with Assessment and Use of Assessment Results

Strategic Goals	Related PMP Goals	Criteria for Success/ Key Activities	Data Collected	Use of Results
Improve retention and graduation rates	Ensure that students make timely progress towards degree Increase graduation rates Use targeted data-gathering by CUNY SPS’s Institutional Research Office to guide student interventions at all critical points	In June 2014 the dean launched a working group to examine student retention and completion in the school’s degree programs.	The working group reviewed student outcomes data by program and at the school (aggregate) level, identified areas of student loss and underperformance, and analyzed the constituent parts of the new student experience from onboarding to second semester re-enrollment. The working group focused its efforts on the school’s undergraduate online degree programs, where the largest share of the school’s enrollments reside and where student	The report’s recommendations have been integrated into the SPS Strategic Plan and will be a focus of the forthcoming Institutional Effectiveness Plan. In addition, one of SPS’s College Focus Area Goals for the 2015-2016 PMP is to “implement the recommendations of the report generated by the Retention Working Group”

Strategic Goals	Related PMP Goals	Criteria for Success/ Key Activities	Data Collected	Use of Results
			outcomes call for prioritized attention and action. A report was released on March 19, 2015 (Appendix 5Q).	
Improve retention and graduation rates	Ensure that students make timely progress towards degree Increase graduation rates	Ability to show a causal relationship between an enhanced orientation program and improved student persistence and performance.	We will develop and test (via a controlled experiment) a causal model of factors that impact student success based on established research in online higher education, behavioral science, and online communities. Using a multivariate linear regression, we will test six hypotheses that argue increasing interpersonal connection, increasing disciplinary connection, and positive perceptions of the orientation experience will improve student persistence and performance.	Data has been collected and is now being analyzed.

Institutional Effectiveness Plan:

While there are various planning processes at SPS, these tend to happen independently of each other. During the recent Strategic Planning process, it was realized that there is a need to bring these various processes into focus, uniting the assessment of student learning with fiscal planning and strategic planning. For this, CUNY SPS is initiating the development of an Institutional Effectiveness Plan (IEP), which will transition the Strategic Plan into its implementation phase. The timeline for developing the IEP and implementing full assessment plans is as follows:

2012-2013: General Education curriculum revised and approved for Pathways

2013-2014: Curricular mapping; General Education assessment planning

2014-2015: Strategic planning; Institute office/departmental annual reporting; First assessment cycle complete for new (Pathways) General Education; Analysis of institutional data on retention and graduation.

2015-2016: Develop an Institutional Effectiveness Plan; Provide workshops and technical assistance; All departments and offices develop full assessment plans; Develop departmental administrative indicators; Develop web presence dedicated to institutional effectiveness.

2016-2017: Implement assessment plans; Use annual reports to inform planning and budgeting; Explore solutions for IEP management.

SPS's draft Institutional Effectiveness Plan can be found in [Appendix 5R](#).

5.2.B.4: CUNY SCHOOL OF PUBLIC HEALTH

Assessment of Student Learning

The CUNY School of Public Health's programs are all offered through consortial CUNY colleges. In addition to assessments completed at the colleges, the SPH employs multiple methods to assess student progress in achievement of each program's expected competencies. These competencies are developed in accordance with the standards of the Council on Education for Public Health, SPH's professional accreditor. The SPH Assessment Committee is responsible for overseeing the development and implementation of program and student assessment activities for the school. This includes administering, analyzing and summarizing the results of student, alumni and employer surveys and focus groups and making recommendations (generally, at least once every three years) to the Dean's Cabinet.

Competencies:

Students in each academic program, at each level (bachelor's, master's and doctoral) within the CUNY SPH are required to demonstrate that they have met program-wide and/or specialization-specific competencies upon graduation. The competencies are developed through a multi-stage process involving the SPH faculty and are based on multiple sources, including guidance from professional organizations, a review of competencies at similar schools of public health, and employer needs. Competencies are reviewed and updated, as needed, on a regular basis (generally at least once every five years) to reflect advances in the field. Competencies are mapped to course-specific learning objectives and individual class sessions (see example for the MPH program on the following page). This mapping is reflected on syllabi for all required courses (see samples in [Appendix 5S](#)).

CUNY SPH: Curriculum Map: MPH Core Program Competencies and Core Curriculum								
	MPH Core Program Competencies	Core courses addressing core competencies						
		BIOS	EPI	ENV	HPM	Social/ Behav Sciences	Field Work	Culmin- ating Experience
1	Apply the core functions of PH practice (assessment, policy development and assurance)	x	x	x	x	x	x	x
2	Understand basic theories, concepts, models and methods from a range of core and related disciplines and apply them to the design of PH research, policy and practice	x	x	x	x	x	x	x
3	Apply ethical and social justice principles and standards	x	x			x	x	x
4	Interpret and apply the PH literature	x	x			x		x
5	Use basic statistical and informatics techniques	x	x	x				x
6	Communicate PH information verbally and in writing	x	x		x	x	x	x
7	Explain key social, behavioral, biomedical and environmental determinants of and inequities in health and disease across the lifespan in urban settings			x	x	x		
8	Design and evaluate interventions to prevent or control urban PH problems			x				x
9	Collect, analyze and interpret PH data	x	x					x
10	Collaboratively engage with diverse groups					x	x	
11	Describe the legal foundations of the U.S. PH system and its interrelationships with other systems (e.g., health care, education, environmental protection)			x	x			
12	Use key planning constructs (e.g., values, vision, mission, goals, objectives and outcomes)				x		x	
13	Demonstrate knowledge of the context of public and private health-care systems, institutions, actors and environments in which health care and public health policy are made and health care is delivered				x		x	

Faculty program leaders are responsible for reviewing syllabi to assure that class sessions are linked to course learning objectives and program competencies on syllabi. They are available to students before they enter the program, while they are pursuing coursework for their degrees, and in the latter part of their studies during the practice and self-reflection components of their degree work. At the end of the program, graduates are required to complete a self-assessment, detailing the extent to which the curriculum prepared them to meet the required competencies. Written evaluations of experiential learning, culminating experiences, and the comprehensive exams and dissertation in the DPH program are other types of assessments that the SPH programs use to assess whether competencies are being achieved.

Assessments in place:

The CUNY SPH uses a range of tools to assess student learning across its programs. Below are two tables showing 1) the tools that the CUNY SPH uses to assess student learning

(Table 5H), and 2) the way that results of those assessments are used for program improvement (Table 5I).

Table 5H: SPH Tools for Assessing Student Learning

Assessment Tool	Key Data	Frequency	Responsible Parties
Alumni Survey	Post-graduation placement rates (employment, continuing education) Academic and professional preparation through the CUNY SPH Strengths and weaknesses of CUNY SPH programs	Annually, spring semester, following graduation year	Assessment Committee Curriculum Workgroup Program Directors Senior Associate Dean
Certification Pass Rates	Number of attempts per students; overall and content-specific pass rates for certification and licensure exams (CHES, CIH, CPH, RD)	Annually	Program Directors Curriculum Workgroup Associate Dean for Academic Affairs
Comprehensive Examinations (EOHS and NUTR-MS)	Overall pass rates Content-specific pass-rates	Fall and spring semesters	Program Directors Associate Dean for Academic Affairs
Course Evaluations	Student assessments of courses	Every semester	Program Directors Faculty Associate Dean for Academic Affairs
Culminating Experience/Capstone	Graded rubrics and feedback to students	Fall and spring semesters	Faculty Associate Dean for Academic Affairs Curriculum Workgroup
Curriculum Mapping	Map of required skills and knowledge to specific coursework and analysis to determine and address gaps and deficiencies	As needed	Curriculum Workgroup
Dissertations (DPH)	Feedback to students	Annually	Dissertation sponsor and committee
E-Portfolio (under development)	Demonstration of competency development as student's progress through the program	Annually	Assessment Committee Associate Dean for Academic Affairs
Exiting Student Survey	Self-assessment of competency attainment	Upon graduation each semester (summer, spring, fall/winter)	Assessment Committee Program Directors Faculty
Faculty Peer Observation and Annual Evaluation	Evaluate faculty teaching and gauge adequacy of classroom practices	Annually	Campus Director Associate Dean of Academic Affairs
Graduation Rate	Graduation rate by program/track and by degree	Annually	Assessment Committee Associate Dean for Academic Affairs

Assessment Tool	Key Data	Frequency	Responsible Parties
Preceptor evaluations from practicum experience (MS/MPH)	Written evaluation of student performance	Annually	Faculty Associate Dean for Academic Affairs
Qualifying Examinations (DPH)	Overall and content specific pass rates	Annually	Track coordinators
Student Life Balance Navigator Survey	Time spent on school, professional activities and other spent on various tasks (including school and supporting a public health cause)	Annually	Office of Student Services Assessment Committee

Table 5I: Linkage between SPH Goals, Student Learning Assessment and Program Improvement

Goal	Assessment Tool and Results	Program Improvements
Support the academic success of incoming and current graduate students	<p><u>Incoming Student Survey, 2014</u>: When asked “What kind of resources would you find helpful?” 12/29 student answers mentioned research, writing, and quantitative skills.</p> <p>Discussions with Capstone faculty suggest that students are not entering the Capstone course with the necessary foundation skills.</p>	<p>A series of refresher and orientation workshops will be offered to all incoming students beginning Summer 2015 on technical writing and quantitative methods.</p> <p>The Office of Student Services hired a writing tutor in Spring 2015, available for all SPH students.</p> <p>In Spring 2015, Capstone faculty identified 32 key skills that are expected of graduate students prior to entering their Capstone course. Key skills include: critical writing, research, communication, and analysis. Program Directors and faculty mapped these activities to required courses, with the goal of modifying the curriculum as needed so that key skills are more effectively taught and practiced as throughout the program.</p>
Improve fieldwork experience	<p><u>Current Student Survey, 2013</u>: 119/214 (55.6%) of students felt they were receiving insufficient or no support or in the area of finding, carrying out and completing practicum requirements</p> <p><u>Current Student Survey, 2014</u>: 153/281 (54%) of students (mostly masters) felt they were receiving insufficient support or no support in the area of fieldwork/internship. The majority of these students (111) masters programs.</p>	<p>In Spring 2015, SPH hired a full-time clinical professor in public health practice who is responsible for strengthening systems, policies and procedures for improving site selection, faculty supervision and evaluation of practica. SPH also hired creating a FT IT manager who will assist in creating an electronic school-wide system for identifying field placement opportunities and tracking student progress.</p> <p>A didactic component on program planning (including setting goals and objectives, and utilizing logic models) was added to the internship curriculum.</p>
Support the academic success of current students at the	<p><u>Focus groups and evaluation of dissertations among Doctoral Students</u>: An evaluation of the level of formal preparation provided to doctoral students in both quantitative and qualitative research methods indicated a need for more extensive training.</p>	<p>To strengthen research preparation, in Spring 2012, two required doctoral level research methods courses, one in quantitative methods (PUBH 805) and the other in qualitative methods (PUBH 806) were added to the curriculum, in lieu of a single survey methods course (PUBH802) and an elective; Epidemiologic Methods was added as a required course in 2012; and additional</p>

Goal	Assessment Tool and Results	Program Improvements
doctorate level		quantitative methods courses in Epidemiology and Biostatistics were added in Spring 2015. These changes provide a stronger foundation in research methods, preparing students for advanced courses in their areas of specific interest.

Assessment of Institutional Effectiveness

Performance Management Process:

CUNY SPH developed PMP goals and targets for the first time for the 2014-15 academic year ([Appendix 5T](#)).

In 2010, as part of their initial accreditation by the Council on Education for Public Health, SPH identified a set of outcome measures and targets, which are reviewed annually by the dean’s cabinet. Examples include “Increase the amount of school expenditure per FTE student” and “At least 90 percent of courses taught by SPH faculty will be rated above average on student course evaluations.” The full set can be found on page 15 of [Appendix 5U](#). SPH is currently in the midst of a strategic planning process and, as part of that process, are working to bring the initial outcome measures and targets, PMP goals and targets and their strategic goals (and measures for assessing them) into line with one another. Please see [Appendix 5V](#) for SPH’s Strategic Plan framework.

Assessments of institutional effectiveness:

The effectiveness of the CUNY SPH’s programs and services has been established through various assessment processes including regular surveys of students, graduates and alumni; academic program reviews; annual reports; external program accreditation; and strategic planning. The Table 5J shows tools used by SPH to assess its institutional effectiveness.

Table 5J: SPH Tools for Assessing Institutional Effectiveness

Tool	Key Data	Frequency	Reviewed by
Incoming Student Survey	Factors in choosing CUNY SPH Student support priorities Post-graduate career and educational goals Class time preferences/online class interest	Annually, fall semester	Assessment Committee Dean’s Cabinet FSC

Tool	Key Data	Frequency	Reviewed by
Current Student Survey	Student support satisfaction (advising, career services, etc.) Research and service student participation Financial aid (scholarship/loan status, employment status, etc.) Participation/interest in publications, presentations, professional organizations	Annually, spring semester	Assessment Committee Dean's Cabinet FSC
Exiting Student Survey	Time to graduation Strengths and weaknesses of program	Upon graduation each semester (summer, spring, fall/winter)	Assessment Committee Dean's Cabinet FSC
Alumni Survey	Curriculum recommendations	Annually, spring semester, following graduation year	Assessment Committee Dean's Cabinet FSC
Student Life Balance Navigator Survey	Student challenges at SPH Student services needs	Annually	Assessment Committee Office of Student Services Dean's Cabinet FSC
Alumni Focus Group (under development)	How can SPH best engage alumni Experience at SPH Alumni/career services needed Determine alumni leaders	Once a year	Assessment Committee Office of Student Services Dean's Cabinet FSC
SPH Faculty Retreat	Review and revise SPH mission, goals, and objectives as needed	Annually	SPH Dean Faculty from all Consortial Campuses
Dean's Cabinet	Review and revise outcome measures and targets. Determine if they are being achieved.	Annually	Dean's Cabinet Program Directors
Employer Survey (under development)	Curriculum recommendations Needs of the field	Every other year	Assessment Committee Campus Directors Dean's Cabinet FSC

As a result of assessments, many improvements have been made. Table 5K below shows how assessment results are used to inform progress towards SPH's strategic goals.

Table 5K: Linking SPH's Goals with Assessment and Use of Assessment Results

Strategic Goals	Assessment Data: Source and Findings	Use of Results
Support students' professional development	Current Student Survey, 2013: 54% of students felt they were receiving insufficient career advice.	<p>In fall 2014, the Office of Student Services (OSS) created a full-time position of Alumni and Career Services Manager, to focus on student and alumni career development</p> <p>Beginning in spring 2015, SPH initiated a public health career fair was held that will be repeated at least annually.</p> <p>Beginning in May 2015, Bi-weekly career counseling sessions commenced.</p>
	Current Student Survey, 2012: 83% of students had not presented their work at a professional meeting. 65% hoped to present or publish their work while enrolled in the program.	Beginning In May 2013, SPH initiated an annual student research/project day in which students present their Capstone projects in poster and oral format.
Streamline advisement/registration process to support on-time graduation	Current Student Survey, 2015: 25% of students who reported making progress toward degree completion more slowly than anticipated cited inadequate or improper advising as a contributing factor.	In spring 2015, faculty leadership updated course sequencing plans for both part-time and full-time students, offering a predictable path to graduation. These sequences will be implemented in Fall 2015.
Increase hybrid/online course offerings	Exiting Student Survey, summer 2014: 39% of existing students recommending increasing on-line and hybrid course offerings.	All full-time faculty were offered an opportunity to participate training on on-line pedagogy; as of Spring 2015, 14 have participated and have committed to teaching a fully on-line course over the next two years.
	Incoming Student Survey, fall 2014: 47% of incoming students recommended increasing online course offerings.	During the 2014-15 academic year, faculty created online versions of all MPH required core courses; the first was launched in spring 2015.
Develop a student community	Exiting Student Survey, summer 2014: 42% of students recommended increasing student activities.	<p>During the 2014-15 academic year,</p> <ul style="list-style-type: none"> • SPH Facebook, Twitter and Linked In and YouTube pages were re-launched and are now updated regularly • Four new student active clubs were established by motivated students: Root Cause, Predictive Modeling, Academic Health of Students, and Global Health Workgroup. • The first SPH Student Innovation Initiative was held in Spring 2015. Students submitted novel ideas to tackle the public health problems encountered in the 21st century. Three winners received \$500 each with support to facilitate the innovative ideas proposed.
Increase enrollment in master's programs	171 new graduate students enrolled in Fall 2014.	<p>96 virtual information sessions were held for prospective students during the 2014 recruitment period.</p> <p>SPH began using a centralized application system through SOPHAS in Fall 2014.</p>

5.2.B.5: MACAULAY HONORS COLLEGE

Assessment of Student Learning

As described earlier in this document, MHC students choose to pursue their degree at one of eight senior colleges within the CUNY system - Baruch College, Brooklyn College, City College, Hunter College, John Jay College, Lehman College, Queens College and the College of Staten Island. Each of the more than 500 possible degrees and their component courses are assessed at the home college, as are the four required seminars that all MHC students take at their home colleges.

For example at City College, where almost one-third of the Macaulay Honors Students graduate with a degree in the engineering field, the Grove School of Engineering has engaged in a continuous and rigorous process of program review, including academic assessment of its undergraduate programs in Biomedical Engineering, Chemical Engineering, Civil Engineering, Computer Engineering, Computer Science, Electrical Engineering, Earth Systems Science, and Environmental Engineering, and Mechanical Engineering. All undergraduate programs obtained full accreditation by the Accreditation Board for Engineering and Technology in Fall 2010.

At Baruch College, the largest number of Macaulay Honors students within the past three years graduated with a BBA in Finance. In addition to Baruch's college-wide learning goals, each individual school or department sets its own learning goals. The finance majors at Baruch assess students learning using a capstone course.

Learning Goals and assessments:

Macaulay Honors College Learning Goals: In addition to the assessment of majors and courses at the colleges, Macaulay Honors College has identified a set of overall learning goals for all MHC students and sets of learning objectives for MHC's required seminars (see [Appendix 5W](#)). Table 5L shows four of MHC's learning goals with examples of key activities to help students to achieve the learning goals, assessments and use of assessment results.

Table 5L: Linking MHC Learning Goals to Assessment and Use of Assessment Results

Goal	Key Activities	Assessment	Outcomes	Use of Results
Goal #1: Enhance student intellectual curiosity, critical thinking skills and research skills	Yearly event for students to present their research projects Celebration of Macaulay Expo.	Formal evaluation of learning outcomes	A pilot evaluation of seventeen presentations by students.	Data collected and results will be reviewed and recommendations made.

Goal	Key Activities	Assessment	Outcomes	Use of Results
Goal #2: Enhance student professionalism, communication skills and leaderships ideals and engagement in activities at Macaulay Honors College, their home campuses and the community at large	Provide students with programs and services that promote student leadership	Maintain or increase student satisfaction (Senior Survey Metric) with opportunities to participate in events or activities at Macaulay Honors College (Senior Survey)	Student Satisfaction increased, 71% , 74%, 75% from 2013 to 2015, respectively.	Student Development Coordinator was hired this year to assist with students' co-curricular activities
Goal #3: Increased self-awareness and understanding of global cultures	Provide students with programs and services that increase students awareness of global cultures, and global interconnectedness	Student Study Abroad Evaluation	Maintain high rate of participation in study abroad programs (71% of students participate in at least one study abroad program) and understanding of global issues (82%)	Inform development of new study abroad programs
Goal #4: Increase student professionalism (e.g. mastery of interview skills, increased knowledge of the job market, increased workplace skills, graduate school preparation)	Surveys, advisor & student feedback, tracking students professional accomplishments	Tracking the number of students applying for prestigious scholarships, such as National Science Foundation Graduate Research Fellowship, Fulbright U.S. Student Program and graduate school	Student satisfaction with few existing and requests for additional workshops. Number of prestigious scholars applicants	This fall, we will hold weekly writing workshops. Driven by a need for more personalized writing assistance, the workshops will focus on crafting essays to submit with graduate school and scholarship applications

In alignment with its goals to enhance students' research and communication skills, Macaulay encourages students to engage in original research throughout their career and to be able to effectively communicate their research findings.

A need was identified, based on feedback from students and faculty, to provide students with opportunities to engage in and present original research. This is accomplished through several initiatives at Macaulay, two of which are described below.

- Students can use their Opportunities Expense Account to support the cost to attend and present their research at NCUR (National Conference Undergraduate Research). A goal is to increase this number. This year 17 students presented at the Conference compared to 13 and 10, respectively, for the past two years.
- For the past seven years, Macaulay hosts a Research Expo Day where students present their research projects. This year a rubric was developed for judges ([Appendix 5X](#)), which included faculty and doctoral students, to evaluate the student's presentations. The results will be compiled and used to inform future planning.

Required Seminars: Sample learning objectives for one of the MHC required seminars (*The Arts in New York City*) are listed below.

Students enrolled in *The Arts in New York City* will:

- Explain the role of the arts in the lives of New York's diverse citizens
- Identify the key features of the different artistic forms studied in the class
- Construct clearly written and well-reasoned analyses of these art forms for multiple audiences (e.g. reviews, arguments, summaries, personal responses, blogs, etc.)
- Analyze artistic forms both for their formal qualities and as artifacts about New York
- Formulate their own individual aesthetic values after having studied the city's wide range of artistic expressions

In addition to the assessments completed at the colleges, MHC Central, evaluates required seminars in a number of ways:

- Upon the completion of the course, students are asked to fill out course evaluations.
- Students are sent a formal instrument, Student Assessed Learning Gains (see [Appendix 5Y](#)), which has students identify what they believe to be the learning outcomes expected of them and their success in achieving them.
- All seminar faculty meet with the associate dean for teaching and learning at MHC at least once per semester to discuss successes, challenges, and lessons learned.
- The provost and associate dean also drop in on MHC seminar courses to evaluate faculty and student performance.
- Student surveys – student satisfaction with required seminars.

Planned Assessment of Capstones: Almost all MHC students are required to complete a capstone project on their home campus. MHC central is planning to institute a collection and evaluation process for a set of sample senior capstones and research projects. There is a new Assessment Committee in place that will oversee the process.

Examples of linkage between learning assessments and program improvement:

- In response to regular feedback from campus advisors indicating that there are limited writing resources available to the students and that there is a need for more personalized writing assistance, Cameron Stewart, Macaulay's Student Writing Specialist & Facilitator of Literary Projects, will hold weekly writing workshops starting this fall. The workshops will focus on crafting persuasive essays that reflect students' ability to succeed at the graduate level.
- Based on student feedback from their evaluation of the seminar 3, *Science and Technology in New York City*, a new curriculum Science Forward was developed in the Fall 2014. The seminar, Science and Technology in NYC, had drifted to mean very different things on different campuses, more so than our other seminars, and it also had some of the lowest student satisfaction ratings overall. Provost Mary Pearl

brought together a team of science faculty together from multiple scientific fields and CUNY campuses to develop a skills-based scientific literacy curriculum alternative for Science and Technology in NYC called Science Forward. The new curriculum focuses on the critical thinking skills in use across the scientific disciplines, which we have summarized as the “science senses.” Starting with critical issues in the contemporary world, including climate change, evolution, drug resistance, and artificial intelligence, the course encourages active learning and inquiry-based instruction. Science Forward begins with the BioBlitz, a 24-hour biodiversity survey of a specific area of the city. The BioBlitz creates an opportunity for students to engage in an authentic data-gathering experience under the guidance of practicing scientists, and in turn, have classroom experiences with the data they have generated and enhance their research skills. Integrating experiential learning and providing students access to authentic research early opportunities early in their academic careers supports the goal “to enhance student intellectual curiosity, critical thinking skills and research skills”.

Assessment of Institutional Effectiveness

Performance Management Process:

Macaulay Honors College links every item of its budget items to one of its PMP targets, which in turn are tied to one of five principal strategic goals. MHC’s 2014-15 PMP goals can be found in [Appendix 5Z](#) and Table 5N below shows how MHC’s PMP goals are linked to its strategic goals.

Timing of assessments of institutional effectiveness:

Macaulay Honors College uses multiple tools for assessing institutional effectiveness, data from which are used to inform progress towards MHC’s strategic and PMP goals. Below is information about the timing of regular assessments of institutional effectiveness at MHC.

Beginning of the year (August): Survey of entering freshmen is conducted. Key sections of the survey examine: students college expectations, admissions decisions, educational and career plans academic preparedness.

Ongoing: Students complete study abroad evaluations as they return from their study abroad experiences; Students submit a reflection paper upon their return from their service learning program.

Every five years: The MHC alumni survey is conducted every five years for all graduates. Key sections of the survey examine alumni: employment and further education, perceptions of institutional emphases, estimated gains in knowledge and skills, involvement as undergraduate students, and continuing involvement with Macaulay.

End of each semester: Course Evaluations conducted at the end of each semester; Student

progress evaluation meetings held after completion of fall and spring semesters with Dean, Provost, Administrators and Advisors to evaluate all student's progress toward degree completion. This evaluation includes examination of students: fulfillment of community service, internship and study abroad requirements, maintenance of required GPA, progress toward degree etc.

End of the year (May): Survey of graduating students is conducted. Key sections of the survey examine: satisfaction with the college experience, degree aspirations and career plans, post-college plans and students goals and values.

Please see below for some examples of the ways that assessment results are used to inform progress towards MHC's strategic and PMP goals.

Table 5M: Linking MHC Strategic Goals to Assessment and Use of Assessment Results

Strategic Goal	PMP Goal	Objectives	Assessment	Results	Use of Results
Community/Achievement: Strengthen our emphasis on STEM learning, researching and advising.	Enhance value to the students and College from the Opportunities Fund. Strengthen Macaulay community by providing a way for Macaulay students to live and work together	Provide students with programs and services that increase student understanding and awareness of global cultures, and global interconnectedness. Successful implementation of redesigned or new initiatives.	Student evaluation of study abroad and service learning programs. A review and evaluation of current study abroad opportunities.	Assessments revealed student requests for study abroad opportunities related to STEM disciplines.	In fall 2014, Macaulay, in partnership with CIEE, offered The Global Challenge of Health and the Future of Water study abroad program in the Dominican Republic, designed to interest pre-med and civil engineering students. In collaboration with Baruch College, Macaulay is developing a study abroad in Cuba for biology students, expected to launch in January 2016 with a focus on tropical terrestrial and marine ecology.
Community: Increase the use of the Macaulay building as a central location for student and alumni gatherings and activities.	Improve student satisfaction with academic support and student support services.	Students will have increased opportunities to engage in student initiated activities which enhance student leadership skills and strengthen sense of community.	Data are collected on the participation of students in clubs and student-initiated activities.	Data collected revealed an increase in the number of student-initiated activities and an increase in the number of student clubs. Survey results revealed student satisfaction with leadership	Based on student feedback and the increasing number of student activates a development coordinator was hired.

Strategic Goal	PMP Goal	Objectives	Assessment	Results	Use of Results
				opportunities at Macaulay.	
Achievement: Strengthen our individual advising model.	Prepare students for post-graduate careers. Improve student satisfaction with academic support and student support services.	Students will receive quality support and advising to assist them in their academic pursuits. Increase success in pre-health careers	Data is collected on student satisfaction with advising services and advisor feedback.	Feedback from advisors revealed a need for additional professional development & workshops to explore current practices in the field. Feedback from students and advisors showed a need for pre-health advising.	Monthly meeting of Macaulay Academic Advisors was restructured to include a professional development component/workshops (e.g. Advising Students on the Autism Spectrum, Tools for Assessing Career Aptitude). A advisor hired for STEM and health related professions.
Achievement: Increase success in pre-health careers.	Prepare students for post-graduate careers. Improve student satisfaction with academic support and student support services.	Students will receive quality support and advising to assist them in their academic pursuits.	Data is collected on post graduate enrollment (advisors' input, surveys, National Clearinghouse Data). MHC's robust post-graduate database provides MHC with critical information on the number of students attending medical school.	Feedback from students and advisors and the tracking of post graduate outcomes showed a need for pre-health advising.	MHC set a strategic goal to hire a part-time pre-medical advisor.

Section 6: Linked Institutional Planning & Budgeting Processes

Section 6.1: CUNY- Linked Planning & Budgeting

Given the size and complexity of the university – CUNY comprises eleven senior colleges, an honor college, seven community colleges, and five graduate and professional schools – it is not surprising that the allocation of resources among its constituent institutions is tied to their ability to articulate plans for those resources and to subsequently show that the implemented plans were effective. The key elements of CUNY’s system for allocating resources, described in Section 4.1 and summarized here are:

- CUNY’s annual budgeting and accountability cycle, linked to the fiscal year
- Each institution’s Performance Management Process (PMP) report, a measure of institutional effectiveness that includes CUNY-wide and institution-specific goals and measures (See Section 5.1. and 4.1)
- Each institution’s Strategic Plan, which align with the PMP to varying degrees
- Each institution’s Operating Budget, allocated by the Chancellery based on the PMP, the Strategic Plan, and information conveyed in meetings between the Chancellor and the head of each institution.

Tax-levy allocations are by far the largest source of support for the operating costs of CUNY institutions (see Section 4.1.A), and a high percentage of each institution’s budget is encumbered by the recurring costs of full-time staffing. Therefore, funding strategic goals and projects often require some combination of the following strategies:

- Convince the Chancellery to provide a one-time or permanent increase to the base budget
- Reallocate resources within the institution
- Increase revenue through fundraising (general and targeted)
- Increase revenue through increased grant activity
- Increase tuition revenue through higher enrollment
- Increase revenue from Auxiliary Services

The GC and each of the UC entities deploy the above strategies in service of funding their strategic goals, as examples of linked planning and budgeting will show.

Section 6.2: THE GRADUATE CENTER - Linked Planning & Budgeting

At the GC planning, budgeting and assessment processes are linked. Since the issue was addressed in a Progress report submitted in April 2012 and in a recommendation, the reader is referred to Section 2.2.A of this report for additional discussion of linked planning and budgeting at the GC

In essence, at the GC linked planning and budgeting involves: 1) the *Graduate Center Strategic Plan 2012-2016* ([Appendix 2B](#)); 2) an accompanying document, *Assessment of the Strategic Plan 2012-2016* ([Appendix 2C](#)); 3) meetings of the *Strategic Planning Implementation Committee*, which meets at least once a year, (more frequently in practice) to review progress and provide its findings to various groups for discussion in their meetings: senior staff of the Provost's Office, the President's Cabinet, the senior Vice Presidents; and 4) the GC internal budgeting process, which is linked to CUNY's annual cycle of budgeting and accountability, as described in Section 4.1. The Strategic Plan and the Assessment of the Strategic Plan provide the following:

- Major institutional goals for 2012-2016
- General strategies for achieving each goal
- Specific strategic actions for achieving each goal
- Measurable outcomes, called Measureable Planning Objectives, for each goal
- Budgetary strategies, which were incorporated into the strategic plan

Section 6.2.A: Major Goals and General Strategies of Strategic Plan 2012-2016

The current strategic plan includes three major goals (underlined below) and general strategies for achieving each:

1. Attract and retain the best and most diverse students by expanding student recruitment efforts, enhancing financial support, both at the point of admission and thereafter, and seek to accelerate student progress.
2. Increase and diversify graduates' professional prospects for careers both inside and outside the academy by greatly expanding professional development, outfitting students with the skills they need to prosper both within and outside of the academy.
3. Deepen the GC's research culture and raise its prominence as a national and international center of advanced learning and Ph.D. training by fostering collaborative and interdisciplinary scholarship, especially by leveraging the depth and breadth of faculty excellence, the academic and cultural assets of New York City, and CUNY's scale.

Section 6.2.B: Strategic Actions and Measurable Outcomes of the GS Strategic Plan

The GC utilizes the *Assessment of the Strategic Plan 2012-2016* to assess the extent to which the strategic plan is being appropriately implemented and the extent to which it is achieving stated objectives and outcomes.

Assessment of the Strategic Plan 2012-2016 breaks down each strategic plan goal into a set of strategic actions necessary for achieving the goal. These sets of actions are sorted into 3 categories: completed, in progress, in planning stage.

Assessment of the Strategic Plan 2012-2016 also provides a list of Measurable Planning Objectives (MPOs) for each strategic plan goal. These are essentially outcomes for which data can be gathered, a means of determining the impact of the strategic plan. As stated above, a committee meets at least once a year to review progress and make recommendations.

Section 6.2.C: Examples of Planning Linked to Budgeting at the GC

Following are three examples of planning linked to budgeting at the GC. Each example is a set of items comprising a Strategic Plan goal, a sample of strategies and actions to implement the goal, MPOs, budgetary strategies and the current status of the goal.

Strategic Goal: Attract and retain the best and most diverse students

- Sample of general strategies: One way to attract the best and most diverse students is to offer financial support to doctoral students that is competitive with that offered by aspirational institutional peers. (Until recently financial support provided to doctoral students by the GC was not competitive).
- Sample of specific actions: In order to offer more competitive financial packages to most doctoral students, it was necessary to admit fewer doctoral students each year. Starting in 2012, fewer students are being admitted each year, and a higher percentage of incoming students are receiving tuition and fellowships. The fellowships provide a \$25,000 stipend per year for five years. The teaching load linked to the fellowships has also been reduced from 2 courses each semester to 1. (See Sections 4.2. and Section 4.2.B for a more detailed description of this example, including the total cost of over \$20 million in FY 2015).
- Sample of measurable planning objectives: An objective measure of success in achieving this goal will be an increase in the academic profile (GRE scores, GPA, etc.) of students admitted after 2012 compared to students admitted before then. An increase in the diversity of students in the cohort will be another relevant measure.

- Budgetary strategies: The primary funding strategy, successfully deployed to cover the costs of the above goal, was to convince the Chancellery of the importance of the goal, thereby obtaining a permanent increase in the base budget of the GC. (See Section 4.2.A for a more detailed discussion of this).
- Current status of sample of specific actions: The budgetary strategies described above have been implemented, supported by a permanent increase to the base budget provided by the Chancellery.

Strategic Goal: Increase and diversify graduates' professional prospects for careers both inside and outside the academy

- Sample of general strategies: Students had indicated on surveys the need for assistance with career planning and professional development to improve job prospects, so a general strategy was to provide such assistance.
- Sample of specific actions: The GC lacked an *Office of Career Planning and Professional Development*, so it created one. The office provides a variety of professional development services, including helping students prepare for job interviews for academic and non-academic positions, workshops on grant writing, and starting in the fall, a new *Teaching Center* within the Office of Career Planning and Professional Development to provide assistance to students wanting to improve their teaching skills.
- Sample of measurable planning objectives: The effectiveness of the *Office of Career Planning and Professional Development* can be measured by annual survey of students to monitor change in the percentage of students reporting that they are satisfied with professional development and career development services.
- Budgetary strategy: To establish the office, base budget funds were reallocated to hire a director. Space, a prime resource at the GC, was reallocated by consolidating unused space. Fundraising is being conducted to expand the office.
- Current status of the sample of specific actions: The *Office of Career Planning and Professional Development* has been established. The *Teaching Center* is in the process of being established and is expected to be operational in fall 2015. The search for a director of the Teaching Center is close to completion.

Strategic Goal: Deepen the GC's research culture and raise its prominence as a national and international center of advanced learning and Ph.D. training

- Sample of general strategies: Foster collaborative and interdisciplinary scholarship among GC faculty, including those whose primary appointment is

at the GC, those whose primary appointment is at another CUNY college, and visiting professors.

- Sample of specific actions: The *Advanced Research Collaborative (ARC)* was established to serve as an incubator for faculty collaboration. It does so by bringing faculty and doctoral students with shared interest together and providing startup funds and other forms of support for projects that will produce scholarship and applications for external grants.
- Sample of measurable planning objectives: Increase in the number and dollar value of faculty external grants is one possible objective measure of the effectiveness of ARC. Another would be an increase in number of collaborative seminars and conferences across disciplines and research centers.
- Budgetary strategy: ARC has been partially funded with reallocated resources from the base budget (e.g., a faculty member's teaching load was modified to serve as director). Seed money for faculty projects (\$150,000 annually) has been reallocated from the budget. Reallocation of space to create an office was also necessary, and fundraising to expand support for faculty and student projects is yielding results.
- Current status of sample of specific actions: The *Advanced Research Collaborative* is completing its second year of successful operation.

Section 6.2.D: General Strategies Linked to the GC Strategic Plan

In addition to budgetary strategies linked to specific strategic plan goals described above, other general strategies have been applied at the GC to increase revenue. These include:

Fundraising has been significantly improved. In the summer of 2013, the GC Foundation and GC administration determined to invest in the fundraising capacity of the institution in a way that had not been present for almost a decade. Jay Golan, formerly Senior Director of Carnegie Hall and President of Birthright Israel Foundation, was recruited to be the Vice President for Institutional Advancement and Executive Director of the Graduate Center Foundation. He in turn has added experienced new members to his team. In FY 2014, a total of \$3.54 million was raised by the Graduate Center Foundation and transferred to the Graduate Center: \$395,000 in unrestricted funds, and \$3.15 million in restricted funds. As of April 30, 2015, the Foundation team has raised \$2.78 million, with \$488,000 unrestricted and \$2.29 million in restricted funds. The expectation is to raise \$700,000+ by the end of the fiscal year on June 30 in unrestricted funds, and to match or exceed last year's total in restricted funds as well.

Unexpended funds of programs and departments are being reallocated. Expenditures of programs and department are reviewed early in the spring semester to identify and reallocate funds not likely to be expended before the end of the fiscal year.

Academic and administrative functions and costs have been systematically assessed to eliminate inefficiencies. For example, in the MA in Liberal Studies (MALS), tracks (area of study) with enrollments consistently too low to cover costs have been closed.

Faculty and students are being encouraged to apply for external grants. For example, the Office of Research and Sponsored Programs and the Advanced Research Collaborative have each provided seed funding to encourage the submission of large grant applications.

Variations of linked planning and budgeting processes described above for the GC are common across the entities of the UC.

Section 6.3: THE UNIVERSITY CENTER

Section 6.3.A: CUNY BA - Linked Planning and Budgeting

CUNY BA planning linked to budgeting has revolved around five major program goals for 2012-2016. Two of these goals are summarized below, along with their rationale, necessary actions, budget requirements and current status. See [Appendix 4D](#) for a complete description.

Strategic Goal: Increase the financial support provided to students.

- Rationale: Increased financial support is particularly important for the non-traditional students served by CUNY BA – working adults, raising families, and returning to school after a long hiatus, immigrant populations and those who are economically at risk.
- General and specific actions: Seek increased funding from current donors and cultivate new donors, individuals as well as philanthropic organizations.
- Budgetary strategy: Fundraising from current and potential donors
- Current Status: The Thomas W. Smith Academic Fellowship (a privately funded fellowship for CUNY BA students) was increased from \$275,000 to \$300,000 per year beginning in 2012. Also, proposals for student support have been submitted to several organizations, the most recent in fall 2014.

Strategic Goal: Improve assessment of student learning outcomes.

- Rationale: Regarding standard 14, assessment of student learning, the MSCHE decennial review Team concluded: “. . . the three units in the UC [including CUNY BA], all have solid student learning assessment models appropriate to their missions.” Since for CUNY BA those assessments are largely based at the colleges, it is appropriate to explore whether CUNY BA should develop an additional layer of assessment across colleges.
- General and specific actions: Review current assessment practices. Determine whether any changes are warranted and if so, develop options. Seek assistance from individuals with assessment expertise within and/or outside of CUNY.
- Budgetary strategy: Reallocation from base budget to cover consultant fees estimated at \$5,000 to \$10,000.
- Current Status: Following a review of current practices, it was decided to develop an additional layer of assessment across colleges. An external consultant has been hired and is working with CUNY BA staff and faculty mentors to develop an instrument to be pilot tested in fall 2015.

The CUNY BA budget has been stable since 2012, and is expected to continue to be stable during the remainder of the period covered by the strategic goals, a fact that has been incorporated into planning. Three of the five strategic goals require no additional funding. One goal, improving assessment of student learning outcome, required a small amount of funding (\$5000 to \$10,000). It was anticipated that baseline budget funds would be reallocated. Another goal, increase financial support to student required external funding. Both goals were achieved. Efforts to secure additional external funding are ongoing.

Section 6.3.B: SOJ - Linked Planning and Budgeting

The principal vehicles for linked planning and budgeting processes have been: 1) the SOJ Strategic Plan 2013 ([Appendix 4G](#)), 2) SOJ Operating Budget 2013-2018 (see Table 4H; and 3) financial tables presented in [Appendix 4E](#) and [Appendix 4F](#).

The Strategic Plan includes descriptions of major institutional goals, strategies and actions for achieving each goal, and budgetary strategies. Two of the major goals are summarized below, along with requisite actions and budgetary requirements. A more detailed description can be found in the SOJ Strategic Plan 2013 in [Appendix 4G](#).

Strategic Goal: A major strategic goal of the SOJ is to review and revise its curriculum on an ongoing basis to keep it up to date with the transformations in the field, including the industry’s evolution in the area of technology.

- General and specific actions: Since the SOJ did not have a system in place a first step was to develop a system for internal review of all academic programs on a rotating basis. (There is no cost to setting up such a system, since it would be part of the typical workload of faculty). To keep up to date, it was decided to create and launch a new master's degree in Social Journalism to meet industry demand for community engagement journalists (The start up costs were covered by two grants of \$200,000 each). Keeping up to date also requires continued investment in technology (funded with OTPS funds from base budget). Improving the curriculum also involves helping faculty to improve their teaching. To this end the faculty peer review process has been changed to provide more helpful information to individual faculty members. (No financial cost is involved, since peer review is part of faculty workload).
- Budgetary strategy: See cost explanations in parentheses above.
- Current status: A system for internal review of all academic programs is in process. The peer review process is in the process of being modified. The new Master's degree in Social Journalism admitted its first cohort in spring 2015. A relevant achievement is that the SOJ received accreditation from the Accreditation Council on Education in Journalism and Mass Communications (ACEJMC) in spring 2014 following a site visit in fall 2013.

Strategic Goal: Expand financial resources and attract new sources of funding to ensure that academic programs and scholarships are financially sustainable, even in the event of unforeseen state cuts and enrollment declines.

- General and specific actions: The SOH has appointed members to the board of a recently created non-profit 503c organization to help with fundraising efforts (no cost). Establish the position of development director to improve fundraising.
- Budgetary strategies: The cost for a new development director will be covered by reallocation of baseline budget resources, since a vacant existing staff line will be used. A \$1.2 million grant was obtained from the Knight Foundation to underwrite a diversity initiative that provides internships and scholarships for promising students from underserved populations.
- Current status: Interviews are in process for the development director. The Knight Foundation program will launch in June 2015.

Section 6.3.C: SPS - Linked Planning and Budgeting

The principal vehicle for linking the planning and budgeting processes has been the CUNY School of Professional Studies Strategic Plan June 2012-June 2015 (Appendix 4I), which describes short-term as well as long-term goals. Two of the major goals are presented below. Also included are the actions and budgetary strategies necessary to implement these goals, measurable outcomes and current status of the goals.

Strategic Goal: A major strategic goal of the SPS was to launch several planned degrees – an online RN-to-BSN in Nursing, an online BS in Health Information Management, an MA in Urban Studies, and a BA in Urban and Community Studies. The launching of these degrees is consistent with SPS enrollment and financial goals, as described in Section 4.3.C.

- Sample of specific actions: Hire additional faculty, including leadership of individual programs, and staff (cost of additional personnel).
- Budgetary strategies: Obtain an increase in the baseline budget from the Chancellery; increase tuition revenue by increasing enrollment. The new programs are expected to attract new students, which will increase tuition revenue.
- Current status: The increase in the baseline budget was obtained from the Chancellery. As described in Section 4.3.C the Chancellery increased the base budget of SPS by \$1.5 million annually, starting in FY 2013 (see Table 4J). The increase followed discussions between the Dean and the Chancellor regarding SPS's strategic plan and PMP in spring and summer 2012, part of CUNY's annual budgeting and accountability cycle discussed in Section 4.1 of this report. In these discussions the Dean successfully presented the argument that the growth SPS had shown, and was planning to continue, justified an infusion of funding. All four degrees were developed, approved, and launched.

Strategic Goal: Improve retention and degree completion for all degree students, especially those in online programs.

- Sample of specific actions: Based on analysis of program data, it was determined that steps needed to be taken to improve student retention and degree completion. Following much discussion among administration, faculty and staff it was determined that the admissions and early advisement processes should be improved by adding an Admissions Director and four full-time advisors as well as one full-time and one part-time career advisor. It was also decided that a Retention Task Force focusing specifically on retention in online programs should be created.

- **Budgetary strategies:** Several strategies were deployed to obtain funding for the above actions: 1) A supplement to the base budget was obtained from the CUNY Chancellery, as described above and in Section 4.3.C. 2) A competitive Student Success grant for the online student orientation program was obtained from the CUNY Chancellery. 3) Student scholarships, an important factor in retention, were doubled, the result of new investments to promote fundraising – an Executive Director of Institutional Advancement was hired along with some support staff at a total annual cost over \$120,000, leading to an expanded SPS Foundation board, an ambitious fundraising campaign, and ultimately resulted a doubling of scholarships available to students.
- **Current status:** The Admissions Director has implemented earlier admissions deadlines and a more effective system for communicating with new students. These innovations, along with a much improved online orientation have resulted in improved persistence over the first two terms – a key objective. Analysis of the data from the new orientation is still underway. Also, the Dean convened a Retention Task Force, presenting its report in Spring 2015, with further recommendations for improving retention.

A table of SPS SP Investments (see [Appendix 6A](#)), shows the specific investments made in achieving the objectives of the goals outlined above. These include hiring faculty and support staff for new degree programs; funding improved admissions, advisement, and orientation; and mounting significant philanthropic fundraising efforts to support student scholarships.

Section 6.3.D: SPH - Linked Planning and Budgeting

The discussion of linked planning and budgeting of the CUNY School of Public Health is framed by two important issues:

First, the SPH is the newest member of the UC, added by a CUNY Board of Trustees resolution in May 2013 ([Appendix 1B](#)). At that time the Board of Trustees also appointed a new dean. Previously, the SPH existed as the CUNY School of Public Health at Hunter College. As a new entity of the UC, with a new dean, administration, faculty and staff, the SPH is in the process of developing its first strategic plan, which when completed will be an integral part of its next financial plan.

A second important issue framing planning and budgeting in the SPH is the school's structure and administrative processes, which were described in Section 4.3.D. The Dean and administrators of the CUNY School of Public Health directly control the school's planning and budgeting, and participate indirectly in the planning and

budgeting of the consortial program members – Brooklyn College, Hunter College, Lehman College and the Graduate Center – where planning and budgeting occur at each college (see [Appendix 4](#)), SPH Accreditation Report).

As a new entity of the UC, the CUNY SPH has a limited history of operating budgets, since it has only existed since May 2013. The consortial college public health programs do have a prior history of operating budgets, a part of the planning and budgeting process at each college.

In summary, as a new entity of the UC the CUNY School of Public Health is currently in its start-up phase. It is in the process of developing its first strategic plan, which will be linked to its budget and PMP. The strategic plan is in an advanced state of development, as discussed in Section 4.3.D.3 of this report, but not yet complete. Similarly, the projections for the Operating budget for FY 2016 and beyond (see Table 4M) are quite tentative. It is expected that in the near future tax-levy base-budgets will include sufficient resources from the Chancellery to cover expenses. Non-tax-levy resources are being sought through fundraising and applications for grants and contracts.

Section 6.3.E: MHC - Linked Planning and Budgeting

The discussion of linked planning and budgeting at MHC is framed by the school's structure and administrative processes, which were described in Section 4.3.E. *MHC-Central*, the administrative core of the school, directly controls its own planning and budgeting, and participates indirectly in the planning and budgeting of the eight other members of the *MHC-Consortium*, whose planning and budgeting occurs at each college.

The principal vehicles for linked planning and budgeting processes have been: 1) the MHC Strategic Plan 2012-2015 ([Appendix 4K](#)) and the annual PMP targets set in relation to the Strategic Plan, and 2) MHC Operating Budget 2012-2018 (see Table 40).

Section 6.3.E.1: Strategic Goals and Actions

MHC Strategic Plan 2012-2015 includes descriptions of major institutional goals and actions for achieving those goals. Two of the major goals are summarized below, along with requisite actions. Also included are budgetary strategies and the current status of the actions.

Strategic Goal: A major MHC strategic goal is to promote and support STEM learning

- Sample of specific actions: To promote STEM learning a new curriculum and

expanded faculty resources in the sciences and research were needed. MHC sought to develop new curricula and expand faculty resources by collaborating with Lehman College, the Institute for Economic Botany at the New York Botanical Garden and the Shinnecock Indian Nation to launch a new concentration in ethno-botany, the study of people's use of plants for agriculture, medicine, shelter, and other purposes.

- Budgetary strategy: The cost of the initial phase of the project is \$200,000. MHC has sought funding from a variety of sources, including competitive grants
- Current Status: Private foundation grants, including National Geographic and grants from the Bureau of Indian Affairs have been obtained. A memorandum of understanding was signed with NY Botanical Garden and Shinnecock Indian Nation. The first course was taught in fall 2014.

Strategic Goal: The strategic plan includes a goal called "sustainability," the aim of which is to increase the amount of private funds available to support MHC priorities

- Sample of specific actions: Several steps have been taken to achieve the goal of "sustainability," including recruiting new members to the board of the MHC Foundation, and identifying and pursuing private funding sources. Another was to upgrade an existing staff position to create the position of vice president for development.
- Budgetary strategies: There was no cost to recruiting new foundation board members. Upgrading an existing staff line from a directorship to that of a vice president with a concomitant higher salary was derived from re-allocation of tax-levy funds.
- Current Status: The Director of development was upgraded to VP of Institutional Advancement. A prominent banking executive was recruited to the board in March 2015.

Appendix
Section One

THE
GRADUATE
CENTER

CITY UNIVERSITY
OF NEW YORK

JUNE 1, 2015

1.B.7 - THE CITY UNIVERSITY OF NEW YORK – INDEPENDENT STANDING AND DEGREE AUTHORITY FOR THE CUNY SCHOOL OF PROFESSIONAL STUDIES

RESOLVED, That the CUNY School of Professional Studies (“SPS”), established and currently operating within the CUNY Graduate School and University Center (“GSUC”), be allowed to seek an independent registration as an institution of Higher Education with the New York State Department Education, with an independent degree authority for its academic programs as well as an independent accreditation status with the Middle States Commission on Higher Education. A corresponding request will be filed with NYSED, including a Master Plan Amendment as necessary. The academic programs currently being offered by the SPS and registered to the GSUC will be transferred to the SPS following its establishment as a stand-alone institution.

EXPLANATION: The CUNY School of Professional Studies (SPS) was created in 2003 by CUNY’s Board of Trustees with the purpose of meeting the educational needs of working adults, organizations, and employers. Since then, SPS has developed into a well-established school serving New York City through the provision of innovative, and academically rigorous programs of study designed to address new or unmet needs. Home to CUNY’s first fully online undergraduate degrees, groundbreaking master’s degree programs, customized programs for city and state agencies, and the nationally renowned Joseph S. Murphy Institute, SPS has found new ways of fulfilling CUNY’s mission of access.

Similar to other cross-campus initiatives, SPS was initially established within the GSUC. However, SPS has been operating with a high degree of independence from the beginning. SPS has its own local governance body which is independent from the governance body of the Graduate School as well as other entities comprising the University Center. SPS provides student support and most administrative services independently of the GSUC. In addition, there is no overlap between academic programs at the SPS and the GSUC.

After the formal separation of SPS from the GSUC, all faculty and administrative staff are expected to remain in place.— The main campus of SPS will continue to be at 119 West 31st Street, where the University is currently leasing 68,000 square feet of space on five floors. This space is complemented by two floors of administrative space leased by the University at 101 West 31st Street, and the Murphy Institute’s facility located at 25 West 43rd Street.

The proposed action brings the formal organizational structure up to date with the operational and academic procedures currently in place. SPS has reached the point of institutional maturity at which it is ready to be registered as a stand-alone institution. This action will simplify a number of administrative matters and allow greater visibility for SPS programs, which are meant to attract students not only locally, but nationally and internationally.

GOVERNANCE PLAN OF THE UNIVERSITY CENTER OF THE GRADUATE SCHOOL AND UNIVERSITY CENTER OF THE CITY UNIVERSITY OF NEW YORK

Article I. ADMINISTRATION

A. The President of the Graduate School and University Center is the chief academic officer and administrator of the University Center.

B. The University Center shall include the School of Professional Studies, the CUNY Baccalaureate Program, the Graduate School of Journalism, Macaulay Honors College, the CUNY School of Public Health and such other University-wide programs and schools created or assigned there by the CUNY Board of Trustees.

Article VI. CUNY SCHOOL OF PUBLIC HEALTH

A. Administrative Officers

1. Dean of the School of Public Health. There shall be a Dean of the CUNY School of Public Health, who shall be appointed by the Chancellor after consultation with the Presidents of Hunter College, Brooklyn College, Lehman College, and the Graduate School and University Center (these four colleges constituting collectively the “Consortial Campuses”). The search committee for the Dean shall be formed by the Chancellor after consultation with the Presidents of the Consortial Campuses, and shall include at least one faculty and one administrative representative from the CUNY School of Public Health and from each of the Consortial Campuses. The President of each Consortial Campus shall recommend representatives after consultation with the faculty at that campus who are members of the Core Faculty of the CUNY School of Public Health. The Dean shall report to the Chancellor and shall consult as appropriate with the Presidents of the Consortial Campuses. The Dean shall have general responsibility to develop, implement and administer the programs and resources of the CUNY School of Public Health, in consonance with the policies of the Board of Trustees of The City University of New York.
2. Associate and Assistant Deans. Following consultation with the Presidents of the Consortial Campuses, the Dean may appoint Associate and Assistant Deans of the School of Public Health as are necessary in accordance with the established policies of the CUNY Board of Trustees for such appointments. The Associate and Assistant Deans shall have such duties and responsibilities as may be assigned to them by the Dean. Whatever the number or titles of the Associate and Assistant Deans, they shall have responsibility for and report to the Dean regarding the areas of academic affairs, finance and administration, student and alumni affairs, research and sponsored programs, and planning and evaluation.

3. **Campus Directors.** There shall be a Campus Director from the faculty of each of the Consortial Campuses who shall report to the Dean or such Associate Dean or Assistant Dean as the Dean may designate. The Campus Directors shall serve as a liaison to their home campus with respect to public health programs and shall coordinate with respect to teaching assignments, course scheduling and other such matters. The Campus Directors shall also communicate with the department chairperson at the home campus of each faculty member in his/her program concerning that faculty member's performance at the CUNY School of Public Health in connection with the annual evaluation at the home campus. The Dean and the President of the Graduate School and University Center shall jointly appoint the Campus Director for the Graduate School and University Center (who shall also serve as the Executive Officer of the Doctor of Public Health Program). The Campus Directors from the other three Consortial Campuses (who may have a different title at their home campus) shall be selected by such method as each of those campuses shall determine pursuant to its governance plan, subject to approval by the Dean. Each Campus Director shall serve for a three-year term and may be removed by the Dean, after consultation with the appropriate Consortial Campus President, in the best interest of the School of Public Health and in the same manner as department chairpersons may be removed by a president pursuant to the Bylaws of the CUNY Board of Trustees.

B. Administrative/Advisory Bodies

1. **Dean's Cabinet.** There shall be a Dean's Cabinet consisting of the Dean, the Associate and Assistant Deans and the Campus Directors and other persons designated by the Dean, which shall advise the Dean with respect to the policies and operations of the CUNY School of Public Health.

2. **Council of Provosts.** There shall be a Council of Provosts consisting of the Dean and the Provosts of the Consortial Campuses. The Council of Provosts shall advise the Dean on matters related to the policies and operations of the CUNY School of Public Health, with particular emphasis on ensuring that the needs of the Consortial Campuses are met and that the policies and procedures of the School are consistent with those of the Consortial Campuses. The Council of provosts will also advise the Dean on the development and implementation of memoranda of understanding among the Consortial Campuses relating to the academic, financial and administrative arrangements among their public health programs and those of the CUNY School of Public Health.

3. **Public Health Leadership Council.** There shall be a Public Health Leadership Council consisting of members appointed by the Dean who shall be representative of external organizations involved in public health research or policy or the delivery of health or health-related services. The Public Health Leadership Council shall meet as requested by the Dean and shall advise the Dean with respect to the research, programs and workforce development and training of the School of Public Health to ensure that they meet the needs of the community.

C. Faculty

1. **Initial Composition.** The faculty of the CUNY School of Public Health shall consist initially of all full-time faculty from the Consortial Campuses whose primary appointment is in a program leading to a doctoral or master's degree in public health, a master's of science degree in nutrition or environmental and occupational health sciences, or a bachelor's degree in nutrition or community health education, and such other faculty (including adjunct faculty) appointed by the Dean after consultation with the Faculty Appointments Committee. All such faculty except adjunct faculty shall be Consortial Faculty at the CUNY School of Public Health with their primary appointment at another CUNY campus.

2. **New Appointments.**

a. Thereafter, new consortial faculty shall be appointed to the CUNY School of Public Health after consultation with the President of one of the Consortial Colleges and review by the Faculty Appointments Committee. The final decision regarding such consortial appointment shall rest with the Dean. In the event that a candidate for appointment to the CUNY School of Public health is simultaneously under consideration for an appointment at one of the Consortial Colleges, the Dean and the President of that college shall coordinate as to the timing of the review processes.

b. In addition, the CUNY School of Public Health shall have the authority to hire full-time faculty, whose primary appointment shall be at the CUNY School of Public Health (hereinafter "CUNY School of Public Health Faculty"). The Dean shall make such appointments, as well as the appointment of adjunct faculty, after receiving the recommendations of the Faculty Appointments Committee.

3. **Review and Reappointment of Consortial and Adjunct Faculty.** The Faculty Appointments Committee shall conduct annual reviews of the Consortial Faculty and adjuncts. It shall convey its recommendations regarding reappointment to the Dean and also, in the case of Consortial Faculty, to the President of the Consortial College at which the faculty member has his/her primary appointment. Subject to the Board of the Trustees, the Dean shall have final decision-making authority regarding reappointments of Consortial Faculty and shall coordinate the review process and consult with the President of the Consortial College at which a Consortial Faculty member has his/her primary appointment.

4. **Review, Reappointment and Promotion of CUNY School of Public Health Faculty.** The Faculty Appointments Committee shall also conduct annual reviews and make recommendations to the Dean regarding reappointment of the untenured CUNY School of Public Health Faculty except with respect to reappointments with tenure. The Faculty Promotion and Tenure Committee shall conduct reviews and make recommendations to the Dean with respect to reappointments with tenure and promotions. Subject to the Board of Trustees, the Dean shall have final decision-making authority regarding reappointments, tenure and promotion of the CUNY School of Public Health Faculty.

5. **Core Faculty.** Pursuant to guidelines developed by the Faculty Appointments Committee and approved by the Dean, the Dean shall designate as Core Faculty the consortial faculty whose

primary activities and responsibilities are related to the CUNY School of Public Health. Other consortial faculty shall be designated affiliated faculty.

D. Governing Body.

1. The Faculty and Student Council. The governing body of the CUNY School of Public Health shall be the Faculty and Student Council. The Council shall meet at least three times per semester and shall distribute its agenda at least two weeks prior to its meetings.

2. Membership. The Faculty and Student Council shall consist of the Dean, the Associate Dean for Academic Affairs, the Campus Directors, all CUNY School of Public Health Faculty and all Core Faculty, two affiliated faculty elected annually by the affiliated faculty and five students, one elected annually by and from the students at the School of Public Health from each of the Consortial Campuses except two shall be elected annually from Hunter College (one from the undergraduate program and one from the master's program). Affiliated faculty other than the two elected representatives may attend meetings, with voice but no vote. The Dean shall serve as the chairperson of the Faculty and Student Council and shall preside over its meetings. The Council shall elect a member each year to serve as vice chairperson to preside in the absence of the Dean.

3. Duties. The duties of the Faculty and Student Council shall be as follows (subject to the limitation that all actions of the Faculty and Student Council under subparagraphs a-c below must also be approved by the governing body of the applicable Consortial College):

- a. formulate educational policy and develop standards for admissions, academic performance and degree requirements for students consistent with the Bylaws and policies of the CUNY Board of Trustees and other CUNY policies and procedures;
- b. review programs and curricula;
- c. recommend to the Dean and the CUNY Board of Trustees the granting of undergraduate degrees, graduate degrees and honorary degrees to qualified candidates;
- d. consider any other academic matters and make recommendations to the Dean and the CUNY Board of Trustees;
- e. establish or abolish such standing or temporary committees as it deems necessary and consider reports and recommendations of those committees; and
- f. recommend revisions to this governance plan.

4. Standing Committees. The Faculty and Student Council shall establish such standing and temporary committees, determine the number of members and assign them such duties as it deems appropriate. Initially, the Faculty and Student Council shall have the following standing committees: a Steering Committee, a Curriculum Committee, an Assessment Committee and an Admissions Committee. Each committee may establish appropriate subcommittees. Members of

the committees shall be elected by the Faculty and Student Council. CUNY School of Public Health Faculty and Core Faculty members of standing committees shall serve for staggered three-year terms; other members shall serve for annual terms.

a. Steering Committee. The Steering Committee shall establish the agenda for the meetings of the Faculty and Student Council, identify major issues for the Council's consideration and oversee the activities of the other standing committees. The Steering Committee may act for the Council between Council meetings where there is an urgent need for immediate action and the Dean requests such action. The Dean shall be a member of the Steering Committee.

b. Curriculum Committee. The Curriculum Committee shall review all programs and courses, and amendments and addition thereto within the CUNY School of Public Health and report its recommendations to the Faculty and Student Council. It shall also coordinate its work with that of the appropriate committees and governing bodies of the Consortial Colleges.

c. Assessment Committee. The Assessment Committee shall recommend procedures for monitoring and evaluating student progress in achieving the expected competencies and the quality of each program. It shall also assist the Dean or his/her designee in evaluating student achievement in and the quality of each program and in presenting annual data assessing performance against those measures.

d. Admissions Committee. The Admissions Committee shall recommend standards for admissions for each program within the CUNY School of Public Health and shall review the qualifications of students proposed for admissions by each Consortial College.

E. Faculty Appointments Committee.

1. Composition. The CUNY School of Public Health shall have a Faculty Appointments Committee whose members shall consist of five CUNY School of Public Health Faculty, elected by the CUNY School of Public Health Faculty¹, and four Core Faculty elected by the Core Faculty for staggered three-year terms, of whom one shall be a Core Faculty member from a doctoral program and three shall be Core Faculty members from a master's program, one each from Hunter College, Lehman College and Brooklyn College.

2. Duties. The Faculty Appointments Committee shall review faculty qualifications for initial appointment and faculty performance in connection with reappointment (except with respect to reappointment with tenure) and make recommendations to the Dean regarding such appointments and reappointments to the CUNY School of Public Health. The Committee shall also recommend to the Dean the appropriate guidelines for designating Core Faculty.

F. Faculty Promotion and Tenure Committee.

¹ Prior to the time there are more than five members of the CUNY School of Public Health Faculty, all members (whatever their number) of the CUNY School of Public Health Faculty shall serve on the Faculty Appointments Committee.

1. Composition. The CUNY School of Public Health shall have a Faculty Promotion and Tenure Committee whose members shall consist of five tenured members of the CUNY School of Public Health Faculty, elected by the CUNY School of Public Health Faculty.²
2. Duties. The Faculty Promotion and Tenure Committee shall review faculty qualifications for promotion and for reappointment with tenure and make recommendations to the Dean.

G. Amendments.

Amendments to this governance document relating to the operations of the CUNY School of Public Health may be proposed by a two-thirds affirmative vote of the members present and a majority vote of the entire membership at any meeting of the Faculty and Student Council, provided that the text of the proposed amendment has been sent in writing to every member of the Faculty Council at least two weeks before the meeting at which the proposed amendment is to be considered. Proposed amendments are subject to the approval of the CUNY Board of Trustees.

Approved by the Board of Trustees on June 24, 2013.

² Prior to the time there are more than five tenured members of the CUNY School of Public Health Faculty, all tenured members (whatever their number) of the CUNY School of Public Health Faculty shall serve on the Faculty Promotion and Tenure Committee. In addition, the Dean shall appoint tenured members of the Core Faculty to serve on the Faculty Promotion and Tenure Committee in order to bring the total number of members to five.

UNIVERSITY CENTER - MACAULAY HONORS COLLEGE

A. Administrative Officers

1. Dean. There shall be a Dean of Macaulay Honors College, who shall report to the Chancellor. The Dean shall have general responsibility to develop, implement and administer its programs, in accordance with the policies of the Board of Trustees of The City University of New York.
2. Associate and Assistant Deans. With the approval of the Chancellor, the Dean may appoint Associate and Assistant Deans of Macaulay Honors College as are necessary in accordance with the established policies of the CUNY Board of Trustees for such appointments.
3. Campus Directors. After consultation with the Dean, the President of each of the colleges offering a joint baccalaureate degree with Macaulay Honors College (the "Participating Colleges") shall appoint a Campus Director who shall be responsible for coordinating the programs at that college with Macaulay Honors College and the other participating colleges.

B. Advisory Bodies

1. Directors Council. There shall be a Directors Council, consisting of the Dean, the Associate Deans, the Campus Directors and other persons designated by the Dean. The Directors Council shall advise the Dean with respect to the policies and operations of Macaulay Honors College. The Dean shall serve as the chairperson of the Directors Council and shall preside at its meetings.
2. Advisory Council. There shall be an Advisory Council consisting of members appointed by the Dean from the worlds of business, arts, professions and other sectors who shall advise the Dean with respect to the non-academic programs of Macaulay Honors College.

C. Faculty

1. Composition. The faculty of Macaulay Honors College shall consist of the consortial faculty appointed for terms of up to three years from the various educational units of The City University of New York to Macaulay Honors College and visiting faculty and distinguished lecturers appointed annually to Macaulay Honors College.
2. Appointment of Consortial Faculty. The consortial faculty of Macaulay Honors College shall be appointed for terms of up to three years by the Dean from faculty recommended by the President or his/her designee of each of the Participating Colleges, after considering the recommendations of the

Appointments Committee. Such appointment shall be distinct and separate from the principal appointment of faculty at their home campus.

3. Appointment of Visiting Faculty and Distinguished Lecturers. Visiting Professors, Visiting Associate Professors and Visiting Assistant Professors and Distinguished Lecturers shall be appointed annually by the Dean after consulting with the Appointments Committee.

D. Governing Body

1. The College Council. The governing body of Macaulay Honors College shall be the College Council.
2. Membership. The College Council shall consist of the Dean, the Associate Deans, ten faculty members elected annually by and from the full-time faculty appointed as consortial faculty to Macaulay Honors College who are teaching and have taught at the College in the prior academic year, five consortial faculty or Distinguished Lecturers appointed by the Dean, and four students, one elected annually by and from each undergraduate class of Macaulay Honors College. The Dean shall serve as the chairperson of the College Council and shall preside over its meetings.
3. Duties. The duties of the College Council shall be as follows (subject to the limitation that all actions of the College Council under subparagraphs a – c below must also be approved by the governing body of the Participating Colleges):
 - a. formulate educational policy and develop standards for admission, academic performance and degree requirements for students and establish standards for the appointment and reappointment of faculty consistent with the Bylaws and policies of the CUNY Board of Trustees and other CUNY policies and procedures;
 - b. approve programs and curricula;
 - c. recommend to the Dean and the CUNY Board of Trustees the granting of undergraduate degrees to qualified candidates (for which only the Dean and faculty members of the College Council may vote);
 - d. recommend to the Dean and the CUNY Board of Trustees the granting of University honorary degrees;
 - e. consider any other academic matters and make recommendations to the Dean and the CUNY Board of Trustees;
 - f. establish or abolish such standing or temporary committees as it deems necessary and consider reports and recommendations of those committees; and
 - g. recommend revisions to this governance plan.

4. Standing Committees. The College Council shall have a Curriculum Committee, an Admissions Committee and such other committees or subcommittees as the College Council may create as the need arises. Members of the Committees shall be elected by the Council from the faculty for staggered three year terms.
5. Curriculum Committee. The Curriculum Committee shall review all programs and courses, and amendments and additions thereto and report its recommendations to the College Council. It shall also coordinate its work with that of the appropriate committees and governing bodies of the Participating Colleges.
6. Admissions Committee. The Admissions Committee shall recommend standards for admissions to Macaulay Honors College and shall assist the Dean in reviewing the qualifications of students proposed for admissions by each of the Participating Colleges.

E. Other Committees

1. Appointments Committee. Macaulay Honors College shall have an Appointments Committee consisting of five faculty members elected for staggered three year terms by the faculty members of the College Council. No more than one member may be from a single college. Efforts shall be made to include members from a range of academic disciplines. The duties of the Appointments Committee shall be to review and make recommendations to the Dean regarding the appointment and reappointment of consortial faculty to Macaulay Honors College.
2. Ad Hoc Committees. As the need arises, ad hoc committees may be created, either by appointment by the Dean or the College Council.

F. Admissions. Admissions. Prior to any decision and notification by any of the Participating Colleges, the Dean, after considering the recommendations of the Admissions Committee of the College Council, shall review the recommendations for admissions by each of those colleges and shall determine which of those students shall be admitted to Macaulay Honors College. If the Dean intends to overturn the decision of a college to admit one or more students, the Dean shall first consult with the President or his/her designee at that college. In the event that the Dean adheres to his/her decision, the college may recommend additional students for admission consistent with the overall number allocated to each college. All students admitted to Macaulay Honors College shall be counted at the college where they are enrolled.

G. Amendments. Amendments. Amendments to this governance document relating to the operations of Macaulay Honors College may be proposed by a two-thirds affirmative vote of the members present, if that numbers also constitutes a

majority of the members of the College Council. Prior to any such vote, the text of the proposed amendment shall be sent in writing to each member of the College Council, each Campus Director, and each President and governance body of the Participating Colleges at least four weeks before the meeting at which the proposed amendment is to be considered. Proposed amendments are subject to the approval of the CUNY Board of Trustees.

EFFECTIVE APRIL 29, 2013

The Graduate School and University Center of the City University of New York
Middle States Periodic Review Report Committee Membership
June 2015

Chair:

Dr. Mario Kelly, Associate Dean for Academic Affairs, The Graduate Center

Committee Members:

Dr. Marie Burrage, Director of Institutional Research and Effectiveness, The Graduate Center

Professor Dee Clayman, Executive Officer of the M.A./Ph.D. Program in Classics, The Graduate Center

Ms. Amy Dunkin, Director of Academic Operations, The CUNY Graduate School of Journalism

Professor John Greenwood, Deputy Executive Officer of M.A./Ph.D. Program in Philosophy and Chair of the Outcomes Assessment Committee, The Graduate Center

Mr. Kim Hartswick, Academic Director, CUNY Baccalaureate for Unique and Interdisciplinary Studies

Dr. Susan Klitzman, Associate Dean for Academic Affairs, CUNY School of Public Health

Dr. David Olan, Associate Provost and Dean for Humanities and Social Sciences, The Graduate Center

Dr. George Otte, Associate Dean of Academic Affairs, The CUNY School of Professional Studies

Dr. Mary Pearl, Associate Dean of Academic Affairs and Chief Academic Officer, Macaulay Honors College at CUNY

Professor Anthony Picciano, Executive Officer of the Ph.D. Program in Urban Education, The Graduate Center

Mr. Matthew Schoengood, Vice President for Student Affairs, The Graduate Center

Professor Donna Nickitas, Executive Officer of the Ph.D. Program in Nursing Science, The Graduate Center

Appendix
Section Two

THE
GRADUATE
CENTER

CITY UNIVERSITY
OF NEW YORK

JUNE 1, 2015

Progress Report to the
Middle States Commission on Higher Education
from
The Graduate School and University Center of the City University of New York
New York, NY 10016

Dr. William P. Kelly
President

Dr. Marie Burrage, Associate Director of Institutional Research and Program Evaluation
Accreditation Liaison Officer

April 1st, 2012

Subject of the Follow-Up Report:

Progress in the implementation of a comprehensive, organized and sustained assessment process to evaluate and improve student learning linked to the strategic planning process (Standards 2 & 14).

Date of the Evaluation Visit:
April 11th-14th, 2010

**Progress Report for the Middle States Commission on Higher Education
The Graduate School and University Center of the City University of New York
April 1st, 2012**

Most Recent Middle States Commission on Higher Education Action:

To reaffirm accreditation and to commend the institution for the quality of the self-study report and process. To request a progress report, due by April 1, 2012, documenting progress in the implementation of a comprehensive, organized and sustained assessment process to evaluate and improve student learning linked to the strategic planning process (Standards 2 & 14). The Periodic Review Report is due June 1, 2015.

Introduction and Background

A brief overview of the institution

The Graduate School and University Center of the City University of New York (CUNY), known as the Graduate Center, is an internationally acclaimed institution devoted primarily to doctoral education in a broad range of academic disciplines. Its fundamental mission is to support excellent, graduate-level, degree-granting programs that prepare a wide range of students to become scholars and leaders in the academy, as well as in the private, nonprofit, and governmental sectors.

The Graduate School and University Center was founded in 1961 as the City University of New York's free-standing, doctoral-degree-granting campus as part of the overall consolidation of the CUNY system, which was established in the same year. Rather than allow the proliferation of multiple and competing Ph.D. programs at CUNY's senior colleges, the architects of the unified CUNY system created the Graduate Center (GC) as a free-standing college that drew together faculty and other educational resources from across the system to create a unique and efficient structure to deliver primarily doctoral education.

The Graduate Center currently offers thirty-five doctoral degrees and master's degrees in seven fields. There are also currently thirty-one institutes and centers. Ninety-five percent of the Graduate Center's enrollment is at the doctoral level. In fall 2011, the Graduate Center enrolled 4,352 doctoral students and 243 master's students. Consonant with the mission of CUNY, the Graduate Center strives to enhance access to graduate education for traditionally underrepresented groups. Twenty-one percent of doctoral students are from these underrepresented groups. More than 11,000 people have received doctoral degrees from the Graduate Center. Alumni have had successful careers as professors and researchers in universities around the world, executive directors of nonprofit organizations, curators and directors of museums, and in major businesses. Students have been recipients of many professional awards, fellowships, and honors.

Approximately 90 percent of the Graduate Center's doctoral faculty members have their appointments at one of CUNY's constituent campuses (college-based faculty). Less than

10 percent of doctoral faculty have their appointments at the Graduate Center. The Graduate Center considers the unique consortial arrangement it has with the CUNY colleges to be among the major contributors to its success. It is an efficient way to assemble a very large and extraordinarily talented and intellectually diverse faculty.

The Graduate Center also encompasses the University Center, an administrative home for three CUNY- wide operations: the inter-college CUNY baccalaureate degree; the Graduate School of Journalism, which prepares master's students for careers in all aspects of journalism; and the School of Professional Studies, which offers graduate and undergraduate certificates and degree programs, including CUNY's first online degree programs.

As part of CUNY, the Graduate Center is subject to the bylaws and policies of CUNY, to its administrative structure, headed by the chancellor, Dr. Matthew Goldstein, and to the CUNY Board of Trustees. In turn, the bulk of the finances of CUNY and the Graduate Center are derived from New York State tax-levy monies. Tuition rates for students at the Graduate Center are set by the CUNY central administration, with state approval, as are the amount and rate of dispersal of tax-levy funds to the Graduate Center. Salaries and definitions of faculty ranks, as well as workload and other faculty and staff working conditions, including grievance and arbitration procedures, are governed by a contract negotiated between CUNY and the Professional Staff Congress (PSC).

Relevant background on assessment of student learning and strategic planning

At the time of its Middle States Commission on Higher Education team visit in April 2010, the Graduate Center had already made substantial progress towards developing a comprehensive, organized assessment process.

- Doctoral and master's programs had provided written statements of expectations for student learning associated with their comprehensive "First Examination" and "Second Examination" as part of systematic reviews of those exams.
- Doctoral and master's programs had provided written statements of their overall program-level learning expectations.
- Student learning assessment had become an explicit component of the self-studies prepared by programs in advance of their external reviews.
- The Graduate Center had required that all new course proposals include student learning goals.
- The Graduate Center had required that all course syllabi include student learning goals.
- The Learning Outcomes Assessment Committee had been formed.
- Institutional learning goals had been drafted.

Also at the time of the April 2010 team visit, the Graduate Center had already begun a new strategic planning cycle, with the President's establishment of a Strategic Planning Council and its first meeting in March 2010.

Major changes at the Graduate Center since April 2010

- The Graduate Center experienced a permanent loss in tax-levy revenue of \$2.4 million in 2010-11 and \$2,606,600 in 2011-12; however, the New York State Assembly and Senate agreed on legislation that will prevent the state from reducing SUNY's and CUNY's operating budgets during the next five years.
- A rational tuition policy was passed by New York State, authorizing tuition increases each year through FY 2016. Tuition increased from \$3,290 per semester for Level 1 full-time in-state students in fall 2009 to \$3,885 per semester for Level 1 full-time students in fall 2012, with corresponding increases for more advanced students and out-of-state students.
- The Graduate Center Residence opened in August of 2011, providing 76 apartments for GC students and faculty members.
- Dr. Ann S. Henderson, Associate Provost and Dean for Sciences, moved from an acting to a permanent status in August of 2011.
- The Vice President for Institutional Advancement retired in December 2011 and a search to replace him is almost complete.
- A search for a new Executive Director of Communications and Marketing is almost complete.
- The Graduate Center Foundation Board elected a new chair, Gabriella De Ferrari, in September 2011.
- The Graduate Center has a new logo and website: <http://www.gc.cuny.edu/>

Progress to Date and Current Status: Assessment of Student Learning (Standard 14)

Since its Middle States Commission on Higher Education team visit in April 2010, the Graduate Center has continued to make significant progress with its learning assessment process. As charged by the Middle States visiting team, the Graduate Center has reflected carefully on the role of learning outcomes assessment at a primarily doctoral institution, and, led by the Learning Outcomes Assessment Committee, has developed an assessment process that we believe is both comprehensive and appropriate to the institution.

[Appendix 1](#): "Learning Outcomes Assessment at the Graduate Center" provides a detailed summary of learning outcomes assessment at the Graduate Center since 2008. Below is a summary of the major steps taken in this area since the Graduate Center's decennial self-study and team visit in spring 2010.

The Graduate Center's Learning Outcomes Assessment Committee and institutional learning goals

The Learning Outcomes Assessment Committee, made up primarily of the heads of doctoral and master's programs, was formed in March 2010 and since then has been responsible for overseeing and directing learning outcomes assessment at the Graduate Center. The Committee built on work that had already been done to develop an institution-wide assessment process and set as its first task the development of institutional learning goals (please see [page 2 of Appendix 1](#) for a list of the Graduate

Center's institutional learning goals). This process helped sharpen and make transparent the common learning goals of the doctoral and master's programs at the Graduate Center.

Learning goals in the Graduate Center's programs

After the institutional learning goals were approved, the Committee turned its attention to the individual programs, where assessment of student learning has traditionally taken place and will continue to take place. First, programs were asked to revisit and revise learning goals for their programs in accordance with the Graduate Center's new institutional learning goals. Later that semester, programs revisited learning goals for their First and Second Exams and, if necessary, revised them in accordance with their program learning goals. That summer, programs were also asked to write learning goals for their dissertation/capstone projects. Programs took various approaches, tailored to the nature of their disciplines, and provided a description of the process that they used to revise and write their learning goals, including lists of faculty and students who had been involved.

Finally, programs described goals for their students in the areas of professional development and professional ethics. The Learning Outcomes Assessment Committee believed that these two components of doctoral training were so important to education at the Graduate Center that they needed to be explicitly incorporated into the learning assessment process.

Please see [Appendix 2](#) for a link to a complete set of Graduate Center programs' learning goals for the doctoral/master's program, the First Exam, Second Exam, dissertation/capstone, professional development, and professional ethics. Please also note that programs have been asked to compile and publicize the learning goals in the way that is most useful and appropriate to their program.

Pilot assessment review reports

The issue of how programs should report on the results of their assessments was a difficult one that the Committee discussed over the course of several meetings. It was determined, based on prior attempts on the part of the Provost's Office to collect such information and based on the experiences of individual program heads, that exam and dissertation pass rates mean different things in different programs and that much more information would be needed to understand the results each program's assessments. The Committee decided that it would be best to provide an open-ended template for a set of "pilot" studies for programs to complete upon review of one of their major assessments. This template would be used to create a report for the Provost and then would be revised as necessary in order to streamline and improve the reporting process for the rest of the programs at the Graduate Center. Please see [page 7 of Appendix 1](#) for the template used by the "pilot" programs.

Seven programs completed "pilot" reviews of their assessments in the fall of 2011. Four programs completed a review of their First Exam, two programs completed a review of their Second Exam, and one program completed a review of its assessment of students' professional development. All of the reports that these programs produced can be found

by going to the link in [Appendix 2](#). These reports included assessment results as well as a discussion of how those results were used to determine whether learning goals were being met and whether changes to the learning goals, curriculum, or assessment itself were needed. For example, upon reviewing the results of their First Exam, the Political Science doctoral program identified that pass rates had been inconsistent over the past 5-years (ranging from 54% in spring 2010 to 82% in fall 2011). In order to address this problem, they developed grading rubrics to be made available to faculty and students. Results of these “pilot” reviews were also presented at the first set of “Cluster” meetings, during which program-heads meet in disciplinary cluster groups with the associate provosts to discuss institutional issues.

The Learning Outcomes Assessment Committee reviewed the reports produced by the “pilot” programs and created a summary and a set of recommendations for the Provost (please see [Appendix 3](#)). The Committee discussed a set of revisions to the reporting template and the Student Assessment Coordinator produced a revised version of the template for distribution to the remaining doctoral and master’s programs. Please see [page 9 of Appendix 1](#) for the revised version of the reporting template to be used in the first round of the three-year assessment cycle.

The Graduate Center’s three-year assessment cycle

The Graduate Center recently began a three-year assessment reporting cycle. Building on the success of and lessons learned from the seven “pilot” reports completed in the fall of 2011, a request has gone out to the remainder of the Graduate Center’s programs asking them to begin reviewing one or more of their assessments (i.e. First Exam, Second Exam, dissertation, professional development, professional ethics) and to submit a report to the Provost in January of 2013. This will be the first of three annual reports to be submitted. Over the three-year cycle programs will be expected to review and report on all of their major assessments.

Participation and information sharing

The Graduate Center has achieved a high level of participation in the assessment process. Over ninety percent of programs have program and exam-level learning goals and all programs are involved in the process. Additionally, the Learning Outcomes Assessment Committee website: <http://www.gc.cuny.edu/About-the-GC/Provosts-Office/Assessment> was finalized in fall 2011. All assessment materials are made available to the GC community through a shared folder that can be accessed via a link on the Committee website. Assessment resources such as sample rubrics from Graduate Center and non-Graduate Center programs are also available there.

Next steps

1. As a result of the pilot studies, the Learning Outcomes Assessment Committee recommended to the Provost that the administration provide more data support to programs in order to bolster their efforts to assess and report on student learning. To address this recommendation, two types of additional data support will be provided:
 - Starting in spring 2012, every semester the Registrar’s Office will provide each program with convenient historical summary information about student progress.

- Additionally, the Office of Institutional Research and Program Evaluation will offer data consulting services to programs (including the development of templates for data reporting) in order to make sure that necessary assessment data are being kept in an accessible and useful manner. An additional staff member is being added to the Office to make this possible.

2. The Committee also recommended to the Provost that the administration provide additional opportunities for programs to meet and discuss issues related to assessment of student learning, particularly ones that would allow for discussions across disciplinary clusters (e.g. science programs to share ideas with social science programs). Building on a series of lunches for programs involved in the “pilot” assessment reviews, the Provost will sponsor meetings for representatives from all Graduate Center programs around assessment topics such as the comprehensive exams and assessing professional development activities.

Progress to Date and Current Status: Strategic Planning (Standard 2)

Since its Middle States team visit in April 2010, the Graduate Center has completed its 2012-2016 Strategic Plan (see [Appendix 4](#)), has developed a framework for assessing the Plan, and has begun implementation of the Plan.

The Strategic Plan

The Graduate Center’s 2012-2016 Strategic Plan was completed and presented by President Kelly to the Graduate Council and other Graduate Center constituents in December, 2011. Guided by CUNY’s historic mission to educate and serve the New York community and by the Graduate Center’s specific mission to prepare scholars and researchers, the Strategic Plan charts a future for the Graduate Center for the next five years while taking into account the ever changing landscape of graduate education in general and New York State education policy in specific. Using the CUNY Master Plan (2008–2012) and the 2010 Graduate Center Self-Study as a foundation, the Strategic Plan is the outcome of a process of extensive, systematic consultation with multiple constituencies and outside experts. A detailed description of the planning process can be found on the Strategic Planning website (<http://www.gc.cuny.edu/About-the-GC/Provosts-Office/Strategic-Plan>) and on [pages 21-25](#) of the appended Plan. In addition, [Appendix 5](#) provides a timeline that tracks all of the various meetings integral to the process.

Assessment of the Strategic Plan

Recognizing the importance of assessment in achieving strategic goals, the co-chair of the Strategic Planning Council and the Associate Director of Institutional Research and Program Evaluation began meeting to discuss a structure for assessing the Strategic Plan in May 2011. Integrating assessment and planning at this early stage enabled us to think concretely about our strategic goals and be confident that we would be able to identify measurable planning objectives that would correspond to the goals of the Plan. A description of the assessment framework for the Strategic Plan can be found on [page 19](#) of the Plan ([Appendix 4](#)) and a document describing the assessment framework can be

found in [Appendix 6](#).

Implementation of the Strategic Plan

To facilitate implementation of the Strategic Plan, the President and Provost, in consultation with the Office of Institutional Research and Program Evaluation, established a Strategic Planning Implementation Committee, chaired by the Provost, to translate the Plan into a detailed set of annual action plans. The Committee is also responsible for the general oversight of the plan's execution, including the assessment of the results of the annual action plans. In addition, the Committee has been charged with the task of identifying the offices and units of the Graduate Center that are appropriate to carry out each strategic action. The Strategic Plan Implementation Committee will make annual reports to the President, including recommendations for resource reallocations that flow from the assessments of the annual action plans. The President will review these recommendations and determine if modifications are needed in strategic actions and associated resource allocations. The President will make periodic reports to the community describing progress toward achieving the goals of the plan and outlining modifications.

The group that would become the Strategic Planning Implementation Committee first met in November 2011, before the Plan was finalized, to begin its work. In December, January and February, subgroups of the Committee met to discuss strategic action plans for each of the three goals and to identify interim (short-term) assessments that will allow us to assess annual progress being made in implementing the goals laid out in the Strategic Plan. The Committee met again to take stock of progress towards implementation in March 2012. Actions plans for the coming year were discussed and the assessment framework for the Strategic Plan was reviewed and updated.

Implementation of the Strategic Plan has already begun. Some examples of strategic actions already underway include:

- *Strategic Goal 1:* Senior administrators at the Graduate Center and the City University of New York's Central Office have been engaged in detailed discussions and financial modeling of an increase in financial aid and a reduction in teaching load for doctoral students.
- *Strategic Goal 2:* The Vice President for Student Affairs has visited career services offices at other institutions and is currently conducting internal surveys of programs and students that will inform the direction of the new Office of Professional and Career Development. A search for a director for the Office will begin shortly and panel discussions with alumni will take place this spring.
- *Strategic Goal 3:* The Advance Research Collaborative (ARC) was established and an inaugural director was appointed in January 2012. Additionally, a beta version of the ARC website has been launched (<http://research.commonsgc.cuny.edu/>) and funds have been raised.

Linking Assessment of Student Learning (Standard 14) and Strategic Planning (Standard 2)

To ensure that the assessment of student learning is explicitly linked to strategic planning, the Learning Outcomes Assessment Committee was appointed as one of the Strategic Planning Council task forces (the Assessment Task Force; membership listed on [page 25 of Appendix 4](#)). In addition, the chair of the Assessment Task Force participated in a number of the meetings of the Strategic Planning Council, and, along with the other task forces, the Assessment Task Force submitted a report that was incorporated into the Strategic Plan. In the resulting Plan ([Appendix 4](#)), the penultimate section on [page 19](#), “Ensuring Success: Linking Planning and Assessment,” makes this linkage transparent. A subsequent document, “Assessment Framework for the 2012-2016 Strategic Plan” ([Appendix 6](#)), lays out in detail the connections among planning, learning assessment, and institutional assessment.

Below we provide specific examples that pertain to the first two Strategic Plan goals.

Goal 1: The Graduate Center will attract and retain the best and most diverse students.

In implementing strategic goal 1, programs and the administration will use ongoing assessments of student learning to identify and lower barriers to student progress. To help improve student retention and progress and to provide the Provost with sufficient information to make decisions related to student progress, the regular cycle of assessment review reporting was identified as a strategic action related to goal 1 of the Strategic Plan (see [page 12 of Appendix 4](#) and [page 2 of Appendix 6](#)). As described on [page 4 of this report](#), this cycle is already underway and pilot assessment reports have already led to changes--and consequent resource reallocations--within the programs and at the institutional level.

Goal 2: The Graduate Center will increase and diversify its graduates’ professional prospects for careers both inside and outside the academy.

Goal 2 of the Strategic Plan resulted in part from the Graduate Center’s annual 5-year-out alumni survey along with national data and recommendations from the Learning Outcomes Assessment Committee (see [page 12 of Appendix 4](#)). As mentioned on [page 4 of this report](#), the Learning Outcomes Assessment Committee identified professional development training as a crucial component of graduate training and recommended that professional development be incorporated into the institutional and program-level learning goals, as well as into the formal cycle of assessment review reports. The Strategic Plan reflects this recommendation: in the discussion of goal 2 (see [page 13 of Appendix 4](#)), development and implementation of assessment instruments for professional development are identified as strategic actions. Additionally, the Graduate Center is investing considerable resources in a new professional development and career services office to complement the professional development training already taking place in the programs. This office is already being included in the outcomes assessment process. Those involved in establishing the office have reviewed the professional

development learning goals written by the programs (described on [page 4 of this report](#)) and are currently conducting follow-up surveys of programs and their students in order to understand: 1) what the new office can do to complement professional development training in the programs and 2) what students goals and needs are for their own professional development. As part of our assessment framework for the Strategic Plan, we have already begun to identify metrics that the new office will use to measure its success in improving student professional development.

Conclusion

The Graduate Center has made substantial progress in implementing a comprehensive assessment of student learning process linked to its strategic planning process. In the area of assessment, the Graduate Center has finalized institutional learning goals, Graduate Center programs have written and revised their program-level, First Exam, Second Exam, dissertation, professional development and professional ethics learning goals in accordance with the Graduate Center's institutional learning goals. The Graduate Center has also begun a 3-year assessment cycle that has already informed planning and decision-making both within the programs and at the institutional level.

In the area of strategic planning, the Graduate Center has completed a broadly collaborative strategic planning process and has finalized its 2012-2016 Strategic Plan. The Graduate Center has also begun implementation and assessment of its new Strategic Plan by developing action plans for the coming year as well as a comprehensive assessment framework that includes both long (5-year) and short (annual or biannual) measures. The faculty-led Learning Outcomes Assessment Committee has been closely involved at every stage of the strategic planning process and, consequently, the Strategic Plan explicitly links learning assessment with the strategic goals of the GC. The Strategic Planning Implementation Committee as part of its charge will close the feed-back loop between learning and other assessments and the planning process.

The Graduate Center welcomes your comments and suggestions.

Appendix 1:

Learning Outcomes Assessment at the Graduate Center

Introduction and Background

Historically, there has been a strong national consensus about how doctoral student learning is to be fostered and assessed. The process is based on the mentoring of doctoral students as they move through a program's course and examination requirements, culminating in writing and defending a dissertation under the close supervision of a dissertation advisor and dissertation committee. The Graduate Center embraces this widely-accepted mentoring model of fostering doctoral student learning. Since its inception, the Graduate Center has evaluated doctoral student performance through a combination of examinations given at critical times in the student's graduate career, culminating in the capstone requirement of a dissertation that demonstrates scholarly originality and research skills. The Graduate Center also looks to teaching experience, presentation of research, and contributions to the academic community as evidence that students are developing as professionals.

Although the learning outcomes assessment described above has taken place within the programs for many years, starting in fall 2008 the Provost began to create institution-level oversight and reporting mechanisms for assessment information at the Graduate Center. This process is meant to facilitate a regular, transparent examination of assessments (including the curricula that prepare students for them) and to open the discussion to a wide range of voices. A timeline documenting assessment activities since fall 2008 can be found on page 4.

The Learning Outcomes Assessment Committee

A key development since 2008 was the formation of the Learning Outcomes Assessment Committee in March 2010. This committee, made up primarily of faculty members, has been the driving force behind assessment efforts since its formation (see page 6 for the charge to the Learning Outcomes Assessment Committee).

The following guiding principles guide the work of the Learning Outcomes Assessment Committee:

- Learning outcomes assessment should primarily focus on the assessments already in place in the programs (First Exam, Second Exam, Dissertation/Capstone project).
- Professional development and professional ethics training should be incorporated into the assessment process.
- Learning outcomes assessment should be program-driven. The Learning Outcomes Assessment Committee provides guidance and templates for assessment reports to the Provost, but does not prescribe how assessment should take place in the programs.
- The process should be flexible to allow for other assessment-related requirements

- that programs face (e.g. coordinating Graduate Center requests for assessment information with requests from external accreditors).
- Learning goals at different levels should be synchronized and consistent with one another and with the Graduate Center's mission (e.g. learning goals for exams should advance program-level learning goals).
 - There should be a clear and regular reporting process to make sure that programs are able to provide useful assessment information and that the Provost is able to incorporate that information into his decision-making processes.
 - The assessment process should be reviewed periodically by the Learning Outcomes Assessment Committee and revised as necessary.

Operating according to its charge from the Provost and to the guiding principles listed above, the Learning Outcomes Assessment Committee has taken the following major actions since its formation:

- The first business of the Committee was to develop and approve institutional-level learning goals for doctoral programs consistent with the Graduate Center mission. Those goals were drafted over the spring and fall 2010 semesters and approved on November, 9, 2010. They state that, over the course of their degree program, students must demonstrate:
 1. Broad and specialized knowledge in their discipline.
 2. Oral and written communication skills, other skills and experience appropriate to the discipline as required for career success.
 3. A grounding in professional ethics.
 4. A substantial and original contribution in their field.
- Next, the committee developed a plan for implementing those goals at the program level. These included program-level (and sub-program-level as appropriate) learning goals; learning goals for the principal examinations in the doctoral programs; professional development goals; and goals for professional ethics. These have been written and submitted by programs during the spring and fall of 2011.
- For the fall 2011 semester, six programs agreed to conduct pilot studies on some assessment component, including First Examinations, Second Examinations, and assessment of professional development. Those programs were provided with a draft template (see page 7) that asked them to produce a report that incorporated quantitative and qualitative data and to discuss how the findings of their study were used to improve student learning outcomes. These reports were submitted to the Provost and the Committee and were discussed early in the spring 2012 semester at disciplinary cluster meetings of program heads. The goal of this process was to anticipate and learn from any problems or issues that arose in the pilot studies before implementing learning outcomes assessment across all doctoral programs.
- In spring 2012 a three-year cycle of learning outcomes assessment of doctoral programs began at the Graduate Center. Over a three-year period each program

will assess its three principal examinations, its professional development and its training in professional ethics. Each program will develop its own schedule for these assessments to be approved by the Provost and will submit an annual report to the Provost describing what has been assessed, what changes have been made based on the assessment and what changes may remain to be undertaken pending, for example, additional resources. These results will also be included in the self-study that programs prepare as part of the external review process. See page 9 for the template that programs will use to submit these reports.

Timeline of Learning Outcomes Assessment Activities by Semester Since Fall 2008

Fall 2008

- The Provost's Office asks programs to provide learning goals associated with their First Exam, as part of a comprehensive review of these exams

Spring 2009

- The Provost's Office asks programs to provide explicit learning goals associated with their Second Exam, as part of a comprehensive review of these exams.
- The Provost's Office asks programs to provide overall program learning goals

Spring 2010

- The Provost forms and charges the Learning Outcomes Assessment Committee
- The Provost requires that all courses include student learning goals on their syllabi
- The Provost requires that all new course proposals include student learning goals

Fall 2010

- The Learning Outcomes Assessment Committee finalizes and approves the Graduate Center's institutional learning goals

Spring 2011

- Working with the Learning Outcomes Assessment Committee, the Provost requests that programs revise their program, First Exam and Second Exam learning goals so that they are coordinated with each other and consistent with the Graduate Center's new institutional learning goals
- The Chair of the Learning Outcomes Assessment Committee requests that programs write learning goals for their dissertation/capstone project that appropriately reflect their program's learning goals

Fall 2011

- Website for the Learning Outcomes Assessment Committee is finalized:
<http://www.gc.cuny.edu/About-the-GC/Provosts-Office/Assessment>
- The Chair of the Learning Outcomes Assessment Committee requests that programs write learning goals for their professional development activities and ethics training that appropriately reflect their program-level learning goals
- A pilot group of programs conduct a comprehensive review their First Exam, Second Exam, dissertation or professional development activities and prepare a report and presentation for the Provost

- The Chair of the Outcomes Assessment Committee collects feedback on this process from the involved programs in preparation for the beginning of a three-year assessment cycle in spring 2012

Spring 2012

- The Outcomes Assessment Committee finalizes the template and process for the three-year assessment cycle
- The Chair of the Outcomes Assessment Committee requests that programs submit plans for the three-year assessment cycle (i.e. which exams will be reviewed when)
- The Chair of the Outcomes Assessment Committee requests that programs submit compiled assessment materials to date

Three-year Assessment Cycle

- January 15th 2013: First assessment report to Provost due for all programs
- January 15th 2014: Second assessment report to Provost due for all programs
- January 15th 2015: Third assessment report to Provost due for all programs

The Learning Outcomes Assessment Committee Charge

The Learning Outcomes Assessment Committee first met March 3, 2010. It currently includes faculty members (mostly Executive Officers) from Music, Philosophy, Political Science, Psychology, Computer Science, Biology and Audiology; the director of the CUNY BA/BS; and student members from Chemistry and Classics; the Associate Director of Institutional Research and Program Evaluation; the Student Assessment Coordinator; and the Associate Provosts.

The Charge to committee from the Provost was as follows:

- Articulate institutional level expectations for student learning consistent with the Graduate Center mission.
- Work with Assessment Coordinator* to develop a written institutional plan for student learning assessment at the Graduate Center, at the doctoral, master's and certificate levels.
- Identify procedures and timeline for reporting assessment results
- Identify those responsible at the program and institutional level for conducting assessment
- Create an outline/template for programs for program level assessment plans
- Review program assessment plans and assessment results
- Develop and promote a culture of student learning assessment at the Graduate Center
- Advise the Provost on assessment issues
- Work with the Assessment Coordinator to contribute to a nationwide conversation on the assessment of doctoral student learning

*Note: The role of Assessment Coordinator has since been filled by the Committee Chair, the Associate Director of Institutional Research and Program Evaluation and the Student Assessment Coordinator.

Fall 2011
Pilot Assessment Review Report Template

Specify whether you will review the First Exam, the Second Exam, the Dissertation (Third Exam), or Professional Development.

The following items should be included in a 1-2 page report to the Provost to be submitted by January 15th, 2012 and a short presentation at the first spring 2012 cluster meeting for your discipline.

- 1) Learning goals for the subject of your review (the goals you submitted to the Provost's Office)
- 2) Short description of the exam or your students' professional development activities and how students are prepared for them (e.g. the Second Exam is a written exam consisting of three questions; students take classes X, Y and Z and read all articles on reading list in order to prepare for the Second Exam; students present papers at conferences and you offer annual workshops on submitting papers to conferences.)
- 3) How do you determine whether a student successfully completes the exam or whether their professional activity is sufficient (e.g. What are your criteria for grading the First Exam? How do you determine whether a student has passed the First Exam?)?

NOTE: The above three sections should be ½ to 1 page long combined.

- 4) With representatives from your program (including students when appropriate) examine the exam or your professional development activities and consider whether they accomplish the goals you've set for them or whether they need changes (i.e. revision of the learning goals, changes to the preparation, changes to the grading process, changes in the exam itself). You should incorporate both quantitative and qualitative data in your review and to support your conclusions. Describe any changes that were made and why.

Four examples of possible changes:

- You may observe that there is almost always disagreement between graders of the Second Exam, and decide that there need to be clearer criteria for grading the exam and/or more specific learning goals.
- You may observe that methodologies used in recent dissertations are dated and decide that an existing course should incorporate additional reading on cutting-edge methodologies in your field.

- You may observe that 80% of students fail the First Exam on their first attempt and decide to encourage students to wait another semester before attempting to take the exam or you may want to change the preparation or the exam.
- You may observe that only a small percentage of your students present papers at conferences each year. You can try to determine if the issue is funding or that students don't know how to apply to give papers or that the importance of professional participation hasn't been stressed enough by faculty advisers.

NOTE: The above section should be the most substantial (½ to 1 page long)

- 5) Describe the process you used to complete the above steps and whether it was effective.

Assessment Review Report Template

Specify which assessment(s) you are reviewing in this cycle: First Examination, Second Examination, dissertation/capstone, assessment of professional development or assessment of professional ethics. The purpose of this review is to examine how effectively an assessment helps you to determine whether students have learned or achieved what you want them to learn or achieve at a given stage in the program based on the goals you have set for them.

The following items should be included in a 1-2 page report to the Provost to be submitted by January 15th, 2013 and a short presentation at the first spring 2013 cluster meeting for your discipline.

- 1) Statement of the learning goals for the assessment that you are reviewing.
- 2) A description of what data or other information you are drawing on to conduct your review (e.g. students' exam results, students' job placements).
- 3) Your findings. Is the assessment (and preparation for it) effective?
- 4) Proposed changes, if any, to the assessment, the learning goals for it, the curriculum/preparation leading up to it.
- 5) The next steps that will be taken. (There should be a follow-up on these in the report for the next cycle.)

Note: when changes are made as a result of an assessment review, remember to update the appropriate program materials: program website, handbook, bulletin, etc. to make sure that faculty and students are aware of the changes.

In fall 2011, seven of GC's programs participated in a pilot assessment review and submitted reports to the Provost. If you would like to view these reports, they are available using your GC user ID and password at:
<https://wfs.gc.cuny.edu/xythoswfs/webview/fileManager.action?entryName=/provost/Assessment>

Appendix 2:

Link to Graduate Center Assessment Materials

All of the Graduate Center's assessment materials are made available to the GC community through a shared folder that can be accessed via a link on the assessment website. Assessment resources such as sample rubrics from Graduate Center and non-Graduate Center programs are also available there.

To view these materials, click on the link below, and enter "middlestates" in the password field.

https://wfs.gc.cuny.edu/xythoswfs/webui/_xy-451972_1-t_8lsLp9c7

Appendix 3:

Report to the Provost on Results of Fall 2011 Pilot Assessment Reviews Learning Outcomes Assessment Committee March 5th, 2012

Currently, the Learning Outcomes Assessment Committee is in the process of instituting a 3-year assessment cycle. In fall 2011, seven of GC's programs participated in a pilot assessment review. Each program reviewed one of its assessments. Five programs chose to review their First Exams, one program reviewed its Second Exam, and one program reviewed its assessment of professional development. Feedback from the pilot programs will allow us to finalize a template for annual assessment reporting.

As a result of the pilot reviews, programs are implementing changes to several aspects of their assessments, including: format/length of exams, feedback to students on exams, consistent and fair grading, clarification of learning goals, curriculum revision, timing of exams, and student preparation for exams.

Additionally, the need was articulated for institutional support for assessment in two areas:

- Some programs would benefit from data management support, in order to record and analyze student performance more effectively.
- Programs identified a need for more opportunities to share information on assessment-related issues and methods. Currently, Executive Officers occasionally discuss assessment topics at cluster meetings, but would benefit from cross-cluster information-sharing forums.

The pilot reviews, along with all of the Graduate Center programs' assessment documents, can be viewed by logging in with a GC user ID at the following site:

<https://wfs.gc.cuny.edu/xythoswfs/webview/fileManager.action?entryName=/provost/Assessment>

The next step in the assessment process is for GC's remaining programs to review one or more of their assessments. The first reports will be submitted at the end of the fall 2012 semester. Over the course of each three-year cycle, programs will review and report on all of their assessments. As a part of the cycle, the Outcomes Assessment Committee will submit annual reports to the Provost, detailing the year's assessment activities. These reports will allow the Provost to evaluate student learning assessment on an institutional level in accordance with the institutional learning and strategic goals. This is the first of these annual reports; subsequent reports will take a similar format, unless changes are requested or suggested.

Strategic Plan

2012–2016



November 2011

Dear Friends,

I am pleased to present the Graduate Center Strategic Plan for 2012–2016. This plan is the result of a broadly consultative process that began in Spring 2010 when I convened the Strategic Planning Council, which included faculty, students, staff, and administrators. The Council appointed eleven task forces to focus on specific areas of Graduate Center concern and also consulted with Graduate Center alumni and a panel of external experts. A draft plan was posted for comment on the Graduate Center home page in Fall 2011 and presented to a wide range of Graduate Center groups. The result of this investigation, debate, and outreach is this Plan.

The Graduate Center has achieved significant renewal and expansion over the past fifteen years, sparked by the goals set out in the two previous Plans. The Graduate Center faculty has been replenished, financial aid for our students has trebled, we relocated to the splendid B. Altman building, and, most recently, we opened the Graduate Center Apartment complex. It is time now to build upon these accomplishments and chart our course for the next five years.

This plan lays out three goals and suggests strategies for their achievement. Two focus on our students: to increase our success in attracting and retaining the best doctoral candidates; and to enhance and diversify the professional prospects of our graduates. The third goal focuses on the institution as a whole: to deepen the Graduate Center's research culture to raise its prominence as a national and international center of learning and research.

This is a time of great uncertainty in public higher education. While recent legislation in Albany provides some guarantee that further cuts in the CUNY budget will not be made in the next five years, there remains uncertainty about the environment for fundraising, the degree to which inflation may eat away at our base funding, and the job market to be faced by our doctoral graduates. Planning for our future is especially important in this setting: it magnifies our capacity to use most productively the resources we have and enhances our ability to engage external institutions and benefactors to help us achieve our goals.

I look forward to joining with all members of the Graduate Center community as we work together to realize the vision of the Graduate Center Strategic Plan 2012–2016.

Sincerely,

A handwritten signature in cursive script that reads "Bill".

William P. Kelly
President

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Introduction and Background

The Graduate School and University Center was founded in 1961 as the primary doctoral degree-granting unit of the City University of New York. Since that time there has been steady growth in the number and quality of programs and students. Now, in its fiftieth anniversary year, the Graduate Center offers thirty-five doctoral degrees and a growing number of master's degrees, and fosters advanced research on the part of our students and faculty, within both its Ph.D. programs and its thirty-five research units. As part of its "university center" function, the Graduate Center also provides administrative support for the CUNY Graduate School of Journalism, the CUNY School of Professional Studies, and the CUNY Baccalaureate program.

Over the past two decades, the Graduate Center has achieved significant institutional renewal and expansion. This revitalization was sparked by the goals set out in Strategic Plans for the 1990–2000 and 2000–2010 periods, and further elaborated in the 2000 Middle States Self-Study report. These major goals have now been realized. The Graduate Center relocated to a spacious and inviting location, the landmarked former B. Altman building, which is well situated in Midtown Manhattan. Doctoral student funding has trebled, allowing for a shift in support to five-year fellowships and contributing to a reduction in time-to-degree, another strategic priority. Subsidized health insurance was also made available to students. During the same period, new doctoral programs have been added, and the doctoral faculty has been significantly strengthened: some 2,000 in number, this faculty is as diverse as it is large—some 25% larger than UC Berkeley's full-time faculty, for example. As CUNY has added faculty (approximately 1,100) to its ranks over the last decade, so has the Graduate Center, growing from a core faculty of some 110 to about 155. In 1995 its Distinguished Professors numbered 32; in 2011 they number 59. Finally, August of 2011 saw the opening of the Graduate Center Apartment Complex on 118th Street, which houses approximately 125 students, postdoctoral fellows, and faculty.

Taken together, these achievements are considerable. Judged by size, quality, and diversity, the Graduate Center has become one of the nation's leading Ph.D.-granting institutions. Enrollment has never been higher, and so, too, the number of doctorates that are being granted: in 2011 more than 450 students were awarded their degrees. (In the humanities and social sciences, the Graduate Center now ranks, in terms of number of graduates, as the fifth largest degree-granting institution in the nation.) It has also developed a reputation for world-class research, especially by hiring scholars of international reputation and launching academic initiatives that stretch across and beyond the boundaries of traditional disciplines. For example, the Carnegie Foundation categorizes it as a "research university with very high research activity"—its highest category—along with about 100 of the nation's 4,000 institutions of higher education.

The Graduate Center now has the opportunity to build upon this success and chart a course that will address the challenges that face public universities in general and doctoral education in particular. Because it is the Graduate Center's primary role within the university to oversee Ph.D. education and foster advanced research, this document sets out focused academic priorities that will enable it to thrive in an evolving higher education environment.¹

¹ The three other CUNY entities that have the Graduate Center as their administrative home develop their own strategic plans within their own governance and oversight domains.

The Graduate Center Mission

The strategic planning process itself was informed by the Graduate Center’s mission statement, reviewed and revised in 2009 as part of the Middle States Self-Study process:

The Graduate Center is located in the heart of Manhattan and set within the large and multi-campus City University of New York. It fosters advanced graduate education, original research and scholarship, innovative university-wide programs, and vibrant public events that draw upon and contribute to the complex communities of New York City and beyond. Through a broad range of nationally prominent doctoral programs, the Graduate School prepares students to be scholars, teachers, experts, and leaders in the academy, the arts and in the private, nonprofit, and government sectors. Committed to CUNY’s historic mission of educating the “children of the whole people,” we work to provide access to doctoral education for diverse groups of highly talented students, including those who have been underrepresented in higher education.

The Graduate Center thus has multiple and overlapping commitments: to conduct high-quality scholarship and research; to educate and train a talented and diverse student body; and to disseminate scholarship and culture to the cosmopolitan city around it and beyond.

Guiding Principles

The principles that underpin this Strategic Plan reflect the values of the Graduate Center:

- *Highest academic standards:* The Graduate Center is committed to the highest standards in scholarship, teaching, and all other activities.
- *Intellectual openness and innovation:* The Graduate Center fosters the broadest range of ideas and inquiry and is committed to innovative research.
- *Integrity:* The Graduate Center is dedicated to the highest standards of integrity in all of its activities.
- *Diversity:* The Graduate Center is committed to the value of promoting diversity, especially among its students—and, so, the future professoriate.
- *Accountability:* The Graduate Center regards learning assessment and institutional assessment as fundamental tools for achieving excellence in all of its activities and operations.

The Challenging Environment

The environment of higher education is dynamic and highly complex. How successfully the Graduate Center takes advantage of this environment will depend largely on how skillfully it responds to three discrete, but overlapping issues:

1. International, national, and local trends in doctoral education
2. Acute fiscal stringency at all levels of government in the short term, and decreasing public investment in higher education in the longer term
3. Changes within CUNY, especially to the landscape of graduate education

1. National and international trends in doctoral education²

Greater competition

Internationally, unprecedented investments are being made in higher education, especially in research infrastructure. The most noteworthy cases are in East and South Asia and the Middle East, but as a percentage of GDP, investment elsewhere (e.g., Brazil) outstrips many European countries. The “internationalization” of higher education is taking shape in other ways as well, such as the establishment of research-intensive American and British campuses in the Middle and Far East. Meanwhile, the rationalization of uneven sectors, such as is taking place through the Bologna accords, will likely strengthen graduate training in continental Europe. Growth in the university sector is accompanied by an explosion in the number of research centers, institutes, and think tanks. Some funded privately, others publicly, and many highly entrepreneurial and innovative, these are springing up the world over, all testifying to the vital importance of academic research and scholarly exchange. In sum, Anglo-American dominance in high-quality graduate education is now being challenged.

Nationally, there is also increasing competition. Ambitious universities regularly invest in research and select graduate programs as tools to improve standing and quality, to increase their share of externally funded research, and to pursue other revenue streams (e.g., patents and spin-offs). Meanwhile, traditionally strong research universities continue to make significant investments in high-prestige doctoral education and research; in the case of well-endowed private universities, this often translates into especially attractive financial support for students. The competition has never been stiffer in the metropolitan area: over the past two decades both Rutgers and NYU have greatly enhanced their reputations as research universities, while Columbia and Princeton continue to invest in their doctoral programs, especially by escalating the financial support given to the most promising students.

Concerns about quality

On the one hand, there are clear signs of decreasing skill levels on the part of domestic students wishing to pursue graduate degrees, especially in science, technology, engineering, and mathematics. On the other, high attrition rates in doctoral education (ca. 40%) and longer-than-necessary times-to-degree not only raise concern about quality, but also translate into

² The literature is huge, but here we draw especially upon “The Path Forward: The Future of Graduate Education in the United States,” a 2010 report written by the Commission on the Future of Graduate Education in the United States, which was a joint effort of the Council of Graduate Schools and the Educational Testing Service.

higher-than-necessary private and social costs for producing doctoral graduates. The desire to provide accountability to students and taxpayers has resulted in the widespread introduction of assessment tools in undergraduate education, and these practices have now entered graduate education as well.

Structural changes to the market for Ph.D.s

Understood as an institution composed largely or even mainly of tenured or tenurable faculty, the professoriate no longer exists: non-tenure-track faculty on part- and full-time appointments now constitute more than 70% of college teaching personnel, a figure that has risen inexorably for over a generation. Given the funding challenges faced by higher education, this trend will almost certainly continue, perhaps accelerated in the short term by acute financial problems. The expansion of online and partially online (“hybrid”) teaching and for-profit universities may also to reduce the need for tenure-track hiring. What results is a teaching profession that appears less attractive than it once did: shorn of the autonomy and security of tenure that has compensated for salary levels that are modest compared to other professions, it is now burdened by increasing demands.

If conventional career pathways for the scholar-to-be pose more obstacles than before, the value of the Ph.D. remains undiminished. Given how technology now saturates society with data and information, one may argue that its value is heightened. If it means anything, the ability to carry out independent research at the Ph.D. level—that is, to contribute substantially to a body of specialized knowledge by assembling evidence in sustained argumentation—should mean having the skill and temperament to train undergraduates to discern the crucial distinctions between information and knowledge. The significance of the Ph.D. is not simply a matter of degree inflation, as the M.A. increasingly replaces the B.A. as a career credential. As access to data and information becomes more universal (and instantaneous), and, moreover, new forms of social, political, and intellectual life take shape, possessing the skills typically acquired through Ph.D. training (hypothesizing, testing, modeling, criticizing) takes on greater utility—for individual and society alike. Finally—and perhaps most importantly—solutions to problems of pressing social, economic, and political concern are increasingly sought in the knowledge, usually applied, but sometimes theoretical and conceptual, that is produced by trained Ph.D. researchers.

In fact, experience shows that there are economic opportunities for doctoral graduates in the private, nonprofit, and government sectors of the economy, but in many disciplines they have not generally been trained to operate in these professions. Meanwhile, possessing skills in information technology and the digital humanities is an increasingly valuable asset in the academic marketplace.

2. The financial challenges facing public higher education

Pressure to reduce expenditures at all levels of government has adversely affected doctoral education in public and, to a lesser extent, private universities. Reductions at the federal level have a *direct* effect on doctoral education by eliminating subsidies on federally funded graduate student loans. At the same time, reductions in federal aid to states in the non-education domain have an *indirect* effect, by bringing about the reallocation of funds from higher education, especially toward health and pension costs. Even when the economy stabilizes and draconian cuts come to an end, continued pressure on state and federal budgets will presumably decrease

the availability of discretionary funds to support public higher education. The resulting structural adjustment of the sector is sometimes called the “privatization” of public education, and as burdens shift from the state to students, expectations about college change. One result may be the increased popularity of pre-professional majors, a trend that promises to depress teaching opportunities in many of the humanities and social sciences even further (see above).

These fiscal trends have already had a significant impact upon CUNY. The Graduate Center experienced a permanent loss in tax-levy allocation of \$6,377,600 from 2008–2009 through 2010–2011, and the 2011–2012 budget calls for an additional reduction of \$2,606,600. The outlook for fiscal 2013 remains challenging. As long as so much of the Graduate Center’s operating budget is drawn from its tax-levy allocation, its ability to operate remains a direct function of the state’s prosperity and higher education policy. And relative to the first decade of the twenty-first century, New York State is not prosperous: although recently passed legislation may insulate CUNY and SUNY from further budget cuts over the next five years, increases in state allocations are highly unlikely. At this point, it remains unclear how the modest tuition increases approved for 2011–2015 will affect CUNY’s overall budget or the Graduate Center’s share of that budget.

3. The CUNY landscape

Over the last decade especially, the CUNY landscape for doctoral education has also been changing. One sign has been an effort by other CUNY colleges to complement their historic commitment to undergraduate education by expanding graduate programs. Another has been the introduction and growth of professional doctorates in the health sciences; doctoral programs in Audiology (Au.D.), Physical Therapy (DPT), Nursing Science (DNS), and Public Health (DPH) were established in 2005–2007 at the Graduate Center, in partnership with selected senior colleges. Whether this arrangement will suit the Graduate Center, the University, or the participating campuses in the longer term is not clear; it may be that at least some individual campuses will wish to offer one or more of these degrees on their own. For example, a Doctorate in Nursing Practice has now been formally approved by the CUNY Board of Trustees, and will soon be offered by Hunter College. Other professional doctorates have also been under discussion.

Still another sign of change has come in the four so-called “bench” sciences: joint Ph.D. degrees in Biology, Biochemistry, Chemistry, and Physics were established with CCNY and Hunter in 2009, and in the case of Engineering, the Ph.D. degree migrated to CCNY in 2008. Other possible joint degrees have also been under discussion. A related development is the set of investments in science faculty, space, and doctoral student support that are the result of the CUNY chancellor’s strategic plan for the sciences, which has designated the period 2005–2015 as the CUNY “Decade of Science.”³

Taken together, these changes point toward an environment that is very different from the past, one in which the Graduate Center’s monopoly on the CUNY Ph.D. has come to an end. The decentralization of doctorate-granting authority may be a measure of CUNY’s rising stature as a research university; academically and financially, the reorganization certainly offers both challenges and opportunities for CUNY and its colleges, including the Graduate Center.

³ “The Decade of Science,” CUNY Newswire, 17 January 2006, at <http://www1.cuny.edu/mu/forum/2006/01/17/the-decade-of-scientific-research/>.

Major Institutional Goals and Strategies for Implementation

To prosper in a financial, political, and educational environment that differs so markedly from the one in which the Graduate Center was born and matured, the institution must evolve and innovate.

On the one hand, it must build upon demonstrated strengths and preserve the core values that have brought it such success over its first 50 years: its commitment to excellence and diversity; its embeddedness in New York City; its role at the heart of the CUNY consortium. On the other, it must plot a course that reflects the fundamental transformations now taking place in academic practice, in the organization and production of knowledge, and in the role of the university in the globalized marketplace. Put another way, as competition for the most deserving students and most distinguished faculty grows stiffer, and the demands upon higher education increase, the Graduate Center must not only provide resources that are comparable to its competition, but it must also realize its unique potential as a graduate-only teaching and research institution.

Three major ambitions will guide the Graduate Center's planning over the next five years:

- *First, in order to attract and retain the best and most diverse students, the Graduate Center will expand student recruitment efforts, enhance financial support, both at the point of admission and thereafter, and seek to accelerate student progress.*
- *Second, in order to increase and diversify its graduates' professional prospects in a highly competitive workplace for Ph.D.s, the Graduate Center will greatly expand professional development, outfitting students with the skills they need to prosper both within and outside of the academy.*
- *Third, in order to deepen its research culture and raise its prominence as a national and international center of advanced learning and Ph.D. training, the Graduate Center will foster collaborative and interdisciplinary scholarship, especially by leveraging the depth and breadth of faculty excellence, the academic and cultural assets of New York City, and CUNY's scale.*

1. The Graduate Center will attract and retain the best and most diverse students.

Over the past ten years, the Graduate Center has increased the number and stipends of its five-year packages of financial support: currently, 50% of incoming students receive one such package. Programs have seen more applications, higher yields, and stronger entering cohorts, all suggesting that demand for the Graduate Center's doctoral programs is robust. Nonetheless, this support still falls short of the most competitive packages available elsewhere. Standard stipends for these five-year fellowships range from \$18,000 to \$25,000 (plus tuition support) and most require significant teaching commitments in years 2, 3, and 4, which impede progress. In order to be more competitive, the stipend levels of these five-year fellowships must be increased, while teaching requirements need to be reduced.

At the same time, the Graduate Center should not limit itself to what amounts to a "one size fits all" financial aid regime. While the five-year packages have constituted an important improvement in student financial aid, especially in the sciences, there are a few situations for

which they are not suitable. Experience has shown that some of the Graduate Center's most high-achieving students do not receive guaranteed funding at the point of admission. Awards made to such students subsequent to admission—at the end of the second or third year—not only make financial aid available to a wider range of students, but also promise to reward students without five-year fellowships who have excelled in Ph.D. work. Meanwhile, demand for single-year financial aid rewards (“dissertation fellowships”) far exceeds current financial resources.

Application numbers as well as acceptance and yield rates have trended positively, in part because of increased financial support. These improvements have been made largely in the absence of institution-wide efforts to promote the Graduate Center nationally or internationally, which would attract larger and stronger applicant fields.

Consistent with the Graduate Center's mission of providing access to the widest possible range of students, ensuring that merit is recognized throughout students' careers and that student progress is timely, *the Graduate Center will take steps to expand recruitment efforts, increase and diversify its financial support, and accelerate student progress.*

Recruitment

- The Office of Admissions will partner with Ph.D. programs to increase the quality of the applicant pool.
- Ph.D. programs will publicize learning goals so as to facilitate an improved match of applicants with programs.
- The Office of Admissions will continue to develop and streamline the online application process.
- Ph.D. programs, in partnership with the Assessment Committee, will evaluate the effectiveness of admissions procedures and improve the returns on recruitment efforts.
- The Office of Admissions will work with the Office of Public Affairs and Publications to increase the visibility of the Graduate Center's doctoral programs.
- The Office of the Provost, in partnership with the Office of Institutional Advancement and the Office of Educational Opportunity and Diversity Programs, will seek to expand funding for student recruiting, especially for underrepresented groups.

Financial support

- In partnership with the Office of Institutional Advancement, the Office of the Provost will seek to increase levels of financial support for doctoral students.
- The Office of the Provost will design a portfolio of financial aid packages suitable for working professionals and other nontraditional students.
- The Office of the Provost will work with the CUNY central administration and the PSC to reduce the teaching obligations associated with the Enhanced Chancellor's Fellowship.
- The Office of Educational Opportunity and Diversity Programs will work with the Office of the Provost and the Office of Institutional Advancement to intensify efforts to recruit students from underrepresented groups by means of increased financial aid, enhanced mentoring, and other supportive strategies.
- The Office of Research and Sponsored Programs will expand the availability of structured grant-writing programs for doctoral students, with the goal of increasing support for dissertation-level research.

Accelerating student progress

- Doctoral programs will establish learning assessments for the First, Second, and Third Examinations.
- In partnership with the Learning Outcomes Assessment Committee and Office of the Provost, doctoral programs will use the results of ongoing assessments of student learning to identify and lower barriers to student progress by making appropriate resource reallocations.
- In partnership with the Learning Outcomes Assessment Committee and Office of the Provost, doctoral programs will identify strategies that faculty mentors can adopt to facilitate student progress on dissertation research.

2. The Graduate Center will increase and diversify its graduates' professional prospects for careers both inside and outside the academy.

That the employment landscape for Ph.D.s has been changing is well documented. Above, it was noted that as a larger proportion of college courses is taught by non-tenured faculty, prospects for securing tenure-track positions diminish. Competition for the dwindling number of such positions is notoriously fierce, and efforts to improve compensation and working conditions for those off the tenure track are embryonic. Even so, the Ph.D. is an attractive qualification for many careers outside of the academy—in the private, nonprofit, and government sectors of the economy.

At the Graduate Center there has been a tradition of students' finding employment that utilizes their doctoral training outside of the academy, especially those in the social sciences and sciences. According to surveys that track graduates from 1995–1996 through 2002–2003, in some years they represent as many as 40% of alumni. Science graduates are most likely to be employed outside the academy, while humanities graduates are least likely; social science graduates are positioned between the two. For the most recent cohort for which there are data, graduates of 2002–2003, 27.3% of those responding to the survey were employed outside of the academy. As for the other national trend—the reduction in tenure-track positions—Graduate Center surveys indicate no clear time trend: roughly one-third of its graduates who report being employed in academia report that they are *not* in a tenure-track position; the vast proportion report being in full-time positions. Differences across the disciplines are consistent with the national data, with graduates in the humanities and social sciences substantially more likely than those in the sciences to be in non-tenure-track positions.

What is clear from the data is that opportunities abound to enhance graduates' success in the marketplace, surrounded as the Graduate Center is by corporations, state and city agencies, NGOs, museums, libraries, archives, and philanthropies.

Professional development opportunities currently offered through the Office of Student Affairs include the administration and funding support of the Interfolio external dossier service and conference presentation support. The Office of Academic Affairs also conducts a modest number of seminars.

It follows that these efforts must be significantly enhanced. Through the collaborative efforts of the Offices of Academic Affairs and Student Affairs, as well as other Graduate Center offices, professional development will be redefined and expanded to incorporate nonacademic career

planning, development, and placement; enrichment of academic career planning and development; and greater focus on multidisciplinary and practical skills.

To this end, *the Graduate Center will establish an Office for Professional Development and Placement*, which will:

- provide support for job search preparation (self-presentation, including résumés and interviewing skills, use of electronic media, networking skills, etc.);
- building on the success of the Interactive Technology and Pedagogy Certificate program, establish a program of applied training in undergraduate pedagogy linked to students' existing teaching assistantship responsibilities, including training in information technology tools, such as the online course and learning management software systems Blackboard and Moodle; expand training in the use of professional and research software packages; and make this training available also to Graduate Center faculty;
- aggregate information on all career planning and development opportunities offered across the Graduate Center, including those offered by student organizations, into a shared online resource;
- create a writing center (including writing for technical and nonacademic careers, and résumé and letter writing);
- establish, by working with alumni, the Development and Alumni Relations Office, and the Office of Student Affairs, internships for interested doctoral students in government, nonprofit, commercial, and academic settings (such as academic administration in partnership with selected CUNY colleges);
- integrate and expand, under the leadership of the Office of Research and Sponsored Programs and in collaboration with doctoral programs, training in grant writing and administration;
- in partnership with the Office of Institutional Advancement and the Office of Sponsored Research, seek to expand funding for student travel to academic conferences;
- expand, under the leadership of the Mina Rees Library, existing workshops on library research methods, incorporating information literacy concepts in undergraduate teaching, and effective use of research tools; and expand, in partnership with the Office of Information Technology, workshops on specialized professional software such as GIS;
- develop, under the leadership of the Office of Financial Aid, financial literacy and debt management programs;
- in partnership with doctoral programs and the Learning Outcomes Assessment Committee, develop and implement assessment instruments for professional development initiatives.

3. The Graduate Center will deepen its research culture and increase its prominence as a national and international center of advanced learning and Ph.D. training by leveraging the depth and breadth of faculty excellence, the academic and cultural assets of New York City, and CUNY's scale.

The Graduate Center is currently a highly respected graduate school of arts and sciences that offers Ph.D. degrees while doing other things reasonably or conspicuously well, such as offering a small number of master's degrees, sponsoring public programming, and supporting research centers and institutes. It does these things as well as it does because of the quality and commitment of its faculty, who balance teaching and research in a highly demanding university

and city. Indeed, the Ph.D. programs attract very promising students and produce highly trained graduates only because they are attracted and produced by its distinguished faculty. To guarantee continued success, faculty size must be maintained and programs replenished by recruiting the most able scholars.

The balance between teaching, advising, and mentoring on the one hand, and carrying out sustained research on the other, is difficult to maintain, especially because teaching loads are often very heavy by the standards of comparable universities. That the faculty manage these burdens as successfully as they do is a measure of their professionalism and dedication, particularly since resources are chronically short for research.

The Graduate Center must do more to support faculty research and learning. The individual scholar must enjoy the support necessary to carry out his or her scholarship, now increasingly facilitated and informed by the powerful tools and methodologies made available by data and communication technologies. This said, there are especially promising opportunities, and compelling imperatives, to supplement individual research with multidisciplinary collaborations, which can advance, transform, and integrate discrete disciplines. Given the highly competitive and dynamic environment of American higher education, establishing a vibrant research culture requires leveraging pre-existing strengths, identifying emergent methods and issues of significance, creating networks of researchers, and forging partnerships between and among institutions. Above all, such a research culture must feed creativity.

Building upon the demonstrated excellence of the faculty, the Ph.D. programs, and the centers and institutes, as well as the momentum produced by the Mellon Foundation's three-year grant of \$2.4 million, the Graduate Center is poised to deepen its research culture considerably. In fact, by developing its collections, resource-sharing networks, and research infrastructure; bringing into greater coordination research that is undertaken, in more or less isolation, in programs, committees, centers, and institutes; and, finally, ensuring that research is disseminated through the widest possible range of scholarly means, including new media and public programming, the Graduate Center can define itself as far more than a feature on New York City's crowded cultural and academic landscape. It can emerge as a national and international hub of advanced scholarship, while at the same time providing an enhanced educational experience for its doctoral and master's students.

To realize its potential, the Graduate Center *will establish the Graduate Center Advanced Research Collaborative* to advance theoretical research and to address pressing social, political, and economic problems of local, national, and global significance. The Advanced Research Collaborative—by coordinating and focusing research activity across the institution, attracting the very best junior and senior scholars from within and outside of CUNY to work in theme-driven interdisciplinary clusters, and by disseminating research and learning through public programming and new media—will create and advance new bodies of knowledge and applied research. It will also improve CUNY-wide faculty recruitment and retention by increasing research capacity and establishing a research infrastructure that will benefit all of CUNY's faculty through teaching releases, thus furthering the institution's mission as the Graduate School and University Center. At the same time, it will raise the quality of the doctoral programs by attracting leading scholars, increasing stipends and opportunities for funded research for students, and, in partnership with the Office of Public Affairs and Publications, raise and sharpen the profile of the Graduate Center nationally and internationally.

The *Graduate Center Advanced Research Collaborative* will focus resources in three overlapping areas of policy, culture, and theory.

Policy: The Graduate Center has long had exceptional strengths in the study of urban politics and policy, urban environments, education policy, and international relations. Contributing faculty are drawn especially from the Ph.D. programs of Anthropology, Biology, Business, Criminal Justice, Economics, Environmental Psychology, Earth and Environmental Sciences, Educational Psychology, Linguistics, Philosophy, Political Science, Psychology, Speech–Language–Hearing Sciences, Social Welfare, Sociology, and Urban Education; and from activity taking place in centers such as the Center for Advanced Study in Education, the Center for Human Environments, the Center for Urban Research, the Ralph Bunche Institute for International Studies, and the Research Institute for the Study of Language in Urban Society.

Culture: Located at the heart of one of the world’s leading cities in culture and the performing arts, the Graduate Center is home to a large community of humanists and houses a rich set of archives and arts resources of local and national significance. Contributing faculty are drawn especially from the Ph.D. programs of Music, Art History, Classics, Comparative Literature, English, French, Hispanic and Luso-Brazilian Literatures and Languages, Theatre, History, and Philosophy; interdisciplinary endeavors in American Studies and Women’s Studies; and from activity taking place in centers such as the Barry S. Brook Center for Music Research and Documentation, the Leon Levy Center for Biography, the Martin E. Segal Theatre Center, the Center for Lesbian and Gay Studies, and the Center for the Humanities.

Theory: Especially over the last decade or so, faculty members have emerged at the vanguard of criticism and theory. Contributing faculty are drawn especially from the Ph.D. programs in Anthropology, Philosophy, Political Science, Earth and Environmental Sciences, Sociology, Mathematics, Biology, Chemistry, Computer Science, Physics, and English; and from activity taking place in centers such as the Center for Place, Culture, and Politics, the Initiative for the Theoretical Sciences, the Committee on Globalization and Social Change, the Committee for the Study of Religion, and the Committee for Interdisciplinary Science Studies.

To these ends, the Graduate Center Advanced Research Collaborative will:

- expand the recruitment of postdocs and funded and non-funded visiting scholars, both nationally and internationally, especially in theme-driven and collaborative research projects;
- enhance the opportunity for CUNY faculty, both pre- and post-tenure, to conduct research at the Graduate Center by allocating commensurate resources, such as space and course releases;
- expand the awarding of supplementary financial aid in targeted areas of research;
- sponsor and, as appropriate, fund collaborative research, seminars, and public programming so as to maximize coordination across the spectrum of centers and programs;
- establish partnerships with New York City institutions, such as museums, archives, libraries, cultural organizations, and think-tanks, to maximize research opportunities and share costs;
- establish, through public programming (including new media) and appropriate publicity, an international reputation for the Graduate Center;
- building on the ongoing activities of the Digital Studies/Digital Humanities Initiative, incorporate new digital teaching, research, and dissemination technologies in all of its functions.

Building the Financial Capacity to Achieve the Graduate Center's Goals

Any discussion of the financial aspects of the Graduate Center's Strategic Plan must begin by recognizing the scale and impact of recent budget cuts. Many of these were initially absorbed with relatively little impact upon academic, student service, and administrative operations, but during the 2010–2011 academic year they forced reductions in a variety of services, a hiring freeze on academic and nonacademic staff, and 5% to 10% cuts in programs' course offerings. They have also greatly reduced the Graduate Center's financial reserves and its ability to manage further cuts or invest for the future. Planning therefore takes place in the midst of a period of financial restraint.

Nonetheless, whatever the short-term effects of New York State's budget deficit upon the funding of higher education, for the foreseeable future, tax-levy funding will constitute the single most important revenue stream. Members of the Graduate Center community will continue to join those who advocate for higher education funding as a public good, which has considerable benefit to local economies and individual and community well being. Since the long-term forecast for increased state funding is uncertain, the Graduate Center must work in two complementary ways: it must review the distribution of current financial and staff resources with an eye towards strategic reallocations; and it must expand the non-tax-levy component of the budget. Efficiency gains and new resources will be allocated in accordance with the priorities laid out in the Strategic Plan.

1. Budgeting and cost-controls

As currently practiced, budgeting is generally incremental and self-legitimizing: most budgets are allocated on the grounds that they were previously so allocated. Cases to fill academic and nonteaching lines are conventionally argued as if needs were self-evident, each "vacancy" more-or-less automatically requiring "filling." OTPS budgets are duplicated annually, with little or no regular assessment of whether the process is appropriate to the goal, or if the process can be made more efficient.

To achieve its goals, the Graduate Center needs to bring institutional assessment and review to bear upon resource allocation.

- While much has been done over the past four years to eliminate inefficiencies, efforts to identify additional areas for savings will continue, with systematic assessments of all administrative functions and costs, academic and otherwise; as necessary, staff time will be reallocated toward strategic priorities.
- The financial and space budgets of academic programs will be reviewed, in conjunction with the cycle of periodic program reviews, with an eye to identifying strategic reallocations both within and among programs; reviews will include teaching budgets (i.e., course allocations), taking into account factors such as learning assessments, enrollment, time-to-degree, administrative use of units, and class size.
- Replenishment of Graduate Center faculty will be guided in part by the research and teaching needs (as informed by the results of learning assessments) of the relevant

program, but also in the light of institution-wide priorities and initiatives, as well as prospects for academic synergies and complementarities.

- The financial and space budgets of centers and institutes will be reviewed, taking into account factors such as grants received, overhead generated, students supported, research output, and visibility generated; as appropriate, centers and institutes will partner in order to decrease redundant administrative activities, to increase efficiencies of space and resources, and to submit joint proposals to external funding sources.

2. Increasing revenues

Increased revenue can be secured through increases in enrollment in credit-bearing programs, in research grants and associated overhead, in fundraising, and in auxiliary services. The Graduate Center will pursue each of these avenues.

Enrollment growth

Since 2005, doctoral enrollment has stabilized at about 4,000, excluding the Health Science doctoral programs, which are not funded out of the Graduate Center budget, and Engineering, which has been transferred, along with its budget, to City College. Because academic and financial considerations frequently do not justify increasing enrollment in Ph.D. programs, growth will have to take place at the M.A. level, which is currently about 5%—exceptionally low relative to virtually all other research universities. Relatively modest investments in publicity and recruitment made in 2010–2011 for the M.A. program in Liberal Studies (MALS), which have resulted in a 137% growth in applications, strongly suggest that gains can be made in a market where the Graduate Center has a considerable price advantage over comparable universities.

Since the M.A. field is competitive in general, and CUNY campuses collectively offer approximately 800 M.A. degrees to approximately 22,000 students, establishing new degrees must be guided by a strategy that complements other CUNY campuses, capitalizes upon the Graduate Center's strengths, and coordinates with Ph.D. priorities. At least in the short term, this especially means promoting interdisciplinary degrees, both within MALS and in new programs. It follows that:

- the Office of Admissions, working with the Office of the Provost, will set application, yield, and enrollment targets for M.A. programs;
- M.A. enrollment will be increased, in line with those targets, by recruiting more aggressively into pre-existing free-standing degree programs (especially MALS) and establishing new ones, special priority being placed upon interdisciplinary and emerging fields.

Increasing the number and size of research grants

Compared to institutions that are larger or employ a larger number of faculty in overhead-generating disciplines (e.g., the bench sciences), the Graduate Center works at a disadvantage; lacking the facilities to employ experimentalists, its capacity is relatively modest. Even so, the Graduate Center has a proven track record in raising foundation grants for a variety of fields, and has conspicuous strengths in selected areas (e.g., education and public policy). It also appears that the Graduate Center has been underperforming, and that renewed commitment to

maximizing proposal submissions is already paying off: the number of proposals has increased from FY 2009–2010 to FY 2010–2011 by 17%, and the amount requested by 91%.

The Office of Research and Sponsored Programs will increase external funding by encouraging and supporting grant applications to federal agencies, state and city, and private foundations:

- by setting targets and establishing a system to monitor these targets;
- by supporting strategic, targeted grants for the Graduate Center Advanced Research Collaborative, which will partner faculty from multiple disciplines;
- by working with individual students and faculty to complement and supplement institutional research support and financial aid;
- by taking the lead on developing institution-wide applications to federal agencies such as the NSF and DOE;
- by working with the Office of Information Technology to maximize the value of the Graduate Research and Technology Initiative (GRTI) program.

Fundraising

Under the leadership of the Office of Institutional Advancement, the Graduate Center will continue to build a fundraising infrastructure that offers a robust annual giving program, major donor program, and planned giving program—all geared toward financially supporting mission-specific institutional programs and goals.

The Office of Institutional Advancement will plan and implement a capital campaign to provide the resources needed for achieving the major goals of this Strategic Plan. By initiating foundation proposals and cultivating individual donors, the office will secure support for more robust admissions (student recruitment) and student progress (financial aid, a travel and research fund, a hardship fund), and secure funding for the Graduate Center Advanced Research Collaborative (for student stipends, postdoctoral salaries, fellowship stipends, faculty travel and research, and visiting scholars).

A crucial ingredient to the success of these efforts will be publicizing the Graduate Center's identity, especially as it becomes more distinctive through the growth of the Graduate Center Advanced Research Collaborative. This “branding” process will consist of public relations, marketing, communications, and public programs. (Over the last two years alone, close to 14,000 New Yorkers have attended high-profile public programs, a number that does not include attendance at many seminars and lectures open to the public.) The occasion of the Graduate Center's fiftieth anniversary, in the 2011–2012 academic year, provides a compelling starting point.

Auxiliary services

The Graduate Center enjoys a prime location at 365 Fifth Avenue, several public spaces appropriate for special events, and high-quality support and food services. Rental income must be maximized. Therefore:

- The Office of Special Events and Events Planning will review current policies regarding rental space and make proposals to the Offices of the Provost and of Facilities, as appropriate.
- The Office of Special Events and Events Planning, working with the Offices of the Provost and of Facilities, will work to increase capacity by coordinating with other Graduate Center units to maximize space efficiency.

Ensuring Success: Linking Planning and Assessment

To ensure the success of its Strategic Plan, the Graduate Center will implement a thorough assessment process to evaluate progress toward achieving its major goals. More specifically, the process will evaluate educational and institutional effectiveness and feed results to relevant decision-makers, especially concerning resource allocation. It will be linked to ongoing reviews that currently take place, such as the ten-year doctoral program review cycle, the Middle States cycle (with its Self-Study every ten years and a periodic review at the five-year point), the annual CUNY Performance Management Process, and the three-year cycle of doctoral learning assessment.⁴

To link planning and assessment, the Office of the Provost, in partnership with the Office of Institutional Research and the Learning Outcomes Assessment Committee, will:

- identify suitable measures of success (“measurable planning objectives”) for each of the three major goals, thus facilitating the tracking of progress;
- specify strategic actions that relate to each planning objective and translate these strategic actions into follow-up action plans for the relevant Graduate Center offices;
- create an assessment timeline that relates each strategic action—and the quality and intensity with which it was carried out—to the planning objectives, both in the shorter and longer run; and use this assessment process to refine and fine-tune the strategic actions, particularly in the light of evolving budgetary conditions;
- integrate existing assessments, such as doctoral program reviews; doctoral program learning assessments; research center and institute reviews; administrative office reviews; Middle States reviews; and applicant, student, and alumni surveys, with the strategic planning/assessment process and time-line;
- insofar as it is possible, identify peer institutions and aspirational peer institutions for benchmarking;
- close the planning/assessment “loop” by using assessment tools to review the Strategic Plan at the end of five years and to make modifications in institutional policies and resource allocation that flow from this assessment; and use results to inform the development of the strategic plan for 2017–2021.

⁴ A description of this cycle of learning assessment, developed and overseen by the Learning Outcomes Assessment Committee, is available on the Graduate Center website.

Implementing the Strategic Plan

For the Strategic Plan to be effective, it must be fully understood. The plan will be featured in upcoming meetings with executive officers and assistant program officers, the Graduate Council, the Doctoral Student Council, the Foundation Board, and the President's quarterly open meetings with the Graduate Center community. In addition, the plan will be distributed digitally and in print.

To facilitate implementation, the President and Provost, in consultation with the Office of Institutional Research, will establish a Strategic Planning Implementation Committee, chaired by the Provost, to translate this plan into a detailed set of annual or biennial action plans. The Committee will also assign responsibility to the offices and units of the Graduate Center that are appropriate to carry out each strategic action and will be responsible for general oversight of the plan's execution, including the assessment of the results of the annual/biennial action plans.

The Strategic Plan Implementation Committee will make annual reports to the President, including recommendations for resource reallocations that flow from the assessments of the annual/biennial action plans. The President will review these recommendations and determine if modifications are needed in strategic actions and associated resource allocations. The President will make periodic reports to the community describing progress toward achieving the goals of the plan and outlining modifications.

Appendix

Building the Strategic Plan: The Planning Process

The Strategic Plan is the result of a broadly collaborative effort to develop and implement the Graduate Center's vision for the next five years. Guided by CUNY's historic mission to educate and serve the New York community and by the Graduate Center's specific mission to prepare scholars and researchers in its nationally recognized doctoral programs, the Strategic Plan seeks to chart a future for the Graduate Center for the next five years while taking into account the changing landscape of graduate education in which it must operate. Using the CUNY Master Plan (2008–2012) and the 2010 Self-Study as a foundation, this Strategic Plan is the outcome of a process of extensive, systematic consultation with multiple constituencies and outside experts.

Convened by President Kelly in spring 2010, the Strategic Planning Council was charged with overseeing the process of developing the Strategic Plan. A preliminary meeting was held in March 2010 during which two committees were staffed: the larger Strategic Planning Council, co-chaired by Provost Chase Robinson and Professor of Economics Linda Edwards and comprising faculty, staff, and students, each representing key areas of operation, which would oversee the work of different task forces; and the Academic Task Force.

With the intention that the plan arise from broad academic goals, the Strategic Planning Council charged the Academic Task Force with identifying the initial areas of focus for developing strategic goals. While the Strategic Planning Council held meetings with an External Advisory Panel and an Alumni Advisory Panel, the Academic Task Force convened meetings with program executive officers and center directors to gain input and identify strengths, weaknesses, and potential areas of growth.

The Academic Task Force then produced a report for the Strategic Planning Council in which it identified the following five major areas of focus, stated in the form of working propositions:

- *In admissions and student support, the Graduate Center will continue to promote excellence and access.*
- *As changes take place in employment patterns, especially in higher education, the Graduate Center will innovate so as to prepare our students to maximize their professional prospects—inside and outside of the academy.*
- *Student and faculty recruitment, student employment placement, sponsored research and contracts, and development—indeed, virtually every activity that takes place at the Graduate Center—will benefit from a clearer and more widely promoted “brand.”*
- *Long-term prosperity will be achieved by allocating our resources transparently and strategically, and by diversifying our budget, the whole being driven by a coherent academic strategy.*
- *The Graduate Center will continue to evolve as a center of advanced research and Ph.D. training that features exceptional disciplinary and transdisciplinary scholarship by leveraging its current strengths, the academic and cultural capital of New York City, and CUNY's scale.*

Using these working propositions of the Academic Task Force as a springboard, members of the Strategic Planning Council charged task forces in their respective areas of operation to produce reports addressing these five areas of focus. The Task Force Reports were submitted to the Strategic Planning Council for review and the revised reports were posted on the Strategic Planning website. A draft Strategic Plan, crafted from these Task Force Reports, was posted on the Strategic Planning website in September 2011 and presented for comment to the President's Cabinet, the Central Faculty Steering Committee, the Doctoral Student Council, the Council of Executive Officers, and the Graduate Center community at the President's October Community Meeting. The draft Strategic Plan was revised to take into account the various comments from this outreach process, and the final plan, upon approval of President Kelly, will be presented to the Graduate Council in December 2011.

The Planning Council and Its Task Forces

Strategic Planning Council

Chase Robinson, *Provost and Senior Vice President (Co-Chair)*
Linda Edwards, *Professor of Economics and Provost Emerita (Co-Chair)*
Louise Lennihan, *Associate Provost for the Humanities and Social Sciences*
Sebastian Persico, *Senior Vice President for Finance and Administration*
Ray Soldavin, *Vice President for Institutional Advancement*
John Williams, *Director of Financial Aid*
Yosette Jones-Johnson, *Assistant Vice President for Faculty and Staff Relations*
Julie Cunningham, *Chief Librarian (retired)*
Polly Thistlethwaite, *Interim Chief Librarian*
Matt Schoengood, *Vice President for Student Affairs*
Mike Byers, *Director of Facilities*
Robert D. Campbell, *Vice President for Information Technology*
Iakovos Vasiliou, *Executive Officer, Philosophy Program*
Joe Rollins, *Executive Officer, Political Science Program*
Ted Brown, *Executive Officer, Computer Science Program*
Eero Laine, *DSC Co-Chair and Doctoral Student in Theatre*
Annelies Kamran, *Doctoral Student in Political Science*
Martin Burke, *Chair of the Executive Committee of Graduate Council*
Amy Sweeney, *Coordinator, Office of the Provost*

Alumni Advisory Panel

Ana Abraido-Lanza – Psychology, 1994
Associate Professor, Mailman School of Public Health, Columbia University
Turan Bali – Economics, 1998
David Krell Professor of Finance, Baruch College, CUNY
Suri Duitch – Urban Education, 2006
University Director of Adult and Continuing Education, CUNY
Mary Fleischer – Theatre, 1998
Professor and Chair of Marymount Manhattan's Fine & Performing Arts Program

Lynda Kennedy – Urban Education, 2006
Director, Teaching & Learning, Literacy Outreach NYPL

Carmen Klohe – Hispanic and Luso-Brazilian Languages, 1999
Assistant Chair, Dept. of Languages & Literature, St. John's University

Stephen Redenti – Biology, 2006
Assistant Professor of Biological Sciences and Biochemistry, Lehman College

Vanessa Rodrick – Biology, 2006
Postdoc, Memorial Sloan-Kettering Cancer Center, Molecular Pharmacology

Aseel Sawalha – Anthropology, 2000
Full-time faculty at Pace University

Tyler Schmidt – English, 2008
Assistant Professor, Lehman College

Eric Stenshoel – Linguistics, 2008
Counsel at Curtis, Mallet-Prevost, Colt & Mosle LLP

Mary Taylor – Anthropology, 2008
Part-time faculty at Hunter College

External Advisory Panel

Dr. Stacie Bloom
Vice President and Scientific Director, New York Academy of Sciences

Dr. Charles Caramello
Dean of the Graduate School, University of Maryland

Dr. Daniel Lemons
Acting Provost, City College of New York

Dr. Ronnie Lowenstein
Director, Independent Budget Office of New York City

Ms. Barbara Rifkind
Head of Barbara Rifkind, LLC, member of the Graduate Center Foundation Board

Dr. Joan Spero
Former President, Doris Duke Charitable Foundation

Dr. Harriet Zuckerman
Senior Fellow, Andrew W. Mellon Foundation

Task Forces

Academic

Chase Robinson, *Provost and Senior Vice President (Chair)*

Linda Edwards, *Professor of Economics and Provost Emerita*

Edith Gonzalez, *Executive Director of Research and Sponsored Programs*

Ted Brown, *Professor and Executive Officer, Computer Science Program*

Iakovos Vasiliou, *Professor and Executive Officer, Philosophy Program*

Joe Rollins, *Professor and Executive Officer, Political Science Program*

Marie Burrage, *Associate Director of Institutional Research*

Louise Lennihan, *Associate Provost for the Humanities and Social Sciences*

Ann Henderson, *Associate Provost and Dean for the Sciences*

Amy Sweeney, *Coordinator, Office of the Provost*

Space Planning

Chase Robinson, *Provost and Senior Vice President* (Chair)
Sebastian Persico, *Senior Vice President for Finance and Administration*
Robert D. Campbell, *Vice President for Information Technology*
Eric Blomquist, *Deputy Director of Special Events*
John Flaherty, *Director of Security and Public Safety*
Mario DiGangi, *Executive Officer, English Program*
Klara Marton, *Executive Officer, Speech–Language–Hearing Sciences Program*
Mike Byers, *Director of Facilities*
Edith Gonzalez, *Executive Director of Research and Sponsored Programs*
Tom Traficante, *Director for Academic Budgeting, Planning and Resource Allocation*
Mike Lubing, *Student Representative*

Research and Sponsored Programs

Edith Gonzalez, *Executive Director of Research and Sponsored Programs* (Chair)
Roger Hart, *Director, Center for Human Environments, Foundation Grants PI*
Thomas McGovern, *Professor of Anthropology, NSF PI*
Tom Traficante, *Director for Academic Budgeting, Planning and Resource Allocation*
Hilry Fisher, *Director of Sponsored Research*
Joe Rollins, *Executive Officer, Political Science Program*

Finance

Sebastian Persico, *Senior Vice President for Finance and Administration* (Chair)
Stuart Shor, *Assistant Vice President for Finance*
Althea Harewood, *Director of Finance for GC Related Entities*
Ab Abraham, *Deputy Director of Finance*
Finney Joshua, *Director of Budget*

Student Affairs

Matthew Schoengood, *Vice President for Student Affairs* (Chair)
Vincent De Luca, *Director of Student Services and Senior Registrar*
Sharon Lerner, *Director of Student Affairs*
Robert Hatcher, *Director of the Wellness Center*
Elise Perram, *Associate Director of Student Affairs/Director of Student Activities*
Douglas Ewing, *Director, Office of International Students*
Les Gribben, *Director of Admissions*
Suzanne Tamang, *DSC Co-Chair 2009–10 and Doctoral Student in Computer Science*
Peter Consenstein, *Executive Officer, French Program*

Human Resources

Yosette Jones-Johnson, *Assistant Vice President for Faculty and Staff Relations* (Chair)
Jane Herbert, *Executive Director for Academic Affairs*
Ella Kiselyuk, *Director of Human Resources*
Edith Rivera, *Affirmative Action Officer*
Teena Costabile, *Associate Director of Human Resources*
Mamie Mark, *Systems Administrator/Labor Relations Associate*

Advancement and Development

Ray Soldavin, *Vice President for Institutional Advancement* (Chair)

Miriam Capua, *Director of Major Gifts*

Jim Cronin, *Associate Director of Development*

Barry Disman, *Director of Graphic Design*

Andrea Jeyaveeran, *Director of Public Programs*

Molly Yin, *Administrative Director of Institutional Advancement*

Library

Julie Cunningham, *Chief Librarian* (Chair)

Amy Ballmer, *Reference Librarian*

Martin Burke, *Professor of History, Chair of Library Committee*

Jane Fitzpatrick, *Head of Library Acquisitions*

Jessica McGivney, *Interlibrary Loan Office Manager*

Suzanne Tamang, *DSC Co-Chair 2009–10 and Doctoral Student in Computer Science*

Information Technology

Robert D. Campbell, *Vice President for Information Technology* (Chair)

Matthew Liston, *Director of the Division of Systems Services*

Elaine Montilla, *Director of the Division of Client Services*

Tawana C. Spellen, *Director of the Division of Administrative Services*

Financial Aid

John Williams, *Director of Financial Aid* (Chair)

Anne Ellis, *Special Assistant to the Associate Provost*

Ann Henderson, *Associate Provost and Dean for the Sciences*

Anne Johnson, *Assistant Director/Federal Work Study Coordinator*

Trevor Lee, *Research Assistant/Graduate Student*

Robert Nelson, *Deputy Director of Student Services*

Janet Speckmann, *Associate Director of Financial Aid*

Rachel Sponzo, *Staff Assistant for Academic Affairs*

Rafael Villalona, *Financial Aid Manager*

Shelley Worrell, *Assistant Director/Direct Loan Coordinator*

Assessment

David Olan, *Executive Officer, Music Program* (Chair)

Ted Brown, *Executive Officer, Computer Science Program*

Laurel Eckhardt, *Executive Officer, Biology Program*

Maureen O'Connor, *Executive Officer, Psychology Program*

Joe Rollins, *Executive Officer, Political Science Program*

Barbara Weinstein, *Executive Officer, Audiology Program*

Kimberly Libman, *DSC Co-Chair and Doctoral Student in Psychology*

Tony Perri, *Doctoral Student in Chemistry*

Louise Lennihan, *Associate Provost for the Humanities and Social Sciences*

Ann Henderson, *Associate Provost and Dean for the Sciences*

Marie Burrage, *Associate Director of Institutional Research*

Kara Eubanks, *Student Assessment Coordinator*

50 YEARS AT
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CITY UNIVERSITY
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Appendix 5:

Timeline of Strategic Planning Activities by Semester since Spring 2010

Spring 2010:

- March 3: First meeting of Strategic Planning Council to receive committee charge from President Kelly
- May 20: Meeting of Strategic Planning Council to review process and timeline for developing GC Strategic Plan

Summer 2010:

- June 24: Inaugural meeting of Academic Task Force

Fall 2010:

- August 19: Academic Task Force Brainstorming Luncheon with Executive Officers
- September 22: Academic Task Force Brainstorming Luncheon with Executive Officers and Center Directors
- October 12: Academic Task Force meeting to discuss next steps
- October 14: Strategic Planning Council meeting in preparation for External Advisory Panel
- October 21: Strategic Planning Council meeting with External Advisory Panel
 - Dr. Stacie Bloom, Vice President and Scientific Director, New York Academy of Sciences
 - Dr. Charles Caramello, Dean of the Graduate School, University of Maryland
 - Dr. Daniel Lemons, Acting Provost, City College of New York
 - Dr. Ronnie Lowenstein, Director, Independent Budget Office of New York City
 - Ms. Barbara Rifkind, Head of Barbara Rifkind, LLC, an Educational Consulting company, and member of The Graduate Center Foundation Board
 - Dr. Joan Spero, Former President, Doris Duke Charitable Foundation
 - Dr. Harriet Zuckerman, Senior Fellow, Andrew W. Mellon Foundation
- December 9: Strategic Planning Council meeting with Alumni Panel
 - Ana Abraido-Lanza – Psychology, 1994, Associate Professor and Program Director, Mailman School of Public Health, Columbia University
 - Turan Bali – Economics, 1998, David Krell Professor of Finance, Baruch College, CUNY
 - Suri Duitch – Urban Education, 2006, University Director of Adult and Continuing Education, CUNY

- Mary Fleischer – Theater, 1998, Professor and Chair of Marymount Manhattan's Fine and Performing Arts Program
 - Lynda Kennedy – Urban Education, 2006, Director, Teaching & Learning, Literacy Outreach NYPL
 - Carmen Klohe - Hispanic and Luso-Brazilian Languages, 1999, Assistant Chair, Department of Languages and Literature at St. John's University
 - Stephen Redenti – Biology, 2006 Assistant Professor, Departments of Biological Sciences and Biochemistry, Lehman College
 - Vanessa Rodrick – Biology, 2006, Post-doc, Memorial Sloan-Kettering Cancer Center, Molecular Pharmacology and Chemistry
 - Aseel Sawalha – Anthropology, 2000, Full-time faculty at Pace University
 - Tyler Schmidt – English, 2008, Assistant Professor, Lehman College
 - Eric Stenshoel – Linguistics, 2008, Counsel at Curtis, Mallet-Prevost, Colt & Mosle LLP
 - Mary Taylor – Anthropology, 2008, Part-time faculty at Hunter College
- December 21: Academic Task Force meeting regarding provisional Academic Task Force report

Spring 2011:

- February 10: Strategic Planning Council meeting to review and discuss Academic Task Force report. Separate task forces charged with producing their own reports
- April 29: Strategic Planning Council Luncheon to discuss the task force reports
- May 11: Dr. Marie Burrage, Associate Director of Institutional Research and Program Evaluation and Professor Linda Edwards, Co-Chair of the Strategic Planning Council, have initial meeting to discuss assessment of Strategic Plan
- Throughout May 2011: Heads of task forces meet individually with Professor Linda Edwards, Co-Chair of the Strategic Planning Council, to discuss and revise their reports

Summer 2011:

- Throughout summer 2011: Strategic Plan is drafted
- July 13: Meeting with Professor Linda Edwards, Co-Chair of the Strategic Planning Council, Professor David Olan, Chair of Learning Outcomes Assessment Committee, and others to discuss linking planning and assessment

Fall 2011:

- Throughout fall 2011: Framework for assessing the Strategic Plan is developed
- September 7: Strategic Planning Council meeting to review draft Strategic Plan
- September 14: Draft Strategic Plan presented to the President's Cabinet

- September 15: Draft Strategic Plan presented to the Central Faculty Steering Committee
- September 23: Draft Strategic Plan presented to the Doctoral Student Council plenary session
- September 27: Draft Strategic Plan presented to the Council of Executive Officers
- October 5: Draft Strategic Plan presented at a Graduate Center Community Meeting
- October 13: Strategic Planning Council meeting to review and approve final Strategic Plan
- November 7: Final Strategic Plan presented to the Executive Committee of Graduate Council
- November 8: Meeting with Co-Chairs of the Strategic Planning Council, the Executive Director of Academic Affairs, the Associate Provosts and the Associate Director of Institutional Research and Program Evaluation to review the draft framework for assessing the Strategic Plan
- November 22: Preliminary meeting of the Strategic Planning Implementation Committee to review the draft framework for assessing the Strategic Plan
- December 8: Final Strategic Plan presented to the full Graduate Council
- December 12: Dr. Marie Burrage, Associate Director of Institutional Research and Program Evaluation, Professor Linda Edwards, Co-Chair of the Strategic Planning Council and Professor Donald Robotham, Inaugural Director of the Advanced Research Collaborative, meet to discuss actions and assessment related to *Strategic Goal 3*
- December 22: Dr. Marie Burrage, Associate Director of Institutional Research and Program Evaluation, Professor Linda Edwards, Co-Chair of the Strategic Planning Council and Vice President for Student Affairs Matt Schoengood meet to discuss actions and assessment related to *Strategic Goal 2*
- January 13, 2012: Dr. Marie Burrage, Associate Director of Institutional Research and Program Evaluation, Associate Provost Louise Lennihan meet to discuss actions and assessment related to *Strategic Goal 1*

Appendix 6:

Assessment Framework for the 2012-2016 Strategic Plan The CUNY Graduate Center Updated March 27, 2012

Note: This framework will be reviewed each year in conjunction with the development of annual action plans.

GOAL 1: *The Graduate Center will attract and retain the best and most diverse students.*

In order to attract and retain the best and most diverse students, the Graduate Center will expand student recruitment efforts, enhance financial support, both at the point of admission and thereafter, and seek to accelerate student progress.

Measurable Planning Objectives (M.P.O.s)--5-year measures

Note: These M.P.O.s will be for individual doctoral programs, discipline clusters and for the GC as a whole.

Letters correspond to Strategic Actions that can be taken to affect a given M.P.O.

1. Increase in relevant GRE scores of entering students
2. Increase in the percentage of applicants, admitted and newly enrolled students who are underrepresented minorities
3. Increase in number of applications
4. Decrease in admissions rate
5. Increase in yield
6. Increase in percentage of an entering cohort achieving candidacy by the end of the 8th semester
7. Decrease in the median time-to-degree

Goal 1 Strategic Actions

- a) Publicize doctoral program learning goals (PO & LOAC)
- b) Continue to develop and streamline the online application process (AO & SA)
- c) Take actions to increase visibility of Graduate Center doctoral programs (e.g. website, college visits, advertising, e-mail blasts to ETS list) (PPA & AO)
- d) Increase stipend associated with the 5-year packages (PO & IA & FA)
- e) Increase percentage of incoming students who receive 5-year financial aid packages (PO & FA)
- f) Reduce teaching obligation of ECFs (PO)
- g) Design financial aid packages to serve non-traditional students and/or existing unfunded students (PO & FA)
- h) Intensify efforts to recruit students from underrepresented groups by means of increased financial aid, enhanced mentoring, and other supportive strategies (OEODP & PO & SA)
- i) Doctoral programs will establish learning goals for First Exam (Programs & PO & LOAC)
- j) Doctoral programs will establish learning goals for Second Exam (Programs & PO & LOAC)
- k) Doctoral programs will establish learning goals for dissertation (Programs & PO & LOAC)
- l) Doctoral programs will establish a 3-year cycle of learning outcomes assessment during which they review their First Exam, Second Exam and dissertation (Programs & PO & LOAC) and use the results to facilitate student progress
- m) Expand funding for student recruiting, especially for underrepresented groups (PO)
- n) Identify strategies that faculty mentors can adopt to facilitate student progress on dissertation research (Programs & PO)
- o) Ph.D. programs will evaluate the effectiveness of admissions procedures and improve the returns on recruitment efforts (IR & AO & Programs)
- p) The Office of Admissions will partner with the Ph.D. programs to increase the quality of the applicant pool (AO & Programs)

GOAL 2: *The Graduate Center will increase and diversify its graduates' professional prospects for careers both inside and outside the academy.*

In order to increase and diversify its graduates' professional prospects in a highly competitive workplace for Ph.D.s, the Graduate Center will greatly expand professional development, outfitting students with the skills they need to prosper both within and outside of the academy.

Measurable Planning Objectives (M.P.O.s)--5-year measures

Note: These M.P.O.s will be for individual doctoral programs, discipline clusters and for the GC as a whole.

1. Increase in the percentage of student who receive training to teach online courses
2. Increase in the percentage of students who submit external grant applications
3. Increase in the number of external grants won by doctoral students
4. Increase in the percentage of students who apply for non-academic professional positions
5. Increase in the percentage of students reporting that they are satisfied with professional development and career development services
6. Increase in the percentage of graduates who have promise of full-time employment at the time of deposit
7. Increase in the percentage of graduates who have postdoctoral positions at the time of deposit

Goal 2 Strategic Actions

Develop a financial plan for the establishment of the Office for Professional Development and Placement (PO & SA) and establish Office for Professional Development and Placement (PO & SA & IA), which will:

- a) provide support for job search preparation (self-presentation, including resumes and interviewing skills, use of electronic media, networking skills, etc.)
- b) establish a program of applied training in undergraduate pedagogy linked to students' existing teaching assistantship responsibilities, including training in information technology tools, such as online course software systems, technology-based pedagogy systems such as Blackboard and Moodle (IT)
- c) aggregate information on all career planning and development opportunities offered across the Graduate Center, including those offered by student organization, into a shared online resource
- d) create a writing center (including writing for technical and non-academic careers, and resume and letter writing) (PO & SA)
- e) establish internships for doctoral students in government, nonprofit, commercial, and academic settings (such as academic administration in partnership with selected CUNY colleges) (Alumni & SA & IA)
- f) integrate and expand training in grant writing and administration (ORSP & Programs)
- g) expand existing workshops on library research methods, incorporating information literacy concepts in undergraduate teaching, and effective use of research tools (MRL)
- h) develop workshops on use of professional, research and other specialized software (IT)
- i) hold annual events for students to meet and network with alumni (Programs & PO)
- j) *establish and publicize goals for students' professional development and review professional development training as part of the 3-year assessment cycle (Programs & PO & LOAC)
- k) expand funding for student travel to conferences (PO & IA & ORSP)
- l) establish a social networking profile to help make connections with alumni (Matt Gold)

GOAL 3: *The Graduate Center will deepen its research culture and increase its prominence as a national and international center of advanced learning and Ph.D. training by leveraging the depth and breadth of faculty excellence, the academic and cultural assets of New York City and CUNY's scale.*

In order to deepen its research culture and raise its prominence as a national and international center of advanced learning and Ph.D. training, the Graduate Center will foster collaborative and interdisciplinary scholarship, especially by leveraging the depth and breadth of faculty excellence, the academic and cultural assets of New York City, and CUNY's scale.

Measurable Planning Objectives (MPOs)--5-year measures

- 1) Increase in number and dollar value of faculty external grants
- 2) Increase in number of visiting faculty and postdocs
- 3) Increase in hits on the Graduate Center website
- 4) Increase in hits on the ARC website
- 5) Increase in the number of collaborative grant applications across disciplines and research centers
- 6) Increase in the number of collaborative seminars, conferences across disciplines and research centers

Goal 3 Strategic Actions

- a) Establish the *Advanced Research Collaborative* (PO)
 - a. Develop a financial plan
 - b. Staffing
 - c. Appropriate Space
 - d. Seed funding (reallocation of existing funds)
- b) ARC raises funds to support postdocs, visiting faculty members, doctoral students and conferences (ARC & PO & IA & ORSP)
- c) ARC recruits postdocs and visiting faculty members (ARC & PO)
- d) ARC organizes and runs cross-disciplinary seminars and conferences (ARC & PO)
- e) The Provost's Office establishes a visiting junior fellows program for untenured CUNY faculty (PO)
- f) The Provost's Office establishes a visiting mid-career fellows program for tenured CUNY faculty (PO)
- g) The Graduate Center conducts a campaign to raise and sharpen the profile of the Graduate Center (IA)
 - a. New website
 - b. Name/branding
- h) The Provost's Office educates doctoral faculty on the need to include their Graduate Center affiliation on publications and at conferences (PO)
- i) Building on the ongoing activities of the Digital Studies/Digital Humanities Initiative, incorporate new digital teaching, research and dissemination technologies in all of its functions
- j) Expand the awarding of supplementary financial aid in targeted areas of research
- k) ORSP to identify collaborative funding opportunities and to bring together interdisciplinary grant application teams.
- l) The Provost's Office to offer incentives for the establishment of collaborative seminars and conferences across disciplines and centers.

List of Abbreviations

PO = Provost's Office

LOAC = Learning Outcomes Assessment Committee

SA = Office of Student Affairs

AO = Admissions Office

PPA = Office of Publications and Public Affairs

FA = Office of Financial Aid

IA = Office of Institutional Advancement

OEODP = Office of Educational Opportunity and Diversity Programs

ORSP = Office of Research and Sponsored Programs

IT = Information Technology

MRL = Mina Rees Library

ARC = Advanced Research Collaborative

IR=Institutional Research

Strategic Plan

2012–2016



November 2011

Dear Friends,

I am pleased to present the Graduate Center Strategic Plan for 2012–2016. This plan is the result of a broadly consultative process that began in Spring 2010 when I convened the Strategic Planning Council, which included faculty, students, staff, and administrators. The Council appointed eleven task forces to focus on specific areas of Graduate Center concern and also consulted with Graduate Center alumni and a panel of external experts. A draft plan was posted for comment on the Graduate Center home page in Fall 2011 and presented to a wide range of Graduate Center groups. The result of this investigation, debate, and outreach is this Plan.

The Graduate Center has achieved significant renewal and expansion over the past fifteen years, sparked by the goals set out in the two previous Plans. The Graduate Center faculty has been replenished, financial aid for our students has trebled, we relocated to the splendid B. Altman building, and, most recently, we opened the Graduate Center Apartment complex. It is time now to build upon these accomplishments and chart our course for the next five years.

This plan lays out three goals and suggests strategies for their achievement. Two focus on our students: to increase our success in attracting and retaining the best doctoral candidates; and to enhance and diversify the professional prospects of our graduates. The third goal focuses on the institution as a whole: to deepen the Graduate Center's research culture to raise its prominence as a national and international center of learning and research.

This is a time of great uncertainty in public higher education. While recent legislation in Albany provides some guarantee that further cuts in the CUNY budget will not be made in the next five years, there remains uncertainty about the environment for fundraising, the degree to which inflation may eat away at our base funding, and the job market to be faced by our doctoral graduates. Planning for our future is especially important in this setting: it magnifies our capacity to use most productively the resources we have and enhances our ability to engage external institutions and benefactors to help us achieve our goals.

I look forward to joining with all members of the Graduate Center community as we work together to realize the vision of the Graduate Center Strategic Plan 2012–2016.

Sincerely,

A handwritten signature in cursive script that reads "Bill".

William P. Kelly
President

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Introduction and Background

The Graduate School and University Center was founded in 1961 as the primary doctoral degree-granting unit of the City University of New York. Since that time there has been steady growth in the number and quality of programs and students. Now, in its fiftieth anniversary year, the Graduate Center offers thirty-five doctoral degrees and a growing number of master's degrees, and fosters advanced research on the part of our students and faculty, within both its Ph.D. programs and its thirty-five research units. As part of its "university center" function, the Graduate Center also provides administrative support for the CUNY Graduate School of Journalism, the CUNY School of Professional Studies, and the CUNY Baccalaureate program.

Over the past two decades, the Graduate Center has achieved significant institutional renewal and expansion. This revitalization was sparked by the goals set out in Strategic Plans for the 1990–2000 and 2000–2010 periods, and further elaborated in the 2000 Middle States Self-Study report. These major goals have now been realized. The Graduate Center relocated to a spacious and inviting location, the landmarked former B. Altman building, which is well situated in Midtown Manhattan. Doctoral student funding has trebled, allowing for a shift in support to five-year fellowships and contributing to a reduction in time-to-degree, another strategic priority. Subsidized health insurance was also made available to students. During the same period, new doctoral programs have been added, and the doctoral faculty has been significantly strengthened: some 2,000 in number, this faculty is as diverse as it is large—some 25% larger than UC Berkeley's full-time faculty, for example. As CUNY has added faculty (approximately 1,100) to its ranks over the last decade, so has the Graduate Center, growing from a core faculty of some 110 to about 155. In 1995 its Distinguished Professors numbered 32; in 2011 they number 59. Finally, August of 2011 saw the opening of the Graduate Center Apartment Complex on 118th Street, which houses approximately 125 students, postdoctoral fellows, and faculty.

Taken together, these achievements are considerable. Judged by size, quality, and diversity, the Graduate Center has become one of the nation's leading Ph.D.-granting institutions. Enrollment has never been higher, and so, too, the number of doctorates that are being granted: in 2011 more than 450 students were awarded their degrees. (In the humanities and social sciences, the Graduate Center now ranks, in terms of number of graduates, as the fifth largest degree-granting institution in the nation.) It has also developed a reputation for world-class research, especially by hiring scholars of international reputation and launching academic initiatives that stretch across and beyond the boundaries of traditional disciplines. For example, the Carnegie Foundation categorizes it as a "research university with very high research activity"—its highest category—along with about 100 of the nation's 4,000 institutions of higher education.

The Graduate Center now has the opportunity to build upon this success and chart a course that will address the challenges that face public universities in general and doctoral education in particular. Because it is the Graduate Center's primary role within the university to oversee Ph.D. education and foster advanced research, this document sets out focused academic priorities that will enable it to thrive in an evolving higher education environment.¹

¹ The three other CUNY entities that have the Graduate Center as their administrative home develop their own strategic plans within their own governance and oversight domains.

The Graduate Center Mission

The strategic planning process itself was informed by the Graduate Center's mission statement, reviewed and revised in 2009 as part of the Middle States Self-Study process:

The Graduate Center is located in the heart of Manhattan and set within the large and multi-campus City University of New York. It fosters advanced graduate education, original research and scholarship, innovative university-wide programs, and vibrant public events that draw upon and contribute to the complex communities of New York City and beyond. Through a broad range of nationally prominent doctoral programs, the Graduate School prepares students to be scholars, teachers, experts, and leaders in the academy, the arts and in the private, nonprofit, and government sectors. Committed to CUNY's historic mission of educating the "children of the whole people," we work to provide access to doctoral education for diverse groups of highly talented students, including those who have been underrepresented in higher education.

The Graduate Center thus has multiple and overlapping commitments: to conduct high-quality scholarship and research; to educate and train a talented and diverse student body; and to disseminate scholarship and culture to the cosmopolitan city around it and beyond.

Guiding Principles

The principles that underpin this Strategic Plan reflect the values of the Graduate Center:

- *Highest academic standards:* The Graduate Center is committed to the highest standards in scholarship, teaching, and all other activities.
- *Intellectual openness and innovation:* The Graduate Center fosters the broadest range of ideas and inquiry and is committed to innovative research.
- *Integrity:* The Graduate Center is dedicated to the highest standards of integrity in all of its activities.
- *Diversity:* The Graduate Center is committed to the value of promoting diversity, especially among its students—and, so, the future professoriate.
- *Accountability:* The Graduate Center regards learning assessment and institutional assessment as fundamental tools for achieving excellence in all of its activities and operations.

The Challenging Environment

The environment of higher education is dynamic and highly complex. How successfully the Graduate Center takes advantage of this environment will depend largely on how skillfully it responds to three discrete, but overlapping issues:

1. International, national, and local trends in doctoral education
2. Acute fiscal stringency at all levels of government in the short term, and decreasing public investment in higher education in the longer term
3. Changes within CUNY, especially to the landscape of graduate education

1. National and international trends in doctoral education²

Greater competition

Internationally, unprecedented investments are being made in higher education, especially in research infrastructure. The most noteworthy cases are in East and South Asia and the Middle East, but as a percentage of GDP, investment elsewhere (e.g., Brazil) outstrips many European countries. The “internationalization” of higher education is taking shape in other ways as well, such as the establishment of research-intensive American and British campuses in the Middle and Far East. Meanwhile, the rationalization of uneven sectors, such as is taking place through the Bologna accords, will likely strengthen graduate training in continental Europe. Growth in the university sector is accompanied by an explosion in the number of research centers, institutes, and think tanks. Some funded privately, others publicly, and many highly entrepreneurial and innovative, these are springing up the world over, all testifying to the vital importance of academic research and scholarly exchange. In sum, Anglo-American dominance in high-quality graduate education is now being challenged.

Nationally, there is also increasing competition. Ambitious universities regularly invest in research and select graduate programs as tools to improve standing and quality, to increase their share of externally funded research, and to pursue other revenue streams (e.g., patents and spin-offs). Meanwhile, traditionally strong research universities continue to make significant investments in high-prestige doctoral education and research; in the case of well-endowed private universities, this often translates into especially attractive financial support for students. The competition has never been stiffer in the metropolitan area: over the past two decades both Rutgers and NYU have greatly enhanced their reputations as research universities, while Columbia and Princeton continue to invest in their doctoral programs, especially by escalating the financial support given to the most promising students.

Concerns about quality

On the one hand, there are clear signs of decreasing skill levels on the part of domestic students wishing to pursue graduate degrees, especially in science, technology, engineering, and mathematics. On the other, high attrition rates in doctoral education (ca. 40%) and longer-than-necessary times-to-degree not only raise concern about quality, but also translate into

² The literature is huge, but here we draw especially upon “The Path Forward: The Future of Graduate Education in the United States,” a 2010 report written by the Commission on the Future of Graduate Education in the United States, which was a joint effort of the Council of Graduate Schools and the Educational Testing Service.

higher-than-necessary private and social costs for producing doctoral graduates. The desire to provide accountability to students and taxpayers has resulted in the widespread introduction of assessment tools in undergraduate education, and these practices have now entered graduate education as well.

Structural changes to the market for Ph.D.s

Understood as an institution composed largely or even mainly of tenured or tenurable faculty, the professoriate no longer exists: non-tenure-track faculty on part- and full-time appointments now constitute more than 70% of college teaching personnel, a figure that has risen inexorably for over a generation. Given the funding challenges faced by higher education, this trend will almost certainly continue, perhaps accelerated in the short term by acute financial problems. The expansion of online and partially online (“hybrid”) teaching and for-profit universities may also to reduce the need for tenure-track hiring. What results is a teaching profession that appears less attractive than it once did: shorn of the autonomy and security of tenure that has compensated for salary levels that are modest compared to other professions, it is now burdened by increasing demands.

If conventional career pathways for the scholar-to-be pose more obstacles than before, the value of the Ph.D. remains undiminished. Given how technology now saturates society with data and information, one may argue that its value is heightened. If it means anything, the ability to carry out independent research at the Ph.D. level—that is, to contribute substantially to a body of specialized knowledge by assembling evidence in sustained argumentation—should mean having the skill and temperament to train undergraduates to discern the crucial distinctions between information and knowledge. The significance of the Ph.D. is not simply a matter of degree inflation, as the M.A. increasingly replaces the B.A. as a career credential. As access to data and information becomes more universal (and instantaneous), and, moreover, new forms of social, political, and intellectual life take shape, possessing the skills typically acquired through Ph.D. training (hypothesizing, testing, modeling, criticizing) takes on greater utility—for individual and society alike. Finally—and perhaps most importantly—solutions to problems of pressing social, economic, and political concern are increasingly sought in the knowledge, usually applied, but sometimes theoretical and conceptual, that is produced by trained Ph.D. researchers.

In fact, experience shows that there are economic opportunities for doctoral graduates in the private, nonprofit, and government sectors of the economy, but in many disciplines they have not generally been trained to operate in these professions. Meanwhile, possessing skills in information technology and the digital humanities is an increasingly valuable asset in the academic marketplace.

2. The financial challenges facing public higher education

Pressure to reduce expenditures at all levels of government has adversely affected doctoral education in public and, to a lesser extent, private universities. Reductions at the federal level have a *direct* effect on doctoral education by eliminating subsidies on federally funded graduate student loans. At the same time, reductions in federal aid to states in the non-education domain have an *indirect* effect, by bringing about the reallocation of funds from higher education, especially toward health and pension costs. Even when the economy stabilizes and draconian cuts come to an end, continued pressure on state and federal budgets will presumably decrease

the availability of discretionary funds to support public higher education. The resulting structural adjustment of the sector is sometimes called the “privatization” of public education, and as burdens shift from the state to students, expectations about college change. One result may be the increased popularity of pre-professional majors, a trend that promises to depress teaching opportunities in many of the humanities and social sciences even further (see above).

These fiscal trends have already had a significant impact upon CUNY. The Graduate Center experienced a permanent loss in tax-levy allocation of \$6,377,600 from 2008–2009 through 2010–2011, and the 2011–2012 budget calls for an additional reduction of \$2,606,600. The outlook for fiscal 2013 remains challenging. As long as so much of the Graduate Center’s operating budget is drawn from its tax-levy allocation, its ability to operate remains a direct function of the state’s prosperity and higher education policy. And relative to the first decade of the twenty-first century, New York State is not prosperous: although recently passed legislation may insulate CUNY and SUNY from further budget cuts over the next five years, increases in state allocations are highly unlikely. At this point, it remains unclear how the modest tuition increases approved for 2011–2015 will affect CUNY’s overall budget or the Graduate Center’s share of that budget.

3. The CUNY landscape

Over the last decade especially, the CUNY landscape for doctoral education has also been changing. One sign has been an effort by other CUNY colleges to complement their historic commitment to undergraduate education by expanding graduate programs. Another has been the introduction and growth of professional doctorates in the health sciences; doctoral programs in Audiology (Au.D.), Physical Therapy (DPT), Nursing Science (DNS), and Public Health (DPH) were established in 2005–2007 at the Graduate Center, in partnership with selected senior colleges. Whether this arrangement will suit the Graduate Center, the University, or the participating campuses in the longer term is not clear; it may be that at least some individual campuses will wish to offer one or more of these degrees on their own. For example, a Doctorate in Nursing Practice has now been formally approved by the CUNY Board of Trustees, and will soon be offered by Hunter College. Other professional doctorates have also been under discussion.

Still another sign of change has come in the four so-called “bench” sciences: joint Ph.D. degrees in Biology, Biochemistry, Chemistry, and Physics were established with CCNY and Hunter in 2009, and in the case of Engineering, the Ph.D. degree migrated to CCNY in 2008. Other possible joint degrees have also been under discussion. A related development is the set of investments in science faculty, space, and doctoral student support that are the result of the CUNY chancellor’s strategic plan for the sciences, which has designated the period 2005–2015 as the CUNY “Decade of Science.”³

Taken together, these changes point toward an environment that is very different from the past, one in which the Graduate Center’s monopoly on the CUNY Ph.D. has come to an end. The decentralization of doctorate-granting authority may be a measure of CUNY’s rising stature as a research university; academically and financially, the reorganization certainly offers both challenges and opportunities for CUNY and its colleges, including the Graduate Center.

³ “The Decade of Science,” CUNY Newswire, 17 January 2006, at <http://www1.cuny.edu/mu/forum/2006/01/17/the-decade-of-scientific-research/>.

Major Institutional Goals and Strategies for Implementation

To prosper in a financial, political, and educational environment that differs so markedly from the one in which the Graduate Center was born and matured, the institution must evolve and innovate.

On the one hand, it must build upon demonstrated strengths and preserve the core values that have brought it such success over its first 50 years: its commitment to excellence and diversity; its embeddedness in New York City; its role at the heart of the CUNY consortium. On the other, it must plot a course that reflects the fundamental transformations now taking place in academic practice, in the organization and production of knowledge, and in the role of the university in the globalized marketplace. Put another way, as competition for the most deserving students and most distinguished faculty grows stiffer, and the demands upon higher education increase, the Graduate Center must not only provide resources that are comparable to its competition, but it must also realize its unique potential as a graduate-only teaching and research institution.

Three major ambitions will guide the Graduate Center's planning over the next five years:

- *First, in order to attract and retain the best and most diverse students, the Graduate Center will expand student recruitment efforts, enhance financial support, both at the point of admission and thereafter, and seek to accelerate student progress.*
- *Second, in order to increase and diversify its graduates' professional prospects in a highly competitive workplace for Ph.D.s, the Graduate Center will greatly expand professional development, outfitting students with the skills they need to prosper both within and outside of the academy.*
- *Third, in order to deepen its research culture and raise its prominence as a national and international center of advanced learning and Ph.D. training, the Graduate Center will foster collaborative and interdisciplinary scholarship, especially by leveraging the depth and breadth of faculty excellence, the academic and cultural assets of New York City, and CUNY's scale.*

1. The Graduate Center will attract and retain the best and most diverse students.

Over the past ten years, the Graduate Center has increased the number and stipends of its five-year packages of financial support: currently, 50% of incoming students receive one such package. Programs have seen more applications, higher yields, and stronger entering cohorts, all suggesting that demand for the Graduate Center's doctoral programs is robust. Nonetheless, this support still falls short of the most competitive packages available elsewhere. Standard stipends for these five-year fellowships range from \$18,000 to \$25,000 (plus tuition support) and most require significant teaching commitments in years 2, 3, and 4, which impede progress. In order to be more competitive, the stipend levels of these five-year fellowships must be increased, while teaching requirements need to be reduced.

At the same time, the Graduate Center should not limit itself to what amounts to a "one size fits all" financial aid regime. While the five-year packages have constituted an important improvement in student financial aid, especially in the sciences, there are a few situations for

which they are not suitable. Experience has shown that some of the Graduate Center's most high-achieving students do not receive guaranteed funding at the point of admission. Awards made to such students subsequent to admission—at the end of the second or third year—not only make financial aid available to a wider range of students, but also promise to reward students without five-year fellowships who have excelled in Ph.D. work. Meanwhile, demand for single-year financial aid rewards (“dissertation fellowships”) far exceeds current financial resources.

Application numbers as well as acceptance and yield rates have trended positively, in part because of increased financial support. These improvements have been made largely in the absence of institution-wide efforts to promote the Graduate Center nationally or internationally, which would attract larger and stronger applicant fields.

Consistent with the Graduate Center's mission of providing access to the widest possible range of students, ensuring that merit is recognized throughout students' careers and that student progress is timely, *the Graduate Center will take steps to expand recruitment efforts, increase and diversify its financial support, and accelerate student progress.*

Recruitment

- The Office of Admissions will partner with Ph.D. programs to increase the quality of the applicant pool.
- Ph.D. programs will publicize learning goals so as to facilitate an improved match of applicants with programs.
- The Office of Admissions will continue to develop and streamline the online application process.
- Ph.D. programs, in partnership with the Assessment Committee, will evaluate the effectiveness of admissions procedures and improve the returns on recruitment efforts.
- The Office of Admissions will work with the Office of Public Affairs and Publications to increase the visibility of the Graduate Center's doctoral programs.
- The Office of the Provost, in partnership with the Office of Institutional Advancement and the Office of Educational Opportunity and Diversity Programs, will seek to expand funding for student recruiting, especially for underrepresented groups.

Financial support

- In partnership with the Office of Institutional Advancement, the Office of the Provost will seek to increase levels of financial support for doctoral students.
- The Office of the Provost will design a portfolio of financial aid packages suitable for working professionals and other nontraditional students.
- The Office of the Provost will work with the CUNY central administration and the PSC to reduce the teaching obligations associated with the Enhanced Chancellor's Fellowship.
- The Office of Educational Opportunity and Diversity Programs will work with the Office of the Provost and the Office of Institutional Advancement to intensify efforts to recruit students from underrepresented groups by means of increased financial aid, enhanced mentoring, and other supportive strategies.
- The Office of Research and Sponsored Programs will expand the availability of structured grant-writing programs for doctoral students, with the goal of increasing support for dissertation-level research.

Accelerating student progress

- Doctoral programs will establish learning assessments for the First, Second, and Third Examinations.
- In partnership with the Learning Outcomes Assessment Committee and Office of the Provost, doctoral programs will use the results of ongoing assessments of student learning to identify and lower barriers to student progress by making appropriate resource reallocations.
- In partnership with the Learning Outcomes Assessment Committee and Office of the Provost, doctoral programs will identify strategies that faculty mentors can adopt to facilitate student progress on dissertation research.

2. The Graduate Center will increase and diversify its graduates' professional prospects for careers both inside and outside the academy.

That the employment landscape for Ph.D.s has been changing is well documented. Above, it was noted that as a larger proportion of college courses is taught by non-tenured faculty, prospects for securing tenure-track positions diminish. Competition for the dwindling number of such positions is notoriously fierce, and efforts to improve compensation and working conditions for those off the tenure track are embryonic. Even so, the Ph.D. is an attractive qualification for many careers outside of the academy—in the private, nonprofit, and government sectors of the economy.

At the Graduate Center there has been a tradition of students' finding employment that utilizes their doctoral training outside of the academy, especially those in the social sciences and sciences. According to surveys that track graduates from 1995–1996 through 2002–2003, in some years they represent as many as 40% of alumni. Science graduates are most likely to be employed outside the academy, while humanities graduates are least likely; social science graduates are positioned between the two. For the most recent cohort for which there are data, graduates of 2002–2003, 27.3% of those responding to the survey were employed outside of the academy. As for the other national trend—the reduction in tenure-track positions—Graduate Center surveys indicate no clear time trend: roughly one-third of its graduates who report being employed in academia report that they are *not* in a tenure-track position; the vast proportion report being in full-time positions. Differences across the disciplines are consistent with the national data, with graduates in the humanities and social sciences substantially more likely than those in the sciences to be in non-tenure-track positions.

What is clear from the data is that opportunities abound to enhance graduates' success in the marketplace, surrounded as the Graduate Center is by corporations, state and city agencies, NGOs, museums, libraries, archives, and philanthropies.

Professional development opportunities currently offered through the Office of Student Affairs include the administration and funding support of the Interfolio external dossier service and conference presentation support. The Office of Academic Affairs also conducts a modest number of seminars.

It follows that these efforts must be significantly enhanced. Through the collaborative efforts of the Offices of Academic Affairs and Student Affairs, as well as other Graduate Center offices, professional development will be redefined and expanded to incorporate nonacademic career

planning, development, and placement; enrichment of academic career planning and development; and greater focus on multidisciplinary and practical skills.

To this end, *the Graduate Center will establish an Office for Professional Development and Placement*, which will:

- provide support for job search preparation (self-presentation, including résumés and interviewing skills, use of electronic media, networking skills, etc.);
- building on the success of the Interactive Technology and Pedagogy Certificate program, establish a program of applied training in undergraduate pedagogy linked to students' existing teaching assistantship responsibilities, including training in information technology tools, such as the online course and learning management software systems Blackboard and Moodle; expand training in the use of professional and research software packages; and make this training available also to Graduate Center faculty;
- aggregate information on all career planning and development opportunities offered across the Graduate Center, including those offered by student organizations, into a shared online resource;
- create a writing center (including writing for technical and nonacademic careers, and résumé and letter writing);
- establish, by working with alumni, the Development and Alumni Relations Office, and the Office of Student Affairs, internships for interested doctoral students in government, nonprofit, commercial, and academic settings (such as academic administration in partnership with selected CUNY colleges);
- integrate and expand, under the leadership of the Office of Research and Sponsored Programs and in collaboration with doctoral programs, training in grant writing and administration;
- in partnership with the Office of Institutional Advancement and the Office of Sponsored Research, seek to expand funding for student travel to academic conferences;
- expand, under the leadership of the Mina Rees Library, existing workshops on library research methods, incorporating information literacy concepts in undergraduate teaching, and effective use of research tools; and expand, in partnership with the Office of Information Technology, workshops on specialized professional software such as GIS;
- develop, under the leadership of the Office of Financial Aid, financial literacy and debt management programs;
- in partnership with doctoral programs and the Learning Outcomes Assessment Committee, develop and implement assessment instruments for professional development initiatives.

3. The Graduate Center will deepen its research culture and increase its prominence as a national and international center of advanced learning and Ph.D. training by leveraging the depth and breadth of faculty excellence, the academic and cultural assets of New York City, and CUNY's scale.

The Graduate Center is currently a highly respected graduate school of arts and sciences that offers Ph.D. degrees while doing other things reasonably or conspicuously well, such as offering a small number of master's degrees, sponsoring public programming, and supporting research centers and institutes. It does these things as well as it does because of the quality and commitment of its faculty, who balance teaching and research in a highly demanding university

and city. Indeed, the Ph.D. programs attract very promising students and produce highly trained graduates only because they are attracted and produced by its distinguished faculty. To guarantee continued success, faculty size must be maintained and programs replenished by recruiting the most able scholars.

The balance between teaching, advising, and mentoring on the one hand, and carrying out sustained research on the other, is difficult to maintain, especially because teaching loads are often very heavy by the standards of comparable universities. That the faculty manage these burdens as successfully as they do is a measure of their professionalism and dedication, particularly since resources are chronically short for research.

The Graduate Center must do more to support faculty research and learning. The individual scholar must enjoy the support necessary to carry out his or her scholarship, now increasingly facilitated and informed by the powerful tools and methodologies made available by data and communication technologies. This said, there are especially promising opportunities, and compelling imperatives, to supplement individual research with multidisciplinary collaborations, which can advance, transform, and integrate discrete disciplines. Given the highly competitive and dynamic environment of American higher education, establishing a vibrant research culture requires leveraging pre-existing strengths, identifying emergent methods and issues of significance, creating networks of researchers, and forging partnerships between and among institutions. Above all, such a research culture must feed creativity.

Building upon the demonstrated excellence of the faculty, the Ph.D. programs, and the centers and institutes, as well as the momentum produced by the Mellon Foundation's three-year grant of \$2.4 million, the Graduate Center is poised to deepen its research culture considerably. In fact, by developing its collections, resource-sharing networks, and research infrastructure; bringing into greater coordination research that is undertaken, in more or less isolation, in programs, committees, centers, and institutes; and, finally, ensuring that research is disseminated through the widest possible range of scholarly means, including new media and public programming, the Graduate Center can define itself as far more than a feature on New York City's crowded cultural and academic landscape. It can emerge as a national and international hub of advanced scholarship, while at the same time providing an enhanced educational experience for its doctoral and master's students.

To realize its potential, the Graduate Center *will establish the Graduate Center Advanced Research Collaborative* to advance theoretical research and to address pressing social, political, and economic problems of local, national, and global significance. The Advanced Research Collaborative—by coordinating and focusing research activity across the institution, attracting the very best junior and senior scholars from within and outside of CUNY to work in theme-driven interdisciplinary clusters, and by disseminating research and learning through public programming and new media—will create and advance new bodies of knowledge and applied research. It will also improve CUNY-wide faculty recruitment and retention by increasing research capacity and establishing a research infrastructure that will benefit all of CUNY's faculty through teaching releases, thus furthering the institution's mission as the Graduate School and University Center. At the same time, it will raise the quality of the doctoral programs by attracting leading scholars, increasing stipends and opportunities for funded research for students, and, in partnership with the Office of Public Affairs and Publications, raise and sharpen the profile of the Graduate Center nationally and internationally.

The *Graduate Center Advanced Research Collaborative* will focus resources in three overlapping areas of policy, culture, and theory.

Policy: The Graduate Center has long had exceptional strengths in the study of urban politics and policy, urban environments, education policy, and international relations. Contributing faculty are drawn especially from the Ph.D. programs of Anthropology, Biology, Business, Criminal Justice, Economics, Environmental Psychology, Earth and Environmental Sciences, Educational Psychology, Linguistics, Philosophy, Political Science, Psychology, Speech–Language–Hearing Sciences, Social Welfare, Sociology, and Urban Education; and from activity taking place in centers such as the Center for Advanced Study in Education, the Center for Human Environments, the Center for Urban Research, the Ralph Bunche Institute for International Studies, and the Research Institute for the Study of Language in Urban Society.

Culture: Located at the heart of one of the world’s leading cities in culture and the performing arts, the Graduate Center is home to a large community of humanists and houses a rich set of archives and arts resources of local and national significance. Contributing faculty are drawn especially from the Ph.D. programs of Music, Art History, Classics, Comparative Literature, English, French, Hispanic and Luso-Brazilian Literatures and Languages, Theatre, History, and Philosophy; interdisciplinary endeavors in American Studies and Women’s Studies; and from activity taking place in centers such as the Barry S. Brook Center for Music Research and Documentation, the Leon Levy Center for Biography, the Martin E. Segal Theatre Center, the Center for Lesbian and Gay Studies, and the Center for the Humanities.

Theory: Especially over the last decade or so, faculty members have emerged at the vanguard of criticism and theory. Contributing faculty are drawn especially from the Ph.D. programs in Anthropology, Philosophy, Political Science, Earth and Environmental Sciences, Sociology, Mathematics, Biology, Chemistry, Computer Science, Physics, and English; and from activity taking place in centers such as the Center for Place, Culture, and Politics, the Initiative for the Theoretical Sciences, the Committee on Globalization and Social Change, the Committee for the Study of Religion, and the Committee for Interdisciplinary Science Studies.

To these ends, the Graduate Center Advanced Research Collaborative will:

- expand the recruitment of postdocs and funded and non-funded visiting scholars, both nationally and internationally, especially in theme-driven and collaborative research projects;
- enhance the opportunity for CUNY faculty, both pre- and post-tenure, to conduct research at the Graduate Center by allocating commensurate resources, such as space and course releases;
- expand the awarding of supplementary financial aid in targeted areas of research;
- sponsor and, as appropriate, fund collaborative research, seminars, and public programming so as to maximize coordination across the spectrum of centers and programs;
- establish partnerships with New York City institutions, such as museums, archives, libraries, cultural organizations, and think-tanks, to maximize research opportunities and share costs;
- establish, through public programming (including new media) and appropriate publicity, an international reputation for the Graduate Center;
- building on the ongoing activities of the Digital Studies/Digital Humanities Initiative, incorporate new digital teaching, research, and dissemination technologies in all of its functions.

Building the Financial Capacity to Achieve the Graduate Center's Goals

Any discussion of the financial aspects of the Graduate Center's Strategic Plan must begin by recognizing the scale and impact of recent budget cuts. Many of these were initially absorbed with relatively little impact upon academic, student service, and administrative operations, but during the 2010–2011 academic year they forced reductions in a variety of services, a hiring freeze on academic and nonacademic staff, and 5% to 10% cuts in programs' course offerings. They have also greatly reduced the Graduate Center's financial reserves and its ability to manage further cuts or invest for the future. Planning therefore takes place in the midst of a period of financial restraint.

Nonetheless, whatever the short-term effects of New York State's budget deficit upon the funding of higher education, for the foreseeable future, tax-levy funding will constitute the single most important revenue stream. Members of the Graduate Center community will continue to join those who advocate for higher education funding as a public good, which has considerable benefit to local economies and individual and community well being. Since the long-term forecast for increased state funding is uncertain, the Graduate Center must work in two complementary ways: it must review the distribution of current financial and staff resources with an eye towards strategic reallocations; and it must expand the non-tax-levy component of the budget. Efficiency gains and new resources will be allocated in accordance with the priorities laid out in the Strategic Plan.

1. Budgeting and cost-controls

As currently practiced, budgeting is generally incremental and self-legitimizing: most budgets are allocated on the grounds that they were previously so allocated. Cases to fill academic and nonteaching lines are conventionally argued as if needs were self-evident, each "vacancy" more-or-less automatically requiring "filling." OTPS budgets are duplicated annually, with little or no regular assessment of whether the process is appropriate to the goal, or if the process can be made more efficient.

To achieve its goals, the Graduate Center needs to bring institutional assessment and review to bear upon resource allocation.

- While much has been done over the past four years to eliminate inefficiencies, efforts to identify additional areas for savings will continue, with systematic assessments of all administrative functions and costs, academic and otherwise; as necessary, staff time will be reallocated toward strategic priorities.
- The financial and space budgets of academic programs will be reviewed, in conjunction with the cycle of periodic program reviews, with an eye to identifying strategic reallocations both within and among programs; reviews will include teaching budgets (i.e., course allocations), taking into account factors such as learning assessments, enrollment, time-to-degree, administrative use of units, and class size.
- Replenishment of Graduate Center faculty will be guided in part by the research and teaching needs (as informed by the results of learning assessments) of the relevant

program, but also in the light of institution-wide priorities and initiatives, as well as prospects for academic synergies and complementarities.

- The financial and space budgets of centers and institutes will be reviewed, taking into account factors such as grants received, overhead generated, students supported, research output, and visibility generated; as appropriate, centers and institutes will partner in order to decrease redundant administrative activities, to increase efficiencies of space and resources, and to submit joint proposals to external funding sources.

2. Increasing revenues

Increased revenue can be secured through increases in enrollment in credit-bearing programs, in research grants and associated overhead, in fundraising, and in auxiliary services. The Graduate Center will pursue each of these avenues.

Enrollment growth

Since 2005, doctoral enrollment has stabilized at about 4,000, excluding the Health Science doctoral programs, which are not funded out of the Graduate Center budget, and Engineering, which has been transferred, along with its budget, to City College. Because academic and financial considerations frequently do not justify increasing enrollment in Ph.D. programs, growth will have to take place at the M.A. level, which is currently about 5%—exceptionally low relative to virtually all other research universities. Relatively modest investments in publicity and recruitment made in 2010–2011 for the M.A. program in Liberal Studies (MALS), which have resulted in a 137% growth in applications, strongly suggest that gains can be made in a market where the Graduate Center has a considerable price advantage over comparable universities.

Since the M.A. field is competitive in general, and CUNY campuses collectively offer approximately 800 M.A. degrees to approximately 22,000 students, establishing new degrees must be guided by a strategy that complements other CUNY campuses, capitalizes upon the Graduate Center's strengths, and coordinates with Ph.D. priorities. At least in the short term, this especially means promoting interdisciplinary degrees, both within MALS and in new programs. It follows that:

- the Office of Admissions, working with the Office of the Provost, will set application, yield, and enrollment targets for M.A. programs;
- M.A. enrollment will be increased, in line with those targets, by recruiting more aggressively into pre-existing free-standing degree programs (especially MALS) and establishing new ones, special priority being placed upon interdisciplinary and emerging fields.

Increasing the number and size of research grants

Compared to institutions that are larger or employ a larger number of faculty in overhead-generating disciplines (e.g., the bench sciences), the Graduate Center works at a disadvantage; lacking the facilities to employ experimentalists, its capacity is relatively modest. Even so, the Graduate Center has a proven track record in raising foundation grants for a variety of fields, and has conspicuous strengths in selected areas (e.g., education and public policy). It also appears that the Graduate Center has been underperforming, and that renewed commitment to

maximizing proposal submissions is already paying off: the number of proposals has increased from FY 2009–2010 to FY 2010–2011 by 17%, and the amount requested by 91%.

The Office of Research and Sponsored Programs will increase external funding by encouraging and supporting grant applications to federal agencies, state and city, and private foundations:

- by setting targets and establishing a system to monitor these targets;
- by supporting strategic, targeted grants for the Graduate Center Advanced Research Collaborative, which will partner faculty from multiple disciplines;
- by working with individual students and faculty to complement and supplement institutional research support and financial aid;
- by taking the lead on developing institution-wide applications to federal agencies such as the NSF and DOE;
- by working with the Office of Information Technology to maximize the value of the Graduate Research and Technology Initiative (GRTI) program.

Fundraising

Under the leadership of the Office of Institutional Advancement, the Graduate Center will continue to build a fundraising infrastructure that offers a robust annual giving program, major donor program, and planned giving program—all geared toward financially supporting mission-specific institutional programs and goals.

The Office of Institutional Advancement will plan and implement a capital campaign to provide the resources needed for achieving the major goals of this Strategic Plan. By initiating foundation proposals and cultivating individual donors, the office will secure support for more robust admissions (student recruitment) and student progress (financial aid, a travel and research fund, a hardship fund), and secure funding for the Graduate Center Advanced Research Collaborative (for student stipends, postdoctoral salaries, fellowship stipends, faculty travel and research, and visiting scholars).

A crucial ingredient to the success of these efforts will be publicizing the Graduate Center's identity, especially as it becomes more distinctive through the growth of the Graduate Center Advanced Research Collaborative. This “branding” process will consist of public relations, marketing, communications, and public programs. (Over the last two years alone, close to 14,000 New Yorkers have attended high-profile public programs, a number that does not include attendance at many seminars and lectures open to the public.) The occasion of the Graduate Center's fiftieth anniversary, in the 2011–2012 academic year, provides a compelling starting point.

Auxiliary services

The Graduate Center enjoys a prime location at 365 Fifth Avenue, several public spaces appropriate for special events, and high-quality support and food services. Rental income must be maximized. Therefore:

- The Office of Special Events and Events Planning will review current policies regarding rental space and make proposals to the Offices of the Provost and of Facilities, as appropriate.
- The Office of Special Events and Events Planning, working with the Offices of the Provost and of Facilities, will work to increase capacity by coordinating with other Graduate Center units to maximize space efficiency.

Ensuring Success: Linking Planning and Assessment

To ensure the success of its Strategic Plan, the Graduate Center will implement a thorough assessment process to evaluate progress toward achieving its major goals. More specifically, the process will evaluate educational and institutional effectiveness and feed results to relevant decision-makers, especially concerning resource allocation. It will be linked to ongoing reviews that currently take place, such as the ten-year doctoral program review cycle, the Middle States cycle (with its Self-Study every ten years and a periodic review at the five-year point), the annual CUNY Performance Management Process, and the three-year cycle of doctoral learning assessment.⁴

To link planning and assessment, the Office of the Provost, in partnership with the Office of Institutional Research and the Learning Outcomes Assessment Committee, will:

- identify suitable measures of success (“measurable planning objectives”) for each of the three major goals, thus facilitating the tracking of progress;
- specify strategic actions that relate to each planning objective and translate these strategic actions into follow-up action plans for the relevant Graduate Center offices;
- create an assessment timeline that relates each strategic action—and the quality and intensity with which it was carried out—to the planning objectives, both in the shorter and longer run; and use this assessment process to refine and fine-tune the strategic actions, particularly in the light of evolving budgetary conditions;
- integrate existing assessments, such as doctoral program reviews; doctoral program learning assessments; research center and institute reviews; administrative office reviews; Middle States reviews; and applicant, student, and alumni surveys, with the strategic planning/assessment process and time-line;
- insofar as it is possible, identify peer institutions and aspirational peer institutions for benchmarking;
- close the planning/assessment “loop” by using assessment tools to review the Strategic Plan at the end of five years and to make modifications in institutional policies and resource allocation that flow from this assessment; and use results to inform the development of the strategic plan for 2017–2021.

⁴ A description of this cycle of learning assessment, developed and overseen by the Learning Outcomes Assessment Committee, is available on the Graduate Center website.

Implementing the Strategic Plan

For the Strategic Plan to be effective, it must be fully understood. The plan will be featured in upcoming meetings with executive officers and assistant program officers, the Graduate Council, the Doctoral Student Council, the Foundation Board, and the President's quarterly open meetings with the Graduate Center community. In addition, the plan will be distributed digitally and in print.

To facilitate implementation, the President and Provost, in consultation with the Office of Institutional Research, will establish a Strategic Planning Implementation Committee, chaired by the Provost, to translate this plan into a detailed set of annual or biennial action plans. The Committee will also assign responsibility to the offices and units of the Graduate Center that are appropriate to carry out each strategic action and will be responsible for general oversight of the plan's execution, including the assessment of the results of the annual/biennial action plans.

The Strategic Plan Implementation Committee will make annual reports to the President, including recommendations for resource reallocations that flow from the assessments of the annual/biennial action plans. The President will review these recommendations and determine if modifications are needed in strategic actions and associated resource allocations. The President will make periodic reports to the community describing progress toward achieving the goals of the plan and outlining modifications.

Appendix

Building the Strategic Plan: The Planning Process

The Strategic Plan is the result of a broadly collaborative effort to develop and implement the Graduate Center's vision for the next five years. Guided by CUNY's historic mission to educate and serve the New York community and by the Graduate Center's specific mission to prepare scholars and researchers in its nationally recognized doctoral programs, the Strategic Plan seeks to chart a future for the Graduate Center for the next five years while taking into account the changing landscape of graduate education in which it must operate. Using the CUNY Master Plan (2008–2012) and the 2010 Self-Study as a foundation, this Strategic Plan is the outcome of a process of extensive, systematic consultation with multiple constituencies and outside experts.

Convened by President Kelly in spring 2010, the Strategic Planning Council was charged with overseeing the process of developing the Strategic Plan. A preliminary meeting was held in March 2010 during which two committees were staffed: the larger Strategic Planning Council, co-chaired by Provost Chase Robinson and Professor of Economics Linda Edwards and comprising faculty, staff, and students, each representing key areas of operation, which would oversee the work of different task forces; and the Academic Task Force.

With the intention that the plan arise from broad academic goals, the Strategic Planning Council charged the Academic Task Force with identifying the initial areas of focus for developing strategic goals. While the Strategic Planning Council held meetings with an External Advisory Panel and an Alumni Advisory Panel, the Academic Task Force convened meetings with program executive officers and center directors to gain input and identify strengths, weaknesses, and potential areas of growth.

The Academic Task Force then produced a report for the Strategic Planning Council in which it identified the following five major areas of focus, stated in the form of working propositions:

- *In admissions and student support, the Graduate Center will continue to promote excellence and access.*
- *As changes take place in employment patterns, especially in higher education, the Graduate Center will innovate so as to prepare our students to maximize their professional prospects—inside and outside of the academy.*
- *Student and faculty recruitment, student employment placement, sponsored research and contracts, and development—indeed, virtually every activity that takes place at the Graduate Center—will benefit from a clearer and more widely promoted “brand.”*
- *Long-term prosperity will be achieved by allocating our resources transparently and strategically, and by diversifying our budget, the whole being driven by a coherent academic strategy.*
- *The Graduate Center will continue to evolve as a center of advanced research and Ph.D. training that features exceptional disciplinary and transdisciplinary scholarship by leveraging its current strengths, the academic and cultural capital of New York City, and CUNY's scale.*

Using these working propositions of the Academic Task Force as a springboard, members of the Strategic Planning Council charged task forces in their respective areas of operation to produce reports addressing these five areas of focus. The Task Force Reports were submitted to the Strategic Planning Council for review and the revised reports were posted on the Strategic Planning website. A draft Strategic Plan, crafted from these Task Force Reports, was posted on the Strategic Planning website in September 2011 and presented for comment to the President's Cabinet, the Central Faculty Steering Committee, the Doctoral Student Council, the Council of Executive Officers, and the Graduate Center community at the President's October Community Meeting. The draft Strategic Plan was revised to take into account the various comments from this outreach process, and the final plan, upon approval of President Kelly, will be presented to the Graduate Council in December 2011.

The Planning Council and Its Task Forces

Strategic Planning Council

Chase Robinson, *Provost and Senior Vice President (Co-Chair)*
Linda Edwards, *Professor of Economics and Provost Emerita (Co-Chair)*
Louise Lennihan, *Associate Provost for the Humanities and Social Sciences*
Sebastian Persico, *Senior Vice President for Finance and Administration*
Ray Soldavin, *Vice President for Institutional Advancement*
John Williams, *Director of Financial Aid*
Yosette Jones-Johnson, *Assistant Vice President for Faculty and Staff Relations*
Julie Cunningham, *Chief Librarian (retired)*
Polly Thistlethwaite, *Interim Chief Librarian*
Matt Schoengood, *Vice President for Student Affairs*
Mike Byers, *Director of Facilities*
Robert D. Campbell, *Vice President for Information Technology*
Iakovos Vasiliou, *Executive Officer, Philosophy Program*
Joe Rollins, *Executive Officer, Political Science Program*
Ted Brown, *Executive Officer, Computer Science Program*
Eero Laine, *DSC Co-Chair and Doctoral Student in Theatre*
Annelies Kamran, *Doctoral Student in Political Science*
Martin Burke, *Chair of the Executive Committee of Graduate Council*
Amy Sweeney, *Coordinator, Office of the Provost*

Alumni Advisory Panel

Ana Abraido-Lanza – Psychology, 1994
Associate Professor, Mailman School of Public Health, Columbia University
Turan Bali – Economics, 1998
David Krell Professor of Finance, Baruch College, CUNY
Suri Duitch – Urban Education, 2006
University Director of Adult and Continuing Education, CUNY
Mary Fleischer – Theatre, 1998
Professor and Chair of Marymount Manhattan's Fine & Performing Arts Program

Lynda Kennedy – Urban Education, 2006
Director, Teaching & Learning, Literacy Outreach NYPL

Carmen Klohe – Hispanic and Luso-Brazilian Languages, 1999
Assistant Chair, Dept. of Languages & Literature, St. John's University

Stephen Redenti – Biology, 2006
Assistant Professor of Biological Sciences and Biochemistry, Lehman College

Vanessa Rodrick – Biology, 2006
Postdoc, Memorial Sloan-Kettering Cancer Center, Molecular Pharmacology

Aseel Sawalha – Anthropology, 2000
Full-time faculty at Pace University

Tyler Schmidt – English, 2008
Assistant Professor, Lehman College

Eric Stenshoel – Linguistics, 2008
Counsel at Curtis, Mallet-Prevost, Colt & Mosle LLP

Mary Taylor – Anthropology, 2008
Part-time faculty at Hunter College

External Advisory Panel

Dr. Stacie Bloom
Vice President and Scientific Director, New York Academy of Sciences

Dr. Charles Caramello
Dean of the Graduate School, University of Maryland

Dr. Daniel Lemons
Acting Provost, City College of New York

Dr. Ronnie Lowenstein
Director, Independent Budget Office of New York City

Ms. Barbara Rifkind
Head of Barbara Rifkind, LLC, member of the Graduate Center Foundation Board

Dr. Joan Spero
Former President, Doris Duke Charitable Foundation

Dr. Harriet Zuckerman
Senior Fellow, Andrew W. Mellon Foundation

Task Forces

Academic

Chase Robinson, *Provost and Senior Vice President (Chair)*

Linda Edwards, *Professor of Economics and Provost Emerita*

Edith Gonzalez, *Executive Director of Research and Sponsored Programs*

Ted Brown, *Professor and Executive Officer, Computer Science Program*

Iakovos Vasiliou, *Professor and Executive Officer, Philosophy Program*

Joe Rollins, *Professor and Executive Officer, Political Science Program*

Marie Burrage, *Associate Director of Institutional Research*

Louise Lennihan, *Associate Provost for the Humanities and Social Sciences*

Ann Henderson, *Associate Provost and Dean for the Sciences*

Amy Sweeney, *Coordinator, Office of the Provost*

Space Planning

Chase Robinson, *Provost and Senior Vice President* (Chair)
Sebastian Persico, *Senior Vice President for Finance and Administration*
Robert D. Campbell, *Vice President for Information Technology*
Eric Blomquist, *Deputy Director of Special Events*
John Flaherty, *Director of Security and Public Safety*
Mario DiGangi, *Executive Officer, English Program*
Klara Marton, *Executive Officer, Speech–Language–Hearing Sciences Program*
Mike Byers, *Director of Facilities*
Edith Gonzalez, *Executive Director of Research and Sponsored Programs*
Tom Traficante, *Director for Academic Budgeting, Planning and Resource Allocation*
Mike Lubing, *Student Representative*

Research and Sponsored Programs

Edith Gonzalez, *Executive Director of Research and Sponsored Programs* (Chair)
Roger Hart, *Director, Center for Human Environments, Foundation Grants PI*
Thomas McGovern, *Professor of Anthropology, NSF PI*
Tom Traficante, *Director for Academic Budgeting, Planning and Resource Allocation*
Hilry Fisher, *Director of Sponsored Research*
Joe Rollins, *Executive Officer, Political Science Program*

Finance

Sebastian Persico, *Senior Vice President for Finance and Administration* (Chair)
Stuart Shor, *Assistant Vice President for Finance*
Althea Harewood, *Director of Finance for GC Related Entities*
Ab Abraham, *Deputy Director of Finance*
Finney Joshua, *Director of Budget*

Student Affairs

Matthew Schoengood, *Vice President for Student Affairs* (Chair)
Vincent De Luca, *Director of Student Services and Senior Registrar*
Sharon Lerner, *Director of Student Affairs*
Robert Hatcher, *Director of the Wellness Center*
Elise Perram, *Associate Director of Student Affairs/Director of Student Activities*
Douglas Ewing, *Director, Office of International Students*
Les Gribben, *Director of Admissions*
Suzanne Tamang, *DSC Co-Chair 2009–10 and Doctoral Student in Computer Science*
Peter Consenstein, *Executive Officer, French Program*

Human Resources

Yosette Jones-Johnson, *Assistant Vice President for Faculty and Staff Relations* (Chair)
Jane Herbert, *Executive Director for Academic Affairs*
Ella Kiselyuk, *Director of Human Resources*
Edith Rivera, *Affirmative Action Officer*
Teena Costabile, *Associate Director of Human Resources*
Mamie Mark, *Systems Administrator/Labor Relations Associate*

Advancement and Development

Ray Soldavin, *Vice President for Institutional Advancement* (Chair)

Miriam Capua, *Director of Major Gifts*

Jim Cronin, *Associate Director of Development*

Barry Disman, *Director of Graphic Design*

Andrea Jeyaveeran, *Director of Public Programs*

Molly Yin, *Administrative Director of Institutional Advancement*

Library

Julie Cunningham, *Chief Librarian* (Chair)

Amy Ballmer, *Reference Librarian*

Martin Burke, *Professor of History, Chair of Library Committee*

Jane Fitzpatrick, *Head of Library Acquisitions*

Jessica McGivney, *Interlibrary Loan Office Manager*

Suzanne Tamang, *DSC Co-Chair 2009–10 and Doctoral Student in Computer Science*

Information Technology

Robert D. Campbell, *Vice President for Information Technology* (Chair)

Matthew Liston, *Director of the Division of Systems Services*

Elaine Montilla, *Director of the Division of Client Services*

Tawana C. Spellen, *Director of the Division of Administrative Services*

Financial Aid

John Williams, *Director of Financial Aid* (Chair)

Anne Ellis, *Special Assistant to the Associate Provost*

Ann Henderson, *Associate Provost and Dean for the Sciences*

Anne Johnson, *Assistant Director/Federal Work Study Coordinator*

Trevor Lee, *Research Assistant/Graduate Student*

Robert Nelson, *Deputy Director of Student Services*

Janet Speckmann, *Associate Director of Financial Aid*

Rachel Sponzo, *Staff Assistant for Academic Affairs*

Rafael Villalona, *Financial Aid Manager*

Shelley Worrell, *Assistant Director/Direct Loan Coordinator*

Assessment

David Olan, *Executive Officer, Music Program* (Chair)

Ted Brown, *Executive Officer, Computer Science Program*

Laurel Eckhardt, *Executive Officer, Biology Program*

Maureen O'Connor, *Executive Officer, Psychology Program*

Joe Rollins, *Executive Officer, Political Science Program*

Barbara Weinstein, *Executive Officer, Audiology Program*

Kimberly Libman, *DSC Co-Chair and Doctoral Student in Psychology*

Tony Perri, *Doctoral Student in Chemistry*

Louise Lennihan, *Associate Provost for the Humanities and Social Sciences*

Ann Henderson, *Associate Provost and Dean for the Sciences*

Marie Burrage, *Associate Director of Institutional Research*

Kara Eubanks, *Student Assessment Coordinator*

50 YEARS AT
THE CENTER

**THE
GRADUATE
CENTER**
CITY UNIVERSITY
OF NEW YORK



Assessment of the Strategic Plan 2012-2016
The CUNY Graduate Center
Updated November 17, 2014

Notes: This framework will be reviewed at least once per academic year in conjunction with data for the M.P.Os., and Strategic Actions lists will be updated.

*** Indicates items included on current or previous PMP Goals and Targets.**

GOAL 1: *The Graduate Center will attract and retain the best and most diverse students.*

In order to attract and retain the best and most diverse students, the Graduate Center will expand student recruitment efforts, enhance financial support, both at the point of admission and thereafter, and seek to accelerate student progress.

Measurable Planning Objectives (M.P.O.s)---5-year measures

Note: These M.P.O.s will be for individual doctoral programs, discipline clusters and for the GC as a whole, as appropriate.

1. Increase hits on doctoral programs websites*--
2. Increase in relevant GRE scores of entering students*
3. Increase in the percentage of applicants, admitted* and newly enrolled* students who are underrepresented minorities
4. Increase in number of applications*
5. Decrease in admissions rate*
6. Increase in yield*
7. Increase in percentage of an entering cohort moving to level 2 by end of 4th semester.
8. Increase in percentage of an entering cohort moving to level 3 by the end of the 8th semester *
9. Increase in percentage of entering cohort who receive degree within 16 semesters (this measure will reflect both a decline in attrition and a more expeditious completing of those who do not attrit)*
10. Decrease in the median time-to-degree *

Goal 1 Strategic Actions

<p>Completed</p>	<ul style="list-style-type: none"> a) Increase stipend associated with the 5-year packages (PO & IA & FA) b) Increase percentage of incoming students who receive 5-year financial aid packages via enrollment reduction and addition of new tuition-only fellowships (PO & FA) c) Increased stipend of the Presidential Magnet Fellowships d) Reduce teaching obligation of GCFs (PO) e) Doctoral programs establish learning goals for First Exam (Programs & PO & LOAC) f) Doctoral programs establish learning goals for Second Exam (Programs & PO & LOAC) g) Doctoral programs establish learning goals for dissertation (Programs & PO & LOAC) h) Doctoral programs will establish a 5-year cycle of learning outcomes assessment during which they review their First Exam, Second Exam and dissertation (Programs & PO & LOAC) and use the results to facilitate student progress i) Expand funding for student recruiting for 5-year packages (PO) j) Reduce teaching obligation of ECFs (PO) k) Established new parental leave policy l) Establish five-year Humanities Fellowships m) The Office of the Provost will design a portfolio of financial aid packages suitable for working professionals and other nontraditional students (tuition-only fellowships)
<p>In Progress</p>	<ul style="list-style-type: none"> n) Publish doctoral program learning goals on program websites and handbooks (PO & LOAC) o) Continue to develop and streamline the online application process (AO & SA) p) Take actions to increase visibility of Graduate Center doctoral programs (e.g. website, college visits, advertising, e-mail blasts to ETS list) (C&M & AO) q) Programs create desired timelines for student progress and identify structural barriers to achieving them (Programs & PO) r) Publicize new fellowships (C&M & PO & AO) s) Develop incentives and support for students to begin conducting research earlier (PO and ARC) t) The Office of Research and Sponsored Programs will expand the availability of structured grant-writing programs for doctoral students, with the goal of increasing support for dissertation-level research (ORSP). u) In partnership with the Learning Outcomes Assessment Committee and Office of the Provost, doctoral programs will use the results of ongoing assessments of student learning to identify

	<p>and lower barriers to student progress by making appropriate resource reallocations (Programs, OAC, PO).</p> <p>v) The Office of Admissions will partner with Ph.D. programs to increase the quality of the applicant pool (AO & Programs).</p> <p>w) Intensify efforts to recruit students from underrepresented groups by means of increased funding for student recruiting, financial aid, enhanced mentoring, and other supportive strategies (OEODP & PO & SA)</p>
Planning stage/future	<p>x) Identify strategies that faculty mentors can adopt to facilitate student progress on dissertation research (Programs & PO)</p> <p>y) Ph.D. programs will evaluate the effectiveness of admissions procedures and improve the returns on recruitment efforts (IR & AO & Programs)</p>

GOAL 2: The Graduate Center will increase and diversify its graduates’ professional prospects for careers both inside and outside the academy.

In order to increase and diversify its graduates’ professional prospects in a highly competitive workplace for Ph.D.s, the Graduate Center will greatly expand professional development, outfitting students with the skills they need to prosper both within and outside of the academy.

Measurable Planning Objectives (M.P.O.s)---5-year measures

Note: These M.P.O.s will be for individual doctoral programs, discipline clusters and for the GC as a whole, as appropriate.

1. Increase in the percentage of student who receive training to teach online courses
2. Increase in the percentage of students who submit external grant applications*
3. Increase in the number of external grants won by doctoral students*
4. Increase in the percentage of students who apply for non-academic professional positions*
5. Increase in the percentage of students reporting that they are satisfied with professional development and career development services*
6. Increase in the percentage of graduating students who applied for postdoctoral positions
7. Increase in the percentage of graduating students who applied for more than one type of position
8. Increase in the percentage of graduates who have postdoctoral positions at the time of deposit*
9. Increase in subscriptions to CPPD Blog
10. Increase in number of followers of CPPD on Twitter

Goal 2 Strategic Actions

Completed	<ul style="list-style-type: none"> a) Develop a financial plan for the establishment of the Office of Career Planning and Professional Development (PO & SA) b) Hire Director and establish Office for Career Planning and Professional Development (PO & SA) c) Reallocate space to accommodate CPPD
In Progress	<ul style="list-style-type: none"> d) Establish goals for students' professional development and review professional development training as part of the 5-year assessment cycle (Programs & PO & LOAC) e) Establish a social networking profile to help make connections with alumni (AO, C&M, Matt Gold) f) Provide support for job search preparation (self-presentation, including resumes and interviewing skills, use of electronic media, networking skills, etc.) (CPPD) g) Aggregate information on all career planning and development opportunities offered across the Graduate Center, including those offered by student organization, into a shared online resource h) Integrate and expand training in grant writing and administration (CPPD with ORSP & Programs) i) Expand existing workshops on library research methods, incorporating information literacy concepts in undergraduate teaching, scholarly communication, and effective use of research tools (CPPD with MRL) j) Hold annual events for students to meet and network with alumni (CPPD with Programs & PO) k) Host career panels. l) Administer self-assessment tools such as Myers-Briggs. m) CPPD writes a Strategic Plan n) Pull together information about existing pedagogical training and make it available via a new website. o) Financial Aid office offers financial literacy and debt management training. p) Conduct survey of EOs to gather information on what types of professional development activities are happening in the programs (PO).
Planning stage/future	<ul style="list-style-type: none"> q) Expand funding for student travel to conferences (PO & IA & ORSP) r) Establish a program of applied training in undergraduate pedagogy linked to students' existing teaching assistantship responsibilities. (CPPD) s) Create a writing center (including writing for technical and non-academic careers, and resume and letter writing) (CPPD with PO & SA) t) Explore the range of options for creating internships for doctoral students in government, nonprofit, commercial, and academic settings (such as academic administration in partnership with selected CUNY colleges) (CPPD with Alumni & SA & IA & PO)

	u) Develop workshops on use of professional, research and other specialized software (CPPD with the Library)
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GOAL 3: *The Graduate Center will deepen its research culture and increase its prominence as a national and international center of advanced learning and Ph.D. training by leveraging the depth and breadth of faculty excellence, the academic and cultural assets of New York City and CUNY's scale.*

In order to deepen its research culture and raise its prominence as a national and international center of advanced learning and Ph.D. training, the Graduate Center will foster collaborative and interdisciplinary scholarship, especially by leveraging the depth and breadth of faculty excellence, the academic and cultural assets of New York City, and CUNY's scale.

Measurable Planning Objectives (MPOs)---5-year measures

- 1) Increase in number and dollar value of faculty external grants (applications, \$ coming in)*
- 2) Increase in number of visiting faculty and postdocs*
- 3) Increase in hits on the Graduate Center website
- 4) Increase in hits on the ARC website
- 5) Increase in the number of collaborative groups established*
- 6) Increase in the number of collaborative grant applications across disciplines and research centers.
- 7) Increase in the number of collaborative seminars, conferences across disciplines and research centers.
- 8) Increase in applications for Distinguished Fellowship program.

Goal 3 Strategic Actions

Completed	<ol style="list-style-type: none"> a) Establish the <i>Advanced Research Collaborative</i> (PO) <ol style="list-style-type: none"> a. Develop a financial plan b. Staffing c. Appropriate Space d. Seed funding (reallocation of existing funds) b) ARC establishes a visiting Distinguished Visiting Fellows program for tenured CUNY and non-CUNY faculty (PO) c) ARC establishes a fellowship program for students, including seminars and mentorships with Distinguished Visiting Fellows d) Submit CUNY 20/20 grants in collaboration with the College of Staten Island e) Establish the Initiative for Theoretical Sciences, hiring both permanent and visiting faculty members to lead the Initiative.
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	<p>f) Establish and staff the Office of Communications and Marketing.</p> <p>g) Increase research and travel funds for faculty.</p>
In Progress	<p>h) ARC will sponsor and, as appropriate, fund collaborative research, seminars, and public programming so as to maximize coordination across the spectrum of centers and programs; (ARC & PO)</p> <p>i) ARC provides top-ups to graduate students to support increased research activity (ARC)</p> <p>j) The Graduate Center conducts a campaign to raise and sharpen the profile of the Graduate Center (C&M)</p> <p style="padding-left: 20px;">a. New website</p> <p style="padding-left: 20px;">b. Name/branding</p> <p>k) Building on the ongoing activities of the Digital Studies/Digital Humanities Initiative, incorporate new digital teaching, research and dissemination technologies in all of its functions (DI)</p> <p>l) ARC and ORSP provide seed funding to encourage the submission of large grant applications (ARC & ORSP).</p> <p>m) Identify fundraising opportunities for ARC (ARC and IA)</p> <p>n) Establish partnerships with New York City institutions, such as museums, archives, libraries, cultural organizations, and think-tanks, to maximize research opportunities and share costs (ARC).</p> <p>o) Hire distinguished faculty members (PO).</p> <p>p) Develop a better system for tracking external funding at the GC (ORSP, PO).</p> <p>q) The Provost's Office educates doctoral faculty on the need to include their Graduate Center affiliation on publications and at conferences (PO)</p>
Planning stage/future	<p>r) Monitor seed funding recipients to determine whether seed funding is leading to larger grant submissions (ARC).</p>

List of Abbreviations

PO = Provost's Office

LOAC = Learning Outcomes Assessment Committee

SA = Office of Student Affairs

AO = Admissions Office

C&M = Office of Communications and Marketing

FA = Office of Financial Aid

IA = Office of Institutional Advancement

OEODP = Office of Educational Opportunity and Diversity Programs

ORSP = Office of Research and Sponsored Programs

IT = Information Technology

MRL = Mina Rees Library

ARC = Advanced Research Collaborative

IR=Institutional Research

CPPD=Office of Career Planning and Professional Development

DI=Digital Initiatives

Assessment Review Report Template

Specify which assessment(s) you are reviewing in this cycle: First Examination, Second Examination, dissertation/capstone, assessment of professional development or assessment of professional ethics. The purpose of this review is to examine how effectively an assessment helps you to determine whether students have learned or achieved what you want them to learn or achieve at a given stage in the program based on the goals you have set for them.

The following items should be included in a 1-2 page report to the Provost to be submitted by March 15th, 2014 and a short presentation at a spring 2014 cluster meeting for your discipline.

- 1) Statement of the learning goals for the assessment that you are reviewing.
- 2) A description of what data or other information you are drawing on to conduct your review (e.g. students' exam results, students' job placements).
- 3) Your findings. Is the assessment (and preparation for it) effective? Please include examples of the ways in which the assessment is and is not successful in accomplishing the goals that you have set for it.
- 4) Proposed changes, if any, to the assessment, the learning goals for it, the curriculum/preparation leading up to it.
- 5) The next steps that will be taken. (There should be a follow-up on these in the report for the next cycle.)

Note: when changes are made as a result of an assessment review, remember to update the appropriate program materials: program website, handbook, bulletin, etc. to make sure that faculty and students are aware of the changes.

The University Center Units	Mission Statements/Web Links
Graduate Center	<p data-bbox="468 139 1646 168">https://wfs.gc.cuny.edu/provost/Graduate Center Self Study/Chapters/Chapter1.pdf</p> <p data-bbox="468 250 1814 574">The Graduate Center is located in the heart of Manhattan and set within the large and multi-campus City University of New York. It fosters advanced graduate education, original research and scholarship, innovative university-wide programs, and vibrant public events that draw upon and contribute to the complex communities of New York City and beyond. Through a broad range of nationally prominent doctoral programs, the Graduate School prepares students to be scholars, teachers, experts, and leaders in the academy, the arts and in the private, nonprofit, and government sectors. Committed to CUNY’s historic mission of educating the —children of the whole people, we work to provide access to doctoral education for diverse groups of highly-talented students, including those who have been underrepresented in higher education.</p>
CUNY BA/BS for Unique and Interdisciplinary Studies	<p data-bbox="468 591 1100 620">http://cunyba.gc.cuny.edu/missionstatement/</p> <p data-bbox="468 662 1787 805">Established in 1971, The City University of New York Baccalaureate for Unique and Interdisciplinary Studies (formerly the CUNY Baccalaureate Program) provides students with a flexible, academically challenging way to earn their degree while giving them a major share of the responsibility for the content of that degree.</p> <p data-bbox="468 847 869 876">The program has three goals:</p> <ol data-bbox="516 919 1766 1101" style="list-style-type: none"> 1. to encourage students to take advantage of the extraordinary resources and learning opportunities available at the City University’s 18 colleges and at The Graduate Center; 2. to allow self-directed, academically able students to design an individualized program of study that complements their academic, professional, and personal goals; and 3. to foster intellectual exploration and responsible educational innovation.
CUNY Graduate School of Journalism	<p data-bbox="468 1149 1824 1442">The CUNY Graduate School of Journalism prepares students from a broad range of economic, racial and ethnic backgrounds to produce high-quality journalism at a time of rapid change. We are rooted in the core skills and ethics of journalism: strong reporting and writing, critical thinking, fairness and accuracy. We teach new technologies and storytelling tools across media platforms to engage audiences and promote a broader democratic dialogue. We serve our local and global news communities by sharing our reporting, research and facilities. We serve our profession by graduating skilled journalists, diversifying voices in the media, and encouraging innovation and entrepreneurship to help build a sustainable future for journalism.</p>

<p>CUNY School of Professional Studies</p>	<p>http://sps.cuny.edu/about/missionandvision.html</p> <p>Drawing its sense of purpose from its receptiveness to new challenges, the CUNY School of Professional Studies (SPS) of The City University of New York (CUNY) also draws great strength and pride from its vanguard role in the world's largest public urban university, serving and reflecting New York's diverse needs and constituencies. SPS is committed to CUNY's core mission of access with excellence, with programs and services that add new dimensions to this mission. Dedicated to being responsive and innovative - responsive to emerging needs, innovative in addressing them - SPS gives students high-quality instruction and extraordinary academic support in programs offered online, in traditional classroom settings, and in the workplace. The School's undergraduate and graduate degree programs, advanced and undergraduate certificates, and professional development courses provide opportunities for personal growth, job mobility, greater participation in social institutions, and new ways to meet the constant need to upgrade knowledge.</p>
<p>CUNY School of Public Health</p>	<p>http://sph.cuny.edu/about/</p> <p>The CUNY School of Public Health is committed to teaching, research and service that creates a healthier New York City and helps promote equitable, efficient and evidence-based solutions to pressing health problems facing cities around the world.</p> <p>Employing the resources of the nation's largest and most diverse urban university, the school seeks to create new models of public health education. The school's four consortial campuses bring together students and faculty from throughout CUNY's academic and professional programs, engaging with practitioners, researchers, activists, community residents and policymakers from many sectors of New York City—a global city that faces many of the world's most serious health problems, yet also serves as a cradle of public health innovation.</p>
<p>Macaulay Honors College</p>	<p>http://www.macaulay.cuny.edu/about/mission.php</p> <p>Macaulay Honors College offers exceptional students transformative opportunities to develop their potential beyond what they ever imagined.</p> <p>Macaulay is the Honors College of The City University of New York. Macaulay combines academic rigor with high adventure, blending traditional and innovative teaching and learning.</p> <p>Macaulay is the vision and voice of a new generation of leaders. Macaulay is freedom, resources, and support. Macaulay builds on CUNY's legacy of diversity, service, and civic engagement.</p>

Appendix

Section Four

THE GRADUATE CENTER

CITY UNIVERSITY
OF NEW YORK
JUNE 1, 2015



THE CITY UNIVERSITY OF NEW YORK

Basic Financial Statements
and
Management's Discussion and Analysis

June 30, 2014

(With Independent Auditors' Report Thereon)

THE CITY UNIVERSITY OF NEW YORK

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KPMG LLP
345 Park Avenue
New York, NY 10154-0102

Independent Auditors' Report

The board of trustees
The City University of New York:

We have audited the accompanying financial statements of the business-type activities and the aggregate discretely presented component units of The City University of New York (the University), as of and for the year ended June 30, 2014, and the related notes to the financial statements, which collectively comprise the University's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with U.S. generally accepted accounting principles; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We did not audit the financial statements of 25 of the 74 discretely presented component units, which represent approximately 92%, 92% and 69%, respectively, of the assets, net position, and revenues of the discretely presented component units. Those statements were audited by other auditors whose reports have been furnished to us, and our opinion, insofar as it relates to the amounts included for the 25 discretely presented component units, is based solely on the reports of the other auditors. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.



Opinions

In our opinion, based on our report and the reports of the other auditors, the financial statements referred to above present fairly, in all material respects, the respective financial position of the business-type activities and the aggregate discretely presented component units of The City University of New York as of June 30, 2014, and the respective changes in financial position and, where applicable, cash flows for the year then ended in accordance with U.S. generally accepted accounting principles.

Other Matter

Required Supplementary Information

U.S. generally accepted accounting principles require that the management's discussion and analysis on pages 3 through 14 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

KPMG LLP

November 18, 2014

THE CITY UNIVERSITY OF NEW YORK

Management's Discussion and Analysis

June 30, 2014

(Unaudited)

Introduction

The intent of Management's Discussion and Analysis (MD&A) is to provide readers with an overview of the changes in the financial position of The City University of New York (the University or CUNY) as of and for the years ended June 30, 2014 and 2013. Prior year balances have been reclassified to conform to the current year presentation.

The MD&A is designed to focus on current activities, resulting changes, and currently known facts with respect to the University's financial position. It should be read in conjunction with the accompanying basic financial statements and related footnotes.

For financial reporting purposes, the University's reporting entity consists of eleven (11) senior colleges, seven (7) community colleges, three (3) graduate and professional schools, a School of Professional Studies, a School of Biomedical Education, and an Honors College. The University's financial statements also include the financial activity of the following other related organizations: Research Foundation of the City University of New York (RF-CUNY), and its subsidiary 230 West 41st Street LLC, and the City University Construction Fund (CUCF). These entities are deemed includable in accordance with Governmental Accounting Standards Board (GASB) Statement No. 61 (GASB 61), *The Financial Reporting Entity: Omnibus*.

The University is required to also include, as part of its reporting entity, twenty-three (23) college foundations, eighteen (18) auxiliary enterprise corporations, twenty-three (23) college associations and ten (10) child care centers of the individual colleges, as discretely presented component units. The financial activities of these organizations are not included in the discussion presented below. The basis for determining which University related organizations are considered to be part of the University's reporting entity is included in note 1 of the financial statements.

Financial Highlights (Comparison of Fiscal Years 2014 and 2013)

For fiscal year 2014, the State of New York appropriated \$1.366 billion for CUNY. The increase of \$38 million is the operating budget support for the senior and community colleges over the fiscal year 2013 level. For the community colleges, fiscal year 2014 State base aid per full-time equivalent (FTE) student increased by \$150, resulting in an operating budget increase of \$12.3 million. In fiscal year 2013, the State of New York appropriated \$1.328 billion for CUNY.

Two new science research buildings- one for The City College of New York science research program and a CUNY-wide Advanced Science Research Center (ASRC) that will serve scientists from throughout the City University system- called the Matthew Goldstein Science Complex at the City College of New York, will yield nearly 400,000 square feet for state-of-the-art laboratories and offices, imaging facilities, Electron Microscopy vivarium, as well as a café and lecture hall. The buildings will form a research hub that will provide outstanding opportunities for faculty and science students, and is expected to open in fiscal year 2015.

During fiscal year 2014, the University implemented GASB Statement No. 70, *Accounting and Financial Reporting for Non-Exchange Financial Guarantees* (GASB 70). For further details, please see New Accounting Standards Adopted in note 2 of the financial statements.

THE CITY UNIVERSITY OF NEW YORK

Management's Discussion and Analysis

June 30, 2014

(Unaudited)

Financial Position

An institution's net position (assets plus deferred outflows of resources less liabilities and deferred inflows of resources equals net position) is one measure of financial health or financial position. Increases and decreases in the University's net position over time are indicators of whether its financial health is sound or not.

CUNY's total net position decreased by \$15.6 million, (2.0%), between fiscal years 2014 and 2013.

The 2014 fiscal year variance was primarily due to the following: (i) a \$73.1 million decrease in unrestricted net position mainly due to an increase in OPEB liability of \$57.4 million, (ii) a \$19.1 million increase in net investment in capital assets mainly due to paying down debt and capitalizing more capital assets and, (iii) a \$36.7 million increase in restricted expendable net position mainly due to increases in scholarships and debt service.

The major components of the University's net position at June 30, 2014 and 2013 follow:

	<u>2014</u>	<u>2013</u>
	(in thousands)	
Net position:		
Net investment in capital assets	\$ 441,610	422,502
Restricted nonexpendable	64,240	62,528
Restricted expendable	305,652	268,949
Unrestricted	<u>(52,206)</u>	<u>20,927</u>
Total net position	<u>\$ 759,296</u>	<u>774,906</u>

Several nonfinancial factors are also relevant to the University's financial health. These include changes in the number and quality of its applicants, size of the first-year class, number of full-time faculty, student retention, and graduation rates, building conditions, and campus safety. For example, an increase in the size of the first-year class could result in an increase of tuition and fees revenues.

The following depicts the University's enrollment trends for the past five years:

	Student enrollment 2010 – 2014					
	Annual average headcount enrollment and					
	full-time equivalent (fte) student enrollment					
	<u>Headcount</u>			<u>FTEs</u>		
	<u>Undergraduate</u>	<u>Graduate</u>	<u>Total</u>	<u>Undergraduate</u>	<u>Graduate</u>	<u>Total</u>
2014	235,544	29,506	265,050	172,603	18,884	191,487
2013	235,671	30,766	266,437	175,383	19,415	194,798
2012	236,863	32,268	269,131	177,783	20,247	198,030
2011	228,211	33,493	261,704	171,213	20,801	192,014
2010	225,681	33,076	258,757	169,080	20,523	189,603

THE CITY UNIVERSITY OF NEW YORK

Management's Discussion and Analysis

June 30, 2014

(Unaudited)

The University's first year admissions and transfers for fiscal year 2014 showed a 2% increase over fiscal year 2013. In fiscal year 2014 first year and transfer students totaled 66,784 (undergraduate 58,486 and graduate 8,298) compared to 65,421 (undergraduate 57,299 and graduate 8,122) in fiscal year 2013.

The retention rate for fiscal year 2014 was 86.6% for the senior colleges and 67.2% for the community colleges which is consistent with fiscal year 2013.

Assets and Deferred Outflows of Resources

At June 30, 2014, the University's total assets and deferred outflows increased by \$396.5 million, (5.5%). The variance was primarily attributable to increases in cash and cash equivalents, investments, restricted deposits held by bond trustees and net capital assets.

The major components of the University's assets and deferred outflows of resources at June 30, 2014 and 2013 follow:

	2014	2013
	(in thousands)	
Assets:		
Cash and cash equivalents	\$ 720,523	674,058
Investments	311,037	270,124
Restricted deposits held by bond trustees	427,779	375,814
Restricted amounts held by DASNY	56,153	50,370
Receivables, net	647,183	680,863
Capital assets, net	5,213,175	4,920,008
Prepaid expenses and other assets	49,530	43,611
Total assets	7,425,380	7,014,848
Deferred outflows of resources:		
Interest rate swap agreements	73,431	74,711
Deferred amount on debt refunding	64,679	77,425
Total deferred outflows of resources	138,110	152,136
Total assets and deferred outflows of resources	\$ 7,563,490	7,166,984

The most significant fluctuations are discussed below:

Cash and cash equivalents are composed of highly liquid assets with original maturity dates of 90 days or less and include overnight purchase agreements, commercial paper and money market accounts. The balance increased by \$46.5 million between fiscal year 2014 and fiscal year 2013 primarily due to the timing of the New York State grant payments of \$64.0 million, and an increase in cash at RF-CUNY of \$6.9 million.

Investments are composed of debt and equity securities and certain other investments. The balance increased by \$40.9 million between fiscal year 2014 and fiscal year 2013 due to the net gains in investments.

THE CITY UNIVERSITY OF NEW YORK

Management's Discussion and Analysis

June 30, 2014

(Unaudited)

Restricted deposits held by bond trustees increased due to bonds issued in fiscal year 2014.

Capital Assets, net includes land, land improvements, buildings, building improvements, leasehold improvements, construction in progress, infrastructure, infrastructure improvements, intangible assets, artwork and historical treasures, and equipment, reduced by related depreciation. Capital assets increased by \$293.2 million primarily due to capital asset additions of \$533 million offset by depreciation and amortization expense of \$243.3 million. The most significant addition in fiscal year 2014 is the ASRC, which is scheduled to be occupied during fiscal year 2015.

Liabilities

At June 30, 2014, the University's total liabilities increased by \$412.1 million, (6.4%), between fiscal years 2014 and 2013. The variance was primarily attributable to increases in long-term debt and OPEB liability.

The following summarizes the liabilities at June 30, 2014 and 2013:

	2014	2013
	(in thousands)	
Liabilities:		
Accounts payable and accrued expenses	\$ 641,367	616,454
Compensated absences	128,293	123,551
OPEB liability	523,596	466,181
Unearned tuition and fees revenue	75,924	73,270
Accrued interest payable	83,944	80,940
Long-term debt	5,034,503	4,753,923
Unearned grant revenue	100,893	74,432
Federal refundable loans	29,097	28,667
Interest rate swap agreements	73,431	74,711
Other liabilities	113,146	99,949
Total liabilities	\$ 6,804,194	6,392,078

The most significant fluctuations are discussed below:

OPEB Liability increased by \$57.4 million, (12.3%), between fiscal years 2014 and 2013. The 2014 increase was comprised of annual OPEB cost of \$100 million, offset by payments made during the fiscal year of \$32.7 million. Additionally, the OPEB liability at RF-CUNY decreased by \$10 million due to an increase in the discount rate from 4.20% to 4.65%.

Long-Term Debt increased by \$280.6 million, (5.9%), between fiscal years 2014 and 2013. The 2014 variance is primarily due to DASNY issuing new debt of \$613.5 million offset by \$327.9 million in debt service payments and bond refundings. Additionally, a component unit of the University entered into a new mortgage loan for \$70 million, a portion of which was used to pay the outstanding mortgage of \$56.4 million.

THE CITY UNIVERSITY OF NEW YORK

Management's Discussion and Analysis

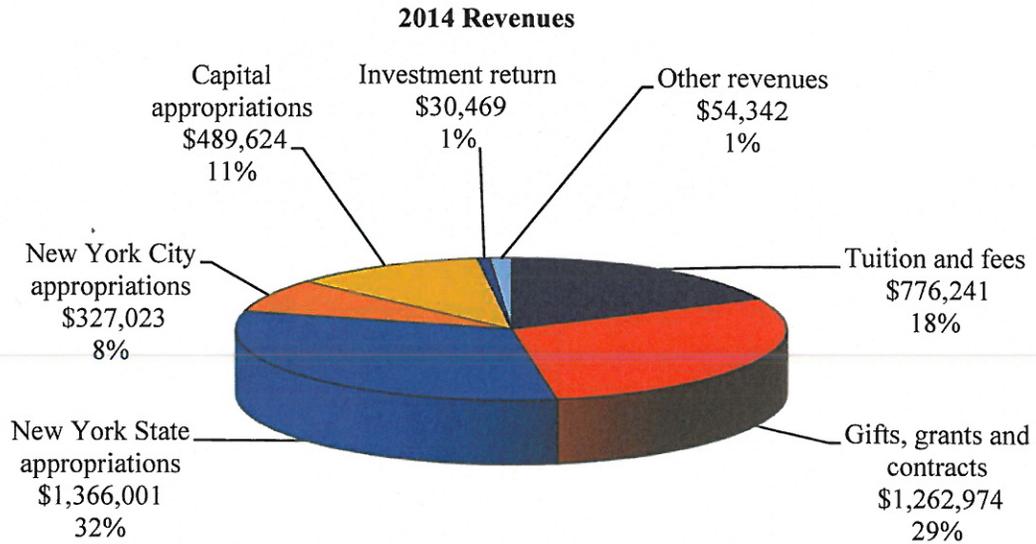
June 30, 2014

(Unaudited)

Statement of Revenues, Expenses, and Changes in Net Position

The Statement of Revenues, Expenses, and Changes in Net Position presents the operating results of the University, as well as nonoperating revenues and expenses. New York State and City appropriations, while included in operating activities, are presented as nonoperating revenues as prescribed by GASB. The major components of revenues are presented below:

Revenues



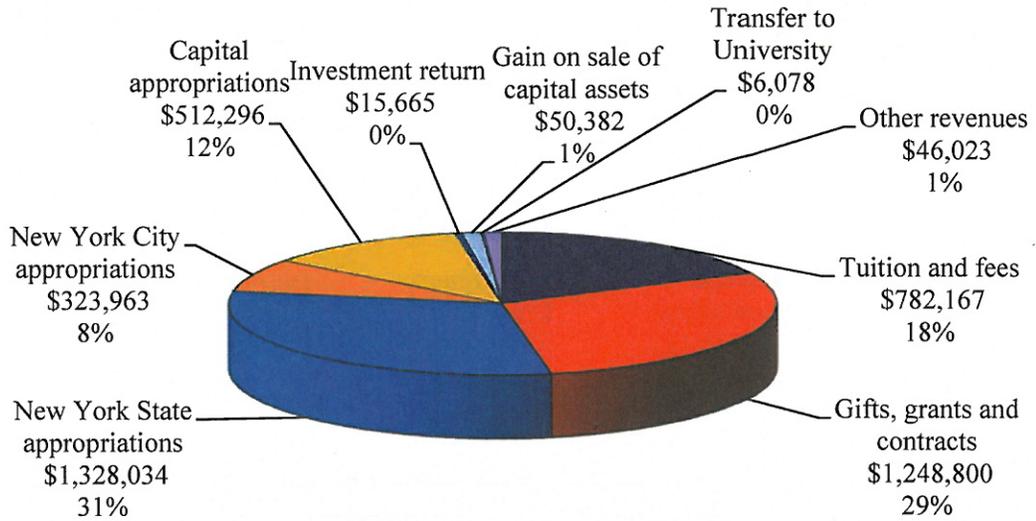
THE CITY UNIVERSITY OF NEW YORK

Management's Discussion and Analysis

June 30, 2014

(Unaudited)

2013 Revenues



THE CITY UNIVERSITY OF NEW YORK

Management's Discussion and Analysis

June 30, 2014

(Unaudited)

The University's revenues for the fiscal years ended June 30, 2014 and 2013 are presented below:

	2014	2013
	(in thousands)	
Revenues:		
Operating revenues:		
Tuition and fees, net	\$ 776,241	782,167
Grants and contracts	1,250,108	1,213,512
Auxiliary enterprises	5,436	4,124
Other operating revenues	49,762	41,899
Total operating revenues	2,081,547	2,041,702
Nonoperating and other revenues:		
New York State appropriations	1,366,001	1,328,034
New York City appropriations	327,023	323,963
Capital appropriations	489,624	512,296
Investment income, net	3,057	3,493
Net appreciation in fair value of investments	27,412	12,172
Gain on sale of capital assets	—	50,382
Transfer (from) to University	(856)	6,078
Gifts and grants	12,866	35,288
Total nonoperating and other revenues	2,225,127	2,271,706
Total revenues	\$ 4,306,674	4,313,408

The University's total revenues for fiscal year 2014 was \$4.31 billion, which represents a decrease of \$6.7 million, (0.2%) from the prior year. New York State appropriations accounted for 32% of revenues generated by the University, followed by gifts, grants, and contracts at 29%, tuition and fees at 18%, capital appropriations at 11%, and New York City appropriations at 8%.

The most significant fluctuations are discussed below:

New York State Appropriations increased by \$38 million, (2.9%), between fiscal years 2014 and 2013. This amount is mainly comprised of \$18 million in State aid for the senior colleges and, \$21 million in State aid for the community colleges.

Gain on Sale of Capital Assets was \$50.4 million in fiscal year 2013 from the sale of a property.

THE CITY UNIVERSITY OF NEW YORK

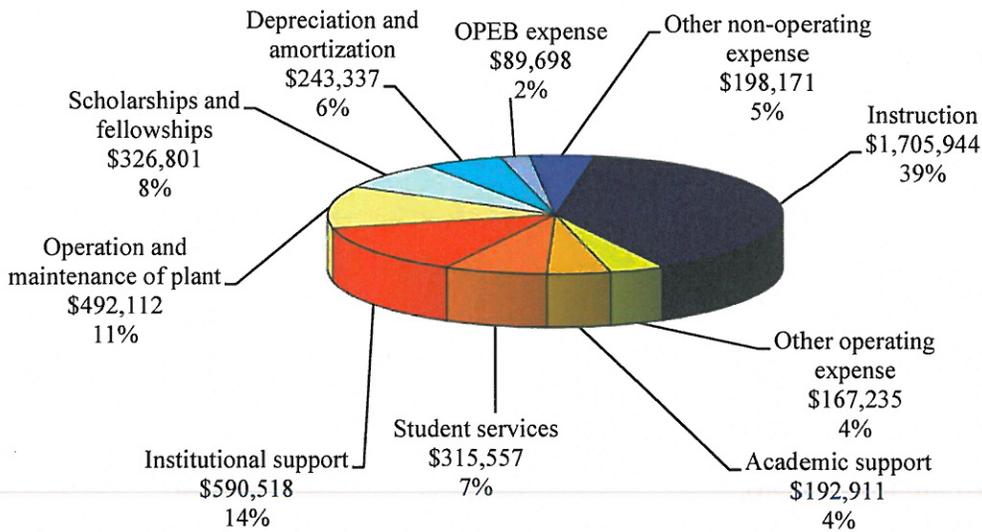
Management's Discussion and Analysis

June 30, 2014

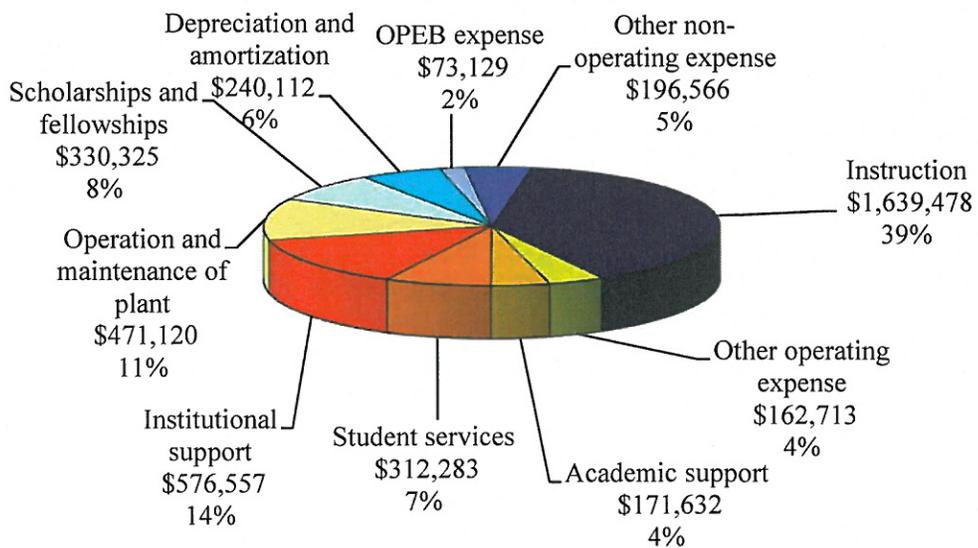
(Unaudited)

Expenses

2014 Expenses



2013 Expenses



THE CITY UNIVERSITY OF NEW YORK

Management's Discussion and Analysis

June 30, 2014

(Unaudited)

The University's expenses for the fiscal years ended June 30, 2014 and 2013 are presented below:

	2014	2013
	(in thousands)	
Expenses:		
Operating expenses:		
Instruction	\$ 1,705,944	1,639,478
Research	115,768	122,720
Public service	46,846	36,663
Academic support	192,911	171,632
Student services	315,557	312,283
Institutional support	590,518	576,557
Operation and maintenance of plant	492,112	471,120
Scholarships and fellowships	326,801	330,325
Auxiliary enterprises	4,621	3,330
Depreciation and amortization expense	243,337	240,112
OPEB expense	89,698	73,129
Total operating expenses	4,124,113	3,977,349
Nonoperating expenses:		
Interest expense	196,666	199,355
Other nonoperating expenses (revenues)	1,505	(2,789)
Total nonoperating expenses	198,171	196,566
Total expenses	\$ 4,322,284	4,173,915

Total expenses for fiscal year 2014 were \$4.322 billion, which reflected an increase of \$148.4 million, (3.6%), over the prior year. Thirty-nine percent of the University's expenses were spent on instruction, followed by institutional support at 14%, operation and maintenance of plant at 11%, scholarships and fellowships at 8%, and student services at 7%. The 2014 increases can be attributed to overall increases in payroll and related fringe benefit costs and building rentals, somewhat offset by early retirement savings.

The most significant fluctuation is discussed below:

Instruction expenses increased by \$66.5 million, or 4.1%, between fiscal years 2014 and 2013. The increase is mainly due to the addition of 210 new full time faculty positions hired by CUNY's colleges and annual salary (i.e., step) increments as per contractual obligations and related fringe benefits. Full-time faculty at CUNY is 7,352 in fiscal year 2014, compared to 7,142 in fiscal year 2013. Increasing the full-time faculty continues to be one of the University's top priorities.

THE CITY UNIVERSITY OF NEW YORK

Management's Discussion and Analysis

June 30, 2014

(Unaudited)

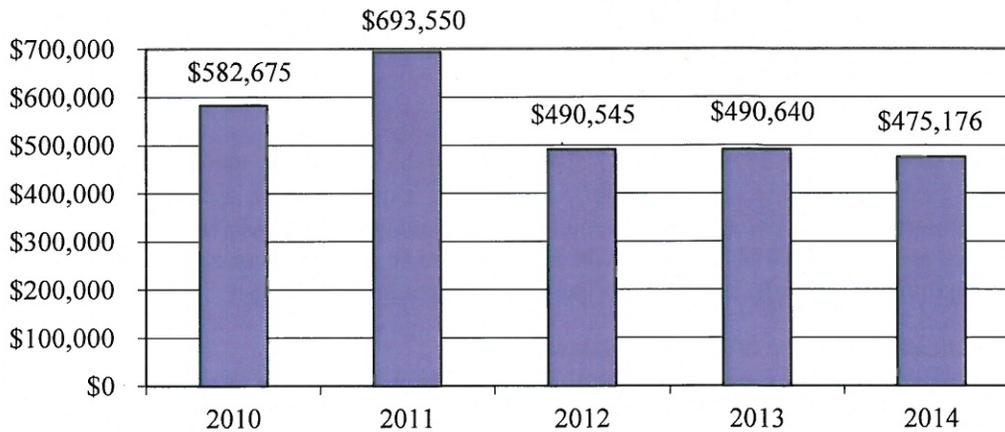
Capital Assets

At June 30, 2014, the University had approximately \$5.2 billion in capital assets, net of accumulated depreciation of \$3.8 billion. Annual depreciation and amortization expense totaled \$243.3 million for the year ended June 30, 2014.

The University's capital program addresses the major new construction, rehabilitation, and capital equipment needs of its colleges and is developed in accordance with the University's established priority system as articulated in its Master Plan. Funding is based upon a five-year capital plan, which is subject to final approval by the State. A complete list of project and construction costs is included in the Master Plan. Most of CUNY's capital program is conducted through the Dormitory Authority of the State of New York (DASNY) on behalf of CUNY.

The following depicts disbursements made by DASNY for the University's capital construction projects over the last five years:

DASNY Capital Construction Disbursements
(in thousands)



Capital construction disbursements remained consistent from prior year. Funding for capital construction and rehabilitation of educational facilities is provided principally through the issuance of bonds authorized by CUCF and funded through DASNY. Some rehabilitation projects are also funded through City and State appropriations.

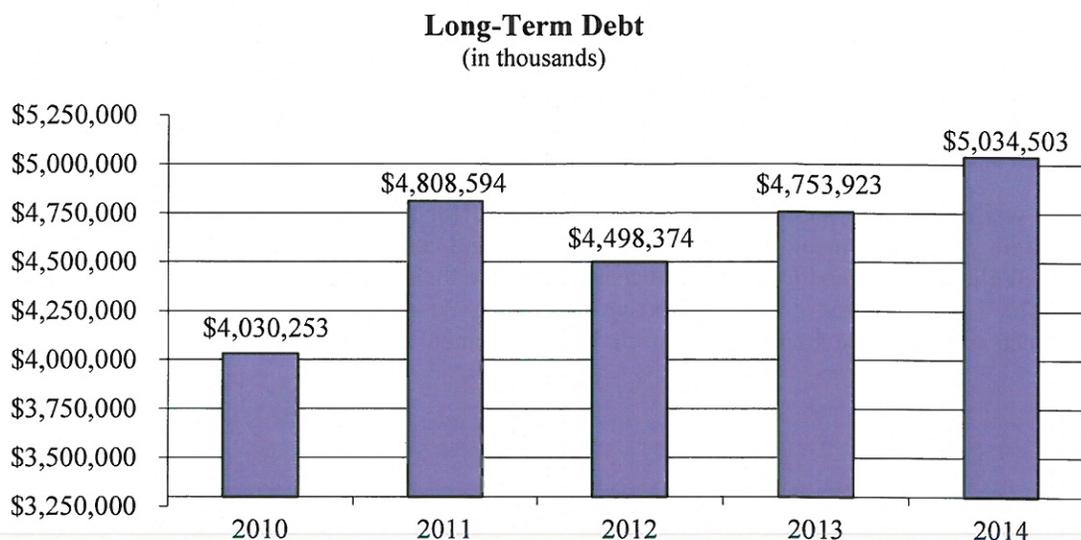
THE CITY UNIVERSITY OF NEW YORK

Management's Discussion and Analysis

June 30, 2014

(Unaudited)

The following summarizes the University's long-term debt:



Debt increased by \$280.6 million, (5.9%), between fiscal years 2014 and 2013. The 2014 variance is primarily due to DASNY issuing new debt of \$613.5 million offset by \$327.9 million in debt service payments. Additionally, a component unit of the University entered into a new mortgage loan for \$70 million a portion of which was used to pay the outstanding mortgage of \$56.4 million.

Economic Factors That May Affect the Future

For the past number of years, the University has advanced a funding model known as the CUNY Compact. Now in its eighth year, funding is shared by the State and the City, the University, (through internal efficiencies), philanthropic sources and students, through managed enrollment growth and modest, predictable tuition increases. The University is in the process of completing a \$3 billion comprehensive capital campaign which is scheduled to end in fiscal year 2015. The total raised to-date is \$2.7 billion.

THE CITY UNIVERSITY OF NEW YORK

Management's Discussion and Analysis

June 30, 2014

(Unaudited)

In 2011, the State enacted legislation authorizing the University to implement a rational tuition policy that consists of modest annual tuition increases of \$300 for five years, ending in June 2016. The legislation includes a maintenance of effort provision requiring that State support for the senior colleges not be less than the amount provided the previous year. A similar provision exists for the City support level for the community colleges. The tuition increase plus the maintenance of effort provisions enable multiyear planning and position CUNY to compete more effectively in the national and international marketplace. It sends a powerful signal to families, donors, and the business community that New York is investing in its students and its future through stable support of its public university systems.

However, while there is a measure of stability in terms of funding, the University faces ever increasing fixed costs, including those for health insurance and pensions, and contractually mandated annual incremental salary increases. While the State and City have cut costs to balance their financial plans in 2014, gaps exist in 2016 and beyond. The University has opened collective bargaining negotiations with the Professional Staff Congress (PSC), which represents the faculty. The current labor agreement expired in 2010.

THE CITY UNIVERSITY OF NEW YORK

Statement of Net Position

June 30, 2014

(In thousands)

	Business-type activities <u>University</u>	Discretely presented component units <u>Supporting organizations</u>	<u>Total</u>
Assets:			
Current assets:			
Cash and cash equivalents (note 3)	\$ 720,523	80,394	800,917
Short-term investments (note 3)	19,342	69,088	88,430
Restricted deposits held by bond trustees (note 8)	182,787	—	182,787
Restricted amounts held by the Dormitory Authority of the State of New York (note 8)	56,153	—	56,153
Receivables, net (note 4)	617,446	50,377	667,823
Prepaid expenses and other current assets	17,201	4,565	21,766
Total current assets	<u>1,613,452</u>	<u>204,424</u>	<u>1,817,876</u>
Noncurrent assets:			
Restricted cash (note 3)	25,614	—	25,614
Long-term investments, unrestricted (note 3)	107,647	59,417	167,064
Long-term investments, restricted (note 3)	184,048	572,369	756,417
Restricted deposits held by bond trustees (note 8)	244,992	9,982	254,974
Long-term receivables, net (note 4)	29,737	84,832	114,569
Capital assets, net (note 5)	5,213,175	150,025	5,363,200
Other noncurrent assets	6,715	—	6,715
Total noncurrent assets	<u>5,811,928</u>	<u>876,625</u>	<u>6,688,553</u>
Total assets	<u>7,425,380</u>	<u>1,081,049</u>	<u>8,506,429</u>
Deferred outflows of resources:			
Interest rate swap agreements (note 7)	73,431	3,524	76,955
Deferred amount on debt refundings	64,679	1,644	66,323
Total deferred outflows of resources	<u>138,110</u>	<u>5,168</u>	<u>143,278</u>
Liabilities:			
Current liabilities:			
Accounts payable and accrued expenses (note 6)	641,367	16,719	658,086
Compensated absences (note 7)	96,442	317	96,759
Unearned tuition and fees revenue	75,924	2,810	78,734
Accrued interest payable	83,944	—	83,944
Current portion of long-term debt (note 7)	228,604	1,885	230,489
Unearned grant revenue	100,893	66	100,959
Other current liabilities	43,052	4,307	47,359
Deposits held in custody for others	53,918	2,597	56,515
Total current liabilities	<u>1,324,144</u>	<u>28,701</u>	<u>1,352,845</u>
Noncurrent liabilities (note 7):			
Compensated absences	31,851	—	31,851
OPEB liability (note 10)	523,596	—	523,596
Long-term debt	4,805,899	146,624	4,952,523
Federal refundable loans	29,097	—	29,097
Interest rate swap agreements	73,431	5,552	78,983
Other noncurrent liabilities	16,176	1,804	17,980
Total noncurrent liabilities	<u>5,480,050</u>	<u>153,980</u>	<u>5,634,030</u>
Total liabilities	<u>6,804,194</u>	<u>182,681</u>	<u>6,986,875</u>
Net position:			
Net investment in capital assets	441,610	5,768	447,378
Restricted:			
Nonexpendable	64,240	366,426	430,666
Expendable:			
Debt service	91,245	—	91,245
Scholarships and general educational support	126,995	331,144	458,139
Loans	13,121	32	13,153
Other	74,291	47,620	121,911
Unrestricted	(52,206)	152,546	100,340
Total net position	<u>\$ 759,296</u>	<u>903,536</u>	<u>1,662,832</u>

See accompanying notes to financial statements.

THE CITY UNIVERSITY OF NEW YORK
Statement of Revenues, Expenses, and Changes in Net Position
Year ended June 30, 2014
(In thousands)

	<u>Business-type activities University</u>	<u>Discretely presented component units Supporting organizations</u>	<u>Eliminations</u>	<u>Total</u>
Revenues:				
Operating revenues:				
Tuition and fees (net of allowance of \$720,302)	\$ 776,241	33,467	(309)	809,399
Grants and contracts:				
Federal	727,460	2,665	(87)	730,038
New York State	350,413	2,508	(389)	352,532
New York City	64,640	1,785	(560)	65,865
Private	107,595	233	—	107,828
Total grants and contracts	1,250,108	7,191	(1,036)	1,256,263
Sales and services of auxiliary enterprises	5,436	29,248	(28)	34,656
Other operating revenues	49,762	41,654	(13,630)	77,786
Total operating revenues	2,081,547	111,560	(15,003)	2,178,104
Expenses:				
Operating expenses:				
Instruction	1,705,944	—	—	1,705,944
Research	115,768	—	—	115,768
Public service	46,846	104	(162)	46,788
Academic support	192,911	64,088	—	256,999
Student services	315,557	41,072	(7,193)	349,436
Institutional support	590,518	21,295	(181)	611,632
Operation and maintenance of plant	492,112	127	—	492,239
Scholarships and fellowships	326,801	16,499	(89)	343,211
Auxiliary enterprises	4,621	46,497	(7,553)	43,565
Depreciation and amortization expense	243,337	6,163	—	249,500
OPEB expense (note 10)	89,698	—	—	89,698
Total operating expenses	4,124,113	195,845	(15,178)	4,304,780
Operating loss	(2,042,566)	(84,285)	175	(2,126,676)
Nonoperating revenues (expenses):				
Government appropriations/transfers:				
New York State	1,366,001	175	(175)	1,366,001
New York City	327,023	10	—	327,033
Gifts and grants	12,757	119,586	—	132,343
Investment income, net	3,057	20,059	—	23,116
Interest expense	(196,666)	(5,202)	—	(201,868)
Net appreciation in fair value of investments	27,412	67,067	—	94,479
Other nonoperating (expenses) revenues, net	(1,505)	3,858	—	2,353
Net nonoperating revenues, net	1,538,079	205,553	(175)	1,743,457
(Loss) income before other revenues	(504,487)	121,268	—	(383,219)
Capital appropriations	489,624	—	—	489,624
Additions to permanent endowments	109	—	—	109
Transfer (from University) to Foundation	(856)	856	—	—
Total other revenues	488,877	856	—	489,733
(Decrease) increase in net position	(15,610)	122,124	—	106,514
Net position at beginning of year	774,906	781,412	—	1,556,318
Net position at end of year	\$ 759,296	903,536	—	1,662,832

See accompanying notes to financial statements.

THE CITY UNIVERSITY OF NEW YORK

Statement of Cash Flows

Year ended June 30, 2014

(In thousands)

	<u>Business-type activities</u> <u>University</u>
Cash flows from operating activities:	
Collection of tuition and fees	\$ 831,717
Collection of grants and contracts	1,256,687
Collection of loans from students	7,053
Sales and services of auxiliary enterprises	5,436
Collection of other operating revenues	55,688
Payments to suppliers	(253,097)
Payments for utilities	(70,925)
Payments to employees	(2,187,579)
Payments for benefits	(933,379)
Payments for scholarships and fellowships	(326,801)
Payments for OPEB	(32,281)
Loans issued to students	(4,170)
Net cash flows used by operating activities	<u>(1,651,651)</u>
Cash flows from noncapital financing activities:	
New York State and New York City appropriations/transfers	1,684,566
Gifts and grants for other than capital purposes	12,757
Private gifts for endowment purposes	109
Decrease in deposits held in custody for others	6,076
Payment to third parties	3,387
Net cash flows provided by noncapital financing activities	<u>1,706,895</u>
Cash flows from capital and related financing activities:	
Proceeds from capital debt	684,750
Capital appropriations	489,624
Purchases of capital assets	(525,630)
Principal paid on capital debt	(268,747)
Principal amount refunded	(120,790)
Interest paid on capital debt	(195,966)
Amounts paid for bond issuance costs	(7,618)
Decrease in restricted deposits held by bond trustees	(51,965)
Increase in restricted amounts held by the Dormitory Authority of the State of New York	(5,782)
Net cash flows used by capital and related financing activities	<u>(2,124)</u>
Cash flows from investing activities:	
Investment income	3,057
Proceeds from sales and maturities of investments	257,939
Purchases of investments	(271,644)
Increase in restricted cash	3,993
Net cash flows used by investing activities	<u>(6,655)</u>
Increase in cash and cash equivalents	46,465
Cash and cash equivalents at beginning of year	<u>674,058</u>
Cash and cash equivalents at end of year	<u>\$ 720,523</u>

THE CITY UNIVERSITY OF NEW YORK

Statement of Cash Flows

Year ended June 30, 2014

(In thousands)

	<u>Business-type activities University</u>
Reconciliation of operating loss to net cash flows used by operating activities:	
Operating loss	\$ (2,042,566)
Adjustments to reconcile operating loss to net cash flows used by operating activities:	
Depreciation and amortization expense	243,337
Bad debt expense	987
Change in operating assets and liabilities:	
Receivables	40,761
Prepaid expenses and other assets	(7,017)
Accounts payable and accrued expenses	14,452
Unearned tuition and fees revenue	2,654
Compensated absences	4,742
OPEB liability	57,417
Unearned grant revenue	26,461
Other liabilities	7,121
Net cash flows used by operating activities	<u>\$ (1,651,651)</u>
Noncash transactions:	
Net appreciation in fair value of investments	\$ 27,412

See accompanying notes to financial statements.

THE CITY UNIVERSITY OF NEW YORK

Notes to Financial Statements

June 30, 2014

(1) Organization and Reporting Entity

The City University of New York (the University or CUNY) is a public urban university located in the City of New York and founded in 1847 as the Free Academy. On April 11, 1961, Governor Nelson A. Rockefeller signed the legislation to formally establish CUNY, uniting seven public urban colleges into a formally integrated system. The following colleges comprise the University:

Senior Colleges

Bernard M. Baruch College
Brooklyn College
The City College
The College of Staten Island
Hunter College
John Jay College of Criminal Justice
Herbert H. Lehman College
Medgar Evers College
New York City College of Technology
Queens College
York College

Community Colleges

Borough of Manhattan Community College
Bronx Community College
Eugenio Maria de Hostos Community College
Kingsborough Community College
Fiorello H. LaGuardia Community College
Queensborough Community College
Stella and Charles Guttman Community College

Graduate and Professional Schools

The Graduate School and University Center
CUNY School of Law
The CUNY Graduate School of Journalism

Other Schools

The William E. Macaulay Honors College
The Sophie Davis School of Biomedical Education
The CUNY School of Professional Studies

In addition to the colleges and schools listed above, it was determined that two other related organizations, including the Research Foundation of The City University of New York (RF-CUNY) and the City University Construction Fund (CUCF), should be included in the University's financial reporting entity as blended component units. The key elements for inclusion in the reporting entity as blended component units are based primarily on fiscal dependency and a relationship of financial benefit/burden.

THE CITY UNIVERSITY OF NEW YORK

Notes to Financial Statements

June 30, 2014

Governmental Accounting Standards Board (GASB) Statement No. 61, *The Financial Reporting Entity: Omnibus an amendment of GASB Statements No. 14 and No. 34* (GASB 61), modifies certain requirements for inclusion of component units in the financial reporting entity. This Statement also amends the criteria for reporting component units as if they were part of the primary government (that is, blending) in certain circumstances. For component units that currently are blended based on the “substantively the same governing body” criterion, it additionally requires that (1) the primary government and the component unit have a financial benefit or burden relationship or (2) management (below the level of the elected officials) of the primary government has operational responsibility for the activities of the component unit. The University may also be financially accountable for governmental organizations that are fiscally dependent on it. Other organizations for which the nature and significance of their relationships with the University are such that exclusion from the financial reporting entity would render the reporting entity’s financial statements to be misleading or incomplete may also be included in the financial reporting entity.

The State of New York presents the senior colleges as part of the primary government of the State of New York, in its financial statements. Similarly, the City of New York presents CUCF as a component unit in its financial statements. In addition, the community colleges are reported as part of the primary government of the City of New York.

Separate legal entities meeting the criteria for inclusion in the blended totals of the University reporting entity are described below:

(a) RF-CUNY

RF-CUNY is a separate not-for-profit educational corporation and legal entity, which operates as the fiscal administrator for the majority of University-sponsored programs financed by grants and contracts. These programs are for the exclusive benefit of the University and programs include research, training, and public service activities.

230 West 41st Street LLC (the Company) was established on May 7, 2004 as a Delaware limited liability company. The Company was organized pursuant to the Limited Liability Operating Agreement (the Agreement) dated July 14, 2004 by RF-CUNY with a 100% interest in the Company. The Company was formed to acquire, own, and operate an approximately 300,000 square foot office building located at 230 West 41st Street in New York, New York. The Company will continue indefinitely, unless terminated sooner pursuant to the Agreement.

The University has a financial benefit/burden relationship with RF-CUNY and RF-CUNY is fiscally dependent on the University. Accordingly, financial activity related to RF-CUNY is included in the accompanying basic financial statements.

(b) CUCF

CUCF is a public benefit corporation, which has the authority to design, construct, reconstruct, and rehabilitate facilities of the University pursuant to an approved master plan. CUCF carries out operations, which are integrally related and for the exclusive benefit to the University. The University has a financial benefit/burden relationship with CUCF and CUCF is fiscally dependent on the University, and therefore, the financial activity related to CUCF is included in the accompanying basic financial statements.

THE CITY UNIVERSITY OF NEW YORK

Notes to Financial Statements

June 30, 2014

(c) *Discretely Presented Component Units*

The majority of the University's colleges maintain auxiliary services, association organizations and child care centers. These entities are campus-based, not-for-profit corporations, which operate, manage, and promote educationally related services for the benefit of the campus community. Separate financial statements are issued for each of these organizations and may be obtained from the individual colleges.

Almost all of the University's colleges also maintain foundations, which are legally separate, nonprofit, affiliated organizations that receive and hold economic resources that are significant to, and that are entirely for the benefit, of the colleges. Foundations carry out a variety of campus related activities such as soliciting and accepting donations, gifts, and bequests for University-related use and in some instances administering grants from governmental and private foundations for research and scholarships. Copies of the audit reports can be obtained by sending an inquiry to The City University of New York, Office of the University Controller, 230 West 41st Street, 5th floor, New York, New York 10036.

As a result, the combined totals of the campus related auxiliary services corporations, associations, child care centers and foundations are separately presented as discretely presented component units in the University's financial statements in accordance with presentation requirements prescribed by GASB.

Under GASB Statement No. 39, *Determining Certain Organizations are Component Units*, (GASB 39) legally separate organizations meeting certain criteria should be discretely presented as component units. The criteria are:

1. The economic resources received or held by the separate organization are entirely or almost entirely for the direct benefit of the University/college, its component units or its constituents (e.g., students, faculty, and staff).
2. The University/college, or its component units, is entitled to, or has the ability to otherwise access, a majority of the economic resources received or held by the separate organization.
3. The economic resources received or held by an individual organization that the University/college, or its component units, is entitled to, or has the ability to otherwise access, are significant to the University.

Each of the 23 foundations, 18 Auxiliary Enterprise Corporations, 23 Student Association Organizations, and 10 Child Care Centers listed below met these criteria, and are, therefore, discretely presented in the University's basic financial statements. All of the discretely presented component units (which are collectively called Supporting Organizations) listed below are June 30th year-ends.

THE CITY UNIVERSITY OF NEW YORK

Notes to Financial Statements

June 30, 2014

Foundations

Senior College Foundations:

- The Baruch College Fund
- The Brooklyn College Foundation, Inc.
- The City College 21st Century Foundation, Inc.
- The City College Fund
- The City University School of Law Foundation, Inc.
- The Graduate Center Foundation, Inc.
- The Hunter College Foundation, Inc.
- CUNY TV Foundation
- John Jay College Foundation, Inc.
- Herbert H. Lehman College Foundation, Inc.
- Macaulay Honors College Foundation
- Medgar Evers Educational Foundation, Inc.
- New York City College of Technology Foundation, Inc.
- Queens College Foundation, Inc.
- The College of Staten Island Foundation, Inc.
- School of Professional Studies Foundation, Inc.
- York College Foundation

Community College Foundations:

- Borough of Manhattan Community College Foundation, Inc.
- Bronx Community College Foundation, Inc.
- Eugenio María de Hostos Community College Foundation
- Kingsborough Community College Foundation, Inc.
- Fiorello H. LaGuardia Community College Foundation, Inc.
- Queensborough Community College Fund, Inc.

THE CITY UNIVERSITY OF NEW YORK

Notes to Financial Statements

June 30, 2014

Auxiliary Enterprise Corporations

Senior College Auxiliary Corporations:

- Bernard M. Baruch College Auxiliary Enterprises Corporation
- Brooklyn College Auxiliary Enterprise Corporation
- The City College Auxiliary Enterprises Corporation
- Auxiliary Enterprises of the City University of New York – Graduate School and University Fiduciary Accounts
- Hunter College Auxiliary Enterprises Corporation
- John Jay College of Criminal Justice Auxiliary Services Corporation, Inc.
- Herbert H. Lehman College Auxiliary Enterprises Corporation, Inc.
- Medgar Evers College Auxiliary Enterprises Corporation
- Auxiliary Enterprise Board of New York City College of Technology, Inc.
- Queens College Auxiliary Enterprises Association
- The College of Staten Island Auxiliary Services Corporation, Inc. and Subsidiary
- York College Auxiliary Enterprises Corporation

Community College Auxiliary Corporations:

- Borough of Manhattan Community College Auxiliary Enterprise Corporation
- Bronx Community College Auxiliary Enterprises Corporation
- Eugenio Maria De Hostos Community College Auxiliary Enterprises Corporation
- Kingsborough Community College Auxiliary Enterprises Corporation
- Fiorello H. LaGuardia Community College Auxiliary Enterprises Corporation
- Queensborough Community College Auxiliary Enterprise Association, Inc.

Student Association Organizations

Senior College Association Organizations:

- Bernard M. Baruch College Association, Inc.
- Brooklyn College Student Services Corporation
- Brooklyn College Central Depository and Brooklyn College Athletics and Recreation Association
- College of Staten Island Association, Inc.

THE CITY UNIVERSITY OF NEW YORK

Notes to Financial Statements

June 30, 2014

- The City College Student Services Corporation
- Doctoral and Graduate Students' Council of the City University of New York – Graduate School and University Center Fiduciary Accounts
- Undergraduate and Graduate Student Government of Hunter College of the City University of New York
- John Jay College of Criminal Justice Student Activities Association, Inc.
- CUNY School of Law Student Association, Inc.
- Herbert H. Lehman College Association for Campus Activities, Inc.
- Medgar Evers College Student Faculty Association, Inc.
- College Association of the New York City College of Technology, Inc.
- Queens College Association
- Queens College Athletic and Recreational Funds
- Queens College Student Services Corporation
- Queens College Special Projects Fund
- York College Association, Inc.

Community College Association Organizations:

- Borough of Manhattan Community College Association, Inc.
- Bronx Community College Association, Inc.
- Eugenio Maria De Hostos Community College Association, Inc.
- Kingsborough Community College Association, Inc.
- Fiorello H. LaGuardia Community College Association, Inc.
- Queensborough Community College Student Activity Association

Child Care Centers

Senior College Child Care Centers:

- Baruch College Early Learning Center, Inc.
- Brooklyn College Child Care Services, Inc.
- City College Child Development Center, Inc.
- The Children's Learning Center at Hunter College, Inc.
- Ella Baker/Charles Romain Child Development Center of Medgar Evers College

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- Child Development Center at Queens College, Inc.
- York College Child and Family Center, Inc.

Community College Child Care Centers:

- Borough of Manhattan Community College Early Childhood Center, Inc.
- Hostos Community College Children's Center, Inc.
- Fiorello H. LaGuardia Community College Early Childhood Learning Center Programs, Inc.

The above organizations are discretely presented to allow the financial statement users to distinguish between the University and the supporting organizations. None of the supporting organizations are considered individually significant compared to the University and the aggregate discretely presented component units. All significant inter-entity transactions have been eliminated.

(2) Summary of Significant Accounting Policies

In addition to GASB Statement Nos. 39 and 61, which were discussed previously, the significant accounting policies followed by the University are described below:

(a) *Measurement Focus and Basis of Accounting*

For financial reporting purposes, the University is considered a special-purpose government engaged only in business-type activities. Accordingly, the University's basic financial statements have been prepared using the economic resources measurement focus and the accrual basis of accounting in accordance with U.S. generally accepted accounting principles (GAAP), as promulgated by the GASB. Revenues are recognized in the accounting period in which they are earned and become measurable; expenses are recognized when incurred, if measurable.

GASB Statement No. 34, *Basic Financial Statements – and Management's Discussion and Analysis – for State and Local Governments* (GASB 34), establishes financial reporting requirements that require the basic financial statements and required supplementary information (RSI) for general purpose governments should consist of: management's discussion and analysis, basic financial statements, and required supplementary information.

GASB Statement No. 35, *Basic Financial Statements – and Management's Discussion and Analysis – for Public Colleges and Universities – an amendment of GASB Statement No. 34* (GASB 35), establishes accounting and financial reporting standards for public colleges and universities within the financial reporting guidelines of GASB 34. In accordance with this statement, the University presents statements of net position, revenues, expenses, and changes in net position, and cash flows on a University-wide basis. The objective of this statement is to enhance the understandability and usefulness of the external financial reports issued by public colleges and universities.

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(b) *New Accounting Standards Adopted*

In fiscal year 2014, the University adopted one new accounting standard as follows:

GASB Statement No. 70, *Accounting and Financial Reporting for Non-Exchange Financial Guarantees* (GASB 70) requires some governments that extend financial guarantees for the obligations of another government, a not-for-profit entity, or a private entity without directly receiving equal or approximately equal value in exchange (a nonexchange transaction) to record a liability for the guarantee. As a part of this nonexchange financial guarantee, a government commits to indemnify the holder of the obligation if the entity that issued the obligation does not fulfill its payment requirements. Also, some governments issue obligations that are guaranteed by other entities in a nonexchange transaction. There was no impact on the University's financial statements as a result of the adoption of GASB 70.

(c) *Use of Estimates*

The preparation of financial statements in conformity with U.S. generally accepted accounting principles requires management to make estimates and judgments that affect the reported amounts of assets and liabilities and disclosures of contingencies at the date of the financial statements and revenues and expenses recognized during the reporting period. Actual results could differ from those estimates.

(d) *Cash Equivalents*

Cash equivalents are composed of highly liquid assets with original maturities of 90 days or less, and include overnight repurchase agreements, commercial paper, and money market accounts.

(e) *Investments and Restricted Deposits Held by Bond Trustees*

Debt and equity securities and certain other investments with readily determinable fair values are required to be reported at fair value. Accordingly, the University's investments and restricted deposits held by bond trustees are reported at fair value, which is based upon values provided by the University's custodian or current market quotations and assessed by the University for reasonableness, in the accompanying statement of net position. Nonmarketable investments such as hedge funds or other investment funds are carried at estimated fair value based on the net asset values reported by the fund managers. All investment income, including changes in the fair value of investments, is recognized as gain (loss) in the accompanying statement of revenues, expenses, and changes in net position.

If a derivative's hedge is effective in significantly reducing an identified risk of rising or falling cash flows or fair values, then its fair value changes are deferred on the statement of net position until the hedged transaction occurs or the derivative ceases to be effective. If a derivative hedge is not effective in reducing an identified risk of rising or falling cash flows or fair values, then the change in the fair value is reported as investment income or loss on the statement of revenues, expenses, and changes in net position.

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(f) Noncurrent Assets

Noncurrent assets include: (1) cash and other assets or resources commonly identified as those that are expected to be realized in cash or sold or consumed beyond the normal operating cycle (12 months or more); (2) restricted assets, which should be reported when restrictions on assets change the nature or normal understanding of the availability of the asset. For example, cash and investments normally are classified as current assets, and a normal understanding of these assets presumes that restrictions do not limit the University's ability to use the resources to pay current liabilities. But cash and investments held in a separate account that can be used to pay debt principal and interest only as required by the debt covenants and that cannot be used to pay other current liabilities should be reported as restricted assets; and (3) investments purchased with a long-term objective, which should not be reported as current assets, even though they are within one year of maturity, as the managerial intent was that the resources are not available for current uses or needs. Investments that are an endowment or externally restricted are reported as restricted long-term investment and noncurrent assets.

Cash and investments that are externally restricted to make debt service payments or long-term loans to students, or to purchase capital or other noncurrent assets, are classified as noncurrent assets in the accompanying statement of net position.

(g) Capital Assets

Land, land improvements, buildings, building improvements, leasehold improvements, intangible assets, infrastructure, and infrastructure improvements are stated at cost or cost based appraisal values based upon an independent appraisal performed in 2002, with subsequent additions at cost at date of acquisition or fair value at date of donation in the case of gifts. Intangible assets, equipment, and works of art and historical treasures are recorded at cost at date of acquisition or appraised fair value at date of donation.

In accordance with the University's capitalization policy, only those items with unit costs of more than \$5,000 (excluding computer hardware, which has a threshold of \$1,000) and useful lives of two years or more are capitalized. Renovations to buildings, infrastructure, and land improvements that significantly increase the value or extend the useful lives of the structures are capitalized. Net interest costs on debt related to construction in progress are capitalized. University capital assets, with the exception of land, construction in progress, and works of art and historical treasures, are depreciated on a straight-line basis over their estimated useful lives, which range from 5 to 40 years.

The costs of normal maintenance and repairs that do not add to the value of the assets or materially extend assets' lives are not capitalized.

The University reports the effects of capital asset impairment in its financial statements.

The University is required to report pollution (including contamination) remediation obligations in its financial statements, which are obligations to address the current or potential detrimental effects of existing pollution by participating in pollution remediation activities such as site assessments and cleanups.

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(h) *Unearned Revenue*

Unearned revenue primarily consists of tuition and fees not earned during the current year and grant and contracts that have not yet been earned.

(i) *Noncurrent Liabilities*

Noncurrent liabilities include: (1) principal and interest amounts of debt obligations with contractual maturities greater than one year; (2) federal refundable loans; (3) estimated amounts of compensated absences and other liabilities that will not be paid within the next fiscal year; (4) other postemployment benefits (OPEB) liability; and (5) interest rate swap agreements with contractual periods in excess of one year.

(j) *Other Postemployment Benefits*

GASB Statement No. 45, *Accounting and Financial Reporting by Employers for Postemployment Benefits Other Than Pensions*, establishes standards for the measurement, recognition, and display of OPEB costs and related liabilities (assets), note disclosures, and, if applicable, required supplementary information in the financial reports of state and local governmental employers. OPEB includes postemployment healthcare, as well as other forms of postemployment benefits (e.g., life insurance) when provided separately from a pension plan.

OPEB cost is measured and disclosed using the accrual basis of accounting (see note 10). Annual OPEB cost is equal to the annual required contributions of the OPEB plan, calculated in accordance with certain parameters.

(k) *Net Position*

The University classifies its net position into the following three categories:

Net investment in capital assets

This represents the University's total investment in capital assets, net of accumulated depreciation, reduced by the outstanding balances of bonds, mortgages, notes, or other borrowings that are attributable to the acquisition, construction, or improvement of those assets. Deferred outflows of resources and deferred inflows of resources that are attributable to the acquisition, construction, or improvement of those assets or related debt also should be included in this component of net position.

Restricted

The restricted component of net position consists of restricted assets reduced by liabilities related to those assets. Generally, a liability relates to restricted assets if the asset results from a resource flow that also results in the recognition of a liability or if the liability will be liquidated with the restricted assets reported.

Nonexpendable restricted net position consist of endowment and similar type funds in which donors or other outside sources have stipulated, as a condition of the gift instrument, that the principal is to

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be maintained inviolate and in perpetuity, and invested for the purpose of producing present and future income, which may either be expended or added to principal.

Expendable restricted net position includes resources in which the University is legally or contractually obligated to spend resources in accordance with restrictions imposed by external third parties.

Unrestricted

The unrestricted component of net position is the net amount of the assets, deferred outflows of resources, liabilities, and deferred inflows of resources that are not included in the determination of net investment in capital assets or the restricted component of net position.

Unrestricted net position represent resources derived primarily from student tuition and fees, State and City appropriations/transfers (appropriations), grants and contracts, and sales and services of auxiliary enterprises. These resources are used for transactions relating to the educational and general operations of the University, and used at the discretion of the governing board to meet current expenses for any purpose.

When an expense is incurred that can be paid using either restricted or unrestricted resources, the University's policy is to first apply the expense towards restricted resources, and then towards unrestricted resources.

(l) Revenue Recognition

Student tuition and fee revenues are recognized in the period earned. Included in revenues are appropriations from New York State and City, which are used for the reimbursement of operating expenses. Appropriations are recognized as the related expenses are incurred.

New York State and City appropriations remain in effect provided the expense has been incurred at June 30, 2014 and a liability established at September 30, 2014. Accordingly, an appropriation receivable is recorded for accounts payable and accrued expenses to be paid from these appropriations.

(m) Classification of Revenues

The University's policy for defining operating activities in the accompanying statement of revenues, expenses, and changes in net position is those that serve the University's principal purpose and generally result from exchange transactions, such as payments received for services and payments made for the purchase of goods and services. Examples include: (1) tuition and fees, net of scholarship allowances and bad debt; (2) sales and services of auxiliary enterprises; and (3) most Federal, State, local, private grants, and contracts. Nonoperating revenues include activities that have the characteristics of nonexchange transactions, such as contributions, operating and capital appropriations from the State and the City of New York, and investment income.

(n) Scholarship Allowances

Student tuition and fee revenues are reported net of scholarship allowances and bad debt in the accompanying statement of revenues, expenses, and changes in net position. Scholarship allowances

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are the differences between the stated charge for goods and services provided by the University and the amount that is paid by students and/or third parties making payments on behalf of students. To the extent that these revenues are used to satisfy tuition and fees, the University has recorded a scholarship allowance.

(o) *Income Tax Status*

The University is exempt from Federal income taxes on related income pursuant to federal and state tax laws as an instrumentality of both the State of New York and City of New York.

(p) *Reclassifications*

Certain reclassifications have been made to the 2013 disclosures in order to conform to the presentation of the current year's disclosures.

(q) *Summary of Significant Accounting Policies Related to Blended Component Units*

Purchase Accounting for Acquisition of Real Estate

The fair value of 230 West 41st Street LLC's (the Company) acquired rental property is allocated to the acquired tangible assets, consisting of land, building, and identified intangible assets and liabilities, consisting of the value of above market and below market leases, other value of in place leases, and value of tenant relationships, based in each case on their fair values.

The fair value of the tangible assets of an acquired property (which includes land and building) is determined by valuing the property as if it were vacant, and the "as if vacant" value is then allocated to land and building based on the Company's determination of relative fair values of these assets. Factors considered by the Company in performing these analyses include an estimate of carrying costs during the expected lease up periods considering current market conditions and costs to execute similar leases. In estimating carrying costs, the Company includes real estate taxes, insurance, and other operating expenses, and estimates of lost rental revenue during the expected lease up periods based on current market demand. The Company also estimates costs to execute similar leases, including leasing commissions.

In allocating the fair value of the identified intangible assets and liabilities of an acquired property, above market and below market in place lease values are recorded based on the difference between the current in place lease rent and the Company's estimate of current market rents. Below market lease intangibles are recorded as part of liabilities, and amortized into rental revenues over the noncancelable period of the respective leases. Above market lease intangibles are recorded as part of assets and are amortized as a direct charge against rental revenues over the noncancelable periods of the respective leases.

The aggregate value of other acquired intangible assets, consisting of in place leases and tenant relationships, is measured by the excess of (i) the purchase price paid for the property over (ii) the estimated fair value of the property as if vacant, determined as set forth above. This aggregate value is allocated between in place lease values and tenant relationships based on management's evaluation of the specific characteristics of each tenant's lease. The value of in place leases is amortized to expense over the remaining noncancelable periods of the respective leases.

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The weighted average amortization period for value of in place leases, above-market leases, and below-market leases is approximately five years.

(3) Cash, Cash Equivalents, and Investments

GASB Statement No. 40, *Deposit and Investment Risk Disclosures*, establishes disclosure requirements related to the following investment and deposit risks:

Custodial credit risk – deposits is the risk that, in the event of failure of a depository financial institution, the University will not be able to recover deposits or will not be able to recover collateral securities that are in the possession of an outside party.

Custodial credit risk – investments is the risk that, in the event of failure of the counterparty (the party that pledges collateral or that sells investments to or buys investments from the University) of a transaction, the University will not be able to recover the value of the investment or collateral securities that are in the possession of an outside party.

Credit risk is the risk that an issuer or other counterparty to an investment will not fulfill its obligations.

Concentration of credit risk is the risk of loss attributed to the magnitude of the University's investment in a single issuer. The University is diversified and is not currently exposed to this risk.

Interest rate risk is the risk that changes in interest rates will adversely affect the fair market value of the investment.

Foreign currency risk is the risk that changes in exchange rates will adversely affect the value of the investment or deposit. The University's exposure to this risk is not significant.

(a) *Custodial Credit Risk – Deposits*

At June 30, 2014, cash and cash equivalents and restricted cash were held by depositories and amounted to \$756,165,394 of which \$143,850,941 was insured and \$621,314,453 was uninsured and uncollateralized, or collateralized with securities held by the pledging financial institution or by its trust department or agent but not in the University's name. The carrying value of such funds amounted to \$746,137,594 at June 30, 2014. The University's cash management policy does not address custodial credit risk for deposits.

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(b) Investments

At June 30, 2014, the University had the following investments (in thousands):

<u>Investment type</u>	<u>Amount</u>
Mutual funds – equities	\$ 60,638
Alternative investments	177,749
U.S. Treasury bills	36,439
Cash and cash equivalents	18,435
Certificates of deposits	2,276
U.S. corporate bonds	11,379
Equities	523
Foreign corporate bonds	1,383
U.S. government bonds	2,110
Foreign government bonds	50
Other investments	55
	<hr/>
Total investments	311,037
Less short-term investments	19,342
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Long-term investments	291,695
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Long-term investments, unrestricted	107,647
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Long-term investments, restricted	\$ 184,048
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The University invests in various types of investments, each having their own unique exposure to risks, such as interest rate, market, and credit risks. The University's Investment Policy for the CUNY Investment Pool, stipulates that the investments shall be diversified by investment manager, by asset class and within asset classes. Alternative investments are primarily invested in marketable equity and debt securities.

(c) Custodial Credit Risk – Investments

The University's Investment Policy for the CUNY Investment Pool, which is comprised of long-term investments has a zero percent target allocation to cash and does not participate in programs that would have uninsured investments held by counterparties.

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(d) Credit Risk

At June 30, 2014, the University's investments in debt securities were rated as follows (in thousands):

<u>Type of debt security</u>	<u>Fair value</u>	<u>S&P credit rating</u>
U.S. corporate bonds	\$ 662	AA+
U.S. corporate bonds	1,243	AA
U.S. corporate bonds	1,390	A+
U.S. corporate bonds	789	A
U.S. corporate bonds	861	A-
U.S. corporate bonds	2,807	BBB+
U.S. corporate bonds	2,718	BBB
U.S. corporate bonds	909	BBB-
Total U.S. corporate bonds	<u>11,379</u>	
U.S. government bonds	309	AA+
U.S. government bonds	614	BBB+
U.S. government bonds	1,143	BBB-
U.S. government bonds	44	Not Rated
Total U.S. government bonds	<u>2,110</u>	
Foreign corporate bonds	456	BBB+
Foreign corporate bonds	927	BBB-
Total Foreign corporate bonds	<u>1,383</u>	
Foreign government bonds	50	A+
Total	<u>\$ 14,922</u>	

The University's Investment Policy for the CUNY Investment Pool includes a target allocation to fixed income of 15%, as well as reference to specific guidelines for each investment manager. All of the Pool's fixed income is invested in commingled funds as follows: 1) 33% in US Government/Credit bond index, 2) 35% in 1-3 year U.S. Credit bond index, and 3) 32% is in global sovereign bonds. The average quality ranges from AA to AA2.

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(e) Interest Rate Risk

At June 30, 2014, the University's investments in debt securities had the following maturities (in thousands):

<u>Investment type</u>	<u>Fair value</u>	<u>Less than 1 year</u>	<u>1 – 5 years</u>	<u>6 – 10 years</u>	<u>More than 10 years</u>
U.S. Treasury bills	\$ 36,439	36,200	239	—	—
Certificates of deposits	2,276	515	1,761	—	—
U.S. corporate bonds	11,379	7,120	4,259	—	—
Foreign corporate bonds	1,383	928	455	—	—
U.S. government bonds	2,110	14	2,089	7	—
Foreign government bonds	50	—	50	—	—
	<u>\$ 53,637</u>	<u>44,777</u>	<u>8,853</u>	<u>7</u>	<u>—</u>

The University's Investment Policy for the CUNY Investment Pool does specify that the primary purpose of the fixed income portfolio shall be to provide a hedge against the effects of a prolonged economic contraction and in order to achieve its primary purpose, its fixed income investments should be made primarily in long-duration, noncallable, or call-protected high quality bonds.

(f) Investment Pool

Certain assets included within investments in the accompanying financial statements are pooled on a fair value basis, with each individual fund subscribing to or disposing of units on the basis of the fair value per unit determined on a quarterly basis. At June 30, 2014, the investment pool had a fair value of \$241,048,797. The investment pool includes certain gifts and bequests received by the University, the use of which is restricted by donor-imposed limitations. During fiscal year 2014, the University recorded a net gain of approximately \$24,920,278, of net realized and unrealized appreciation related to donor-restricted expendable and nonexpendable donations.

In September 2010, New York State enacted the New York Prudent Management of Institutional Funds Act (NYPMIFA). The University has interpreted NYPMIFA as allowing it to appropriate for expenditure or accumulate so much of the donor-restricted nonexpendable endowments as is prudent for the uses, benefits, purposes, and duration for which the nonexpendable endowment funds are established.

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(4) Receivables, Net

Receivables consist of the following at June 30, 2014 (in thousands):

Current:

Appropriations receivable	\$	414,843
Students and financial aid receivable		146,007
Grants and contracts receivable		102,599
Student loans receivable and accrued interest receivable		30,026
Other receivables		34,269

Total receivables 727,744

Less allowance for doubtful accounts (110,298)

Total receivables, net \$ 617,446

Noncurrent:

Student loans receivable and accrued interest receivable	\$	32,172
Other receivables		1,135

Total long-term receivables 33,307

Less allowance for doubtful accounts (3,570)

Total long-term receivables, net \$ 29,737

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(5) Capital Assets, Net

Capital assets consist of the following at June 30, 2014 (in thousands):

	<u>June 30,</u> <u>2013</u>	<u>Additions</u>	<u>Reductions</u>	<u>June 30,</u> <u>2014</u>
Buildings	\$ 3,361,919	40,162	—	3,402,081
Building improvements	2,795,051	30,546	265	2,825,332
Construction in progress	1,125,364	406,970	4,133	1,528,201
Equipment	481,150	54,060	5,951	529,259
Infrastructure and infrastructure improvements	149,167	9,943	—	159,110
Land	322,204	—	—	322,204
Land improvements	82,172	260	—	82,432
Leasehold improvements	43,710	1,652	—	45,362
Internally generated software	9,492	336	—	9,828
Copyrights	11,368	295	—	11,663
Works of art and historical treasures	11,996	165	464	11,697
Capital lease	36,021	—	—	36,021
Total capital assets	<u>8,429,614</u>	<u>544,389</u>	<u>10,813</u>	<u>8,963,190</u>
Less accumulated depreciation and amortization:				
Building	1,454,501	74,929	—	1,529,430
Building improvements	1,541,832	100,358	284	1,641,906
Equipment	381,629	52,094	2,644	431,079
Infrastructure and infrastructure improvements	51,668	8,009	—	59,677
Land improvements	66,005	1,942	—	67,947
Leasehold improvements	9,638	2,482	—	12,120
Internally generated software	2,250	2,027	—	4,277
Copyrights	882	295	—	1,177
Capital lease	1,201	1,201	—	2,402
Total accumulated depreciation and amortization	<u>3,509,606</u>	<u>243,337</u>	<u>2,928</u>	<u>3,750,015</u>
Total capital assets, net	<u>\$ 4,920,008</u>	<u>301,052</u>	<u>7,885</u>	<u>5,213,175</u>

Added to construction in progress is capitalized interest of \$36,292,140 for the year ended June 30, 2014.

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(6) Accounts Payable and Accrued Expenses

Accounts payable and accrued expenses consist of the following at June 30, 2014 (in thousands):

<u>Accounts payable and accrued expenses</u>	<u>Amount</u>
Personnel services	\$ 151,796
Fringe benefits	142,785
Capital projects	75,612
Due to City of New York	32,407
Vendors and other	238,767
Total accounts payable and accrued expenses	\$ 641,367

(7) Noncurrent Liabilities

Noncurrent liabilities at June 30, 2014 consist of the following (in thousands):

<u>Noncurrent liabilities</u>	<u>June 30, 2013</u>	<u>Additions</u>	<u>Reductions</u>	<u>June 30, 2014</u>	<u>Current portion</u>
Long-term debt:					
Mortgage loan payable	\$ 56,404	70,000	56,404	70,000	1,080
Capital lease agreements with DASNY	4,615,798	613,514	327,877	4,901,435	222,264
Macaulay Honors College loan	14,800	—	14,800	—	—
Capital lease obligation for Condo	40,737	1,236	—	41,973	49
Certificate of Participation (PIT)	26,184	—	5,089	21,095	5,213
Total long-term debt	4,753,923	684,750	404,170	5,034,503	228,604
Other liabilities:					
Compensated absences	123,551	4,742	—	128,293	96,442
Federal refundable loans	28,667	430	—	29,097	—
Other noncurrent liabilities	15,253	1,460	537	16,176	—
OPEB liability	466,181	57,546	131	523,596	—
Interest rate swap agreements	74,711	—	1,280	73,431	—
Total other liability:	708,363	64,178	1,948	770,593	96,442
Total noncurrent liabilities	\$ 5,462,286	748,928	406,118	5,805,096	325,046

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(a) *Mortgage Loan Payable*

On May 12, 2014, the Company, a blended component unit of the University, entered into a new mortgage loan (the Loan) on the existing property with a principal amount of \$70 million, which matures on May 12, 2044. The new loan was used to repay an existing mortgage that was to mature on August 11, 2014 with an outstanding amount of \$56,404,000.

The new loan bears interest at a rate of 4.75%. The monthly principal and interest payments of \$365,153 begin on July 1, 2014. The mortgage is amortized over 30 years with options to be called by the bank in 10 years and then every 5 years thereafter until the mortgage matures. The new loan is collateralized by the property and assignment of rents and other payments from the tenants and is guaranteed by the University.

At June 30, 2014, future minimum principal payments are approximated as follows:

2015	\$	1,080,152
2016		1,132,591
2017		1,187,576
2018		1,245,230
2019		1,305,684
Thereafter		64,048,767
	\$	70,000,000

(b) *Capital Lease Agreements with the Dormitory Authority of the State of New York*

The University has entered into capital lease agreements for much of its capital assets with the Dormitory Authority of the State of New York (DASNY). In addition, the University has entered into various agreements for construction of other capital assets and the purchase of other equipment through the issuance of certificates of participation. The University has also entered into certain leases for leasehold improvements, which have been treated as capital leases.

Under the University's capital lease agreements with DASNY, construction costs are initially paid with the proceeds of bonds issued by DASNY. The bonds, with a maximum 30-year life, are repaid by DASNY via appropriations received from both New York State and New York City. Annual bond payments are secured by instructional and noninstructional fees, State appropriations for University operating expenditures, per capita State aid to New York City, or New York State personal income tax receipts. Upon repayment of the bonds and the satisfaction of all other obligations under the agreements, all rights, title, and interest in the projects are conveyed to the State of New York (for senior colleges) or the City of New York (for community colleges).

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The following is a schedule by year of future minimum lease payments under these capital leases, together with the net swap amount, assuming current interest rates remain the same, and the present value of the minimum lease payments at June 30, 2014 (in thousands):

Capital lease agreements with DASNY	Principal	Interest	Swap, net	Total
Fiscal year:				
2015	\$ 203,015	225,780	15,072	443,867
2016	237,570	215,273	15,072	467,915
2017	241,060	203,662	15,072	459,794
2018	214,370	192,881	14,499	421,750
2019	206,555	183,372	13,568	403,495
2020 – 2024	937,895	772,811	51,736	1,762,442
2025 – 2029	963,610	559,299	21,403	1,544,312
2030 – 2034	724,345	351,251	1,586	1,077,182
2035 – 2039	692,670	165,148	—	857,818
2040 – 2043	241,640	24,991	—	266,631
Total minimum lease payment	\$ <u>4,662,730</u>	<u>2,894,468</u>	<u>148,008</u>	7,705,206
Less amount representing interest				(2,894,468)
Less swap, net				<u>(148,008)</u>
Present value of net minimum lease payments				4,662,730
Plus unamortized original issue premium, net				<u>238,705</u>
Carrying amount of obligations				<u>\$ 4,901,435</u>

Interest rates on DASNY obligations range from 2.0% to 6.1%.

During fiscal year 2014, DASNY issued bonds for new construction with a par value of \$449,735,000 and original issued premium of \$35,456,930. In addition, DASNY issued refunding bonds with a par value of \$112,940,000 and original issued premium of \$15,382,344. Bond proceeds of \$126,694,814 were used to defease \$120,790,000 of existing debt. Under the terms of the resolutions for the defeased bonds, bond proceeds were paid directly to the bondholders of the defeased bonds. As a result, the refunded debt is defeased. The economic gain related to the defeased bonds amounted to \$6,354,653. The excess of the bond proceeds over the amount of debt defeased, \$5,904,814, and remaining unamortized premium and discount of \$4,010,000 are deferred and amortized in a systematic and rational manner over the remaining life of the old debt or new debt, whichever is shorter. There were no remaining unamortized bond issue costs, underwriter discounts, or any other related costs affiliated with the refunded debt.

As of June 30, 2014, a total of \$172,335,000 was defeased.

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Interest Swaps

As a means to lower its borrowing costs, when compared against fixed-rate bonds at the time of issuance, at various times, DASNY issued certain variable interest rate bonds, and concurrently entered into 22 separate pay-fixed, receive-variable interest swaps with three counterparties. The swaps are undertaken as a part of the State's overall debt management program. The notional amounts of the swaps match the principal amounts of the associated debt. The swaps were entered into at the same time the bonds were issued. The swap agreements contain scheduled reductions to outstanding notional amounts that are expected to approximately follow scheduled or anticipated reductions in the associated "bond payable" category. The terms, including the fair values and credit ratings of the outstanding swaps at June 30, 2014, were as follows (in thousands):

Pay-fixed, receive-variable swaps								
Counterparty	Notional amount	Termination date	Swap fixed rate paid	Variable swap rate received	Swap fair value	Counterparty credit rating	Swap insured	Change in fair value
City University System Consolidated Revenue Bonds, Series 2008C and 2008D:								
Hedging derivatives:								
Citibank	\$ 213,806	1/1/25 to 7/1/31	3.00%	65% of LIBO	\$ (33,987)	A2/A/A	Yes	\$ 593
Merrill Lynch	124,132	1/1/25 to 7/1/31	3.00	65% of LIBOR	(19,722)	Aa3/A+/NR	Yes	344
UBS	124,132	1/1/25 to 7/1/31	3.00	65% of LIBOR	(19,722)	A2/A/A	Yes	343
Total pay-fixed swap					\$ (73,431)			\$ 1,280

a London Interbank Offered Rate
b Moody's/S&P/Fitch, respectively

At June 30, 2014, the swaps had a fair value of \$(73,431,000) and are included in interest rate swap agreements in the statement of net position. These swaps had a change in fair value during fiscal year 2014 of \$1,280,000. Interest rates have changed since the swaps were entered into; the pay-fixed, receive-variable swaps have a fair value of \$(73,431,000) (the fixed swap payment rate is higher than current comparable fixed rates). The fair values were estimated using the zero coupon method. This method calculates the future net settlement payments required by the swap, assuming that the current forward rates implied by the yield curve correctly anticipate future spot interest rates. These payments are then discounted using the spot rates implied by the current yield curve for hypothetical zero coupon bonds due on the date of each future net settlement on the swaps.

Market Access Risk. The swap agreements are exposed to market access risk. There is risk that DASNY will not be able to enter the credit markets or that credit will become more costly. If that occurs, expected cost savings from the swap may not be realized.

Credit Risk. At June 30, 2014, the swap agreements were not exposed to credit risk on those swaps with negative fair values. However, should interest rates change and the fair values of those swaps become positive, then the swap agreements would be exposed to credit risk in the amount of the swaps' fair value.

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The guidelines set forth by DASNY require that the counterparties have credit ratings from at least one nationally recognized statistical rating agency that is within the two highest investment grade categories and ratings that are obtained from any other nationally recognized statistical rating agency for such counterparty shall also be within the three highest investment grade categories, or the payment obligations of the counterparty shall be unconditionally guaranteed by an entity with such credit ratings.

Interest Rate Risk. The pay-variable, receive-fixed interest rate swaps increase the exposure to interest rate risk. The variable interest rate to the counterparties is based on the Securities Industry and Financial Markets Association Municipal Swap Index (SIFMA). As SIFMA increases, the net payment on the swaps increases.

Basis Risk. The pay-fixed, receive-variable swap agreements are exposed to basis risk. DASNY is paying a fixed rate of interest to the counterparties and the counterparties are paying a variable rate representing 65% of the one-month LIBOR. The amount of the variable rate swap payments received from the counterparties does not necessarily exactly equal the actual variable rate payable to the bondholders. Should the relationship between LIBOR and actual variable rate payments converge, the expected cost savings may not materialize.

Termination Risk. The swap contracts use the International Swap Dealers Association Master Agreement (Master Agreement), which includes standard termination events, such as failure to pay, default on any other debt in an aggregate amount greater than the agreed-upon thresholds, and bankruptcy. The schedule to the Master Agreement includes additional termination events, providing that the swap may be terminated if either the downgrade of the applicable state supported bonds or the debt of the counterparty falls below certain levels. DASNY or the counterparty may terminate any of the swaps if the other party fails to perform under the term of the contract. If the counterparty to the swap defaults or if the swap is terminated, the related variable rate bonds would no longer be hedged and DASNY would no longer effectively be paying a synthetic fixed rate with respect to those bonds. A termination of the swap agreement may also result in DASNY making or receiving a termination payment. If, at the time of termination, the swap has a negative fair value, DASNY would incur a loss and would be required to settle with the other party at the swap's fair value. If the swap has a positive value at the time of termination, DASNY would realize a gain that the other party would be required to pay.

Rollover Risk. Since the terms of the individual swaps correlate to match the final maturity of the associated debt, the authority is not exposed to rollover risk.

(c) *Macaulay Honors College Loan*

As of January 31, 2014, the balance of the Macaulay Honors College Loan was fully paid off totaling \$14,800,000 in principal and \$33,735 in interest.

(d) *Capital Lease Obligation for Condominium*

The University entered into a condominium agreement in a building located at 205 East 42nd Street to relocate CUNY's central headquarters, previously located at 535 East 80th Street. The University entered into a 30-year "leasehold condominium" ownership structure with the Durst Organization for

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several floors in the building – approximately 165,000 rentable square feet of space, including a storefront. The leasehold condominium ownership structure provides the University with an ownership interest in its floors for the 30-year term of the transaction.

The following is a summary of future minimum payments required under this agreement at June 30, 2014 (in thousands):

	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
Fiscal year:			
2015	\$ 49	670	719
2016	56	666	722
2017	60	662	722
2018	65	854	919
2019	70	1,323	1,393
2020 – 2024	431	7,609	8,040
2025 – 2029	610	11,693	12,303
2030 – 2034	4,865	12,108	16,973
2035 – 2039	16,789	5,148	21,937
2040 – 2043	18,978	1,311	20,289
	<u>41,973</u>	<u>42,045</u>	<u>84,018</u>
Total minimum lease payment	\$ <u>41,973</u>	<u>42,045</u>	84,018
Less amount representing interest			<u>(42,045)</u>
Carrying amount of obligation			\$ <u>41,973</u>

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(e) Certificate of Participation Agreements

The University has entered into various arrangements for the acquisition/rehabilitation of capital assets through the issuance of personal income tax bonds (PIT) also known as certificates of participation. The bonds are issued through a trustee and the University is responsible for payment to the trustee in an amount equal to the interest and principal payment made by the trustee to the certificate bond holders. There is no collateral associated with the bonds. The following is a summary of future minimum payments required under this agreement at June 30, 2014 (in thousands):

	Principal	Interest	Total
Fiscal year:			
2015	\$ 5,213	495	5,708
2016	5,340	366	5,706
2017	2,256	269	2,525
2018	2,319	204	2,523
2019	1,933	144	2,077
2020-2021	4,034	116	4,150
Total minimum loan payment	\$ 21,095	1,594	22,689
Less amount representing interest			(1,594)
Carrying amount of obligation			21,095

Interest rates on Certificate of Participation obligations range from 2.18% to 2.87%.

(f) Compensated Absences

Employees accrue vacation leave based upon time employed, with the maximum accumulation generally ranging from 45 to 50 days. The recorded liability for accrued vacation leave, including the University's share of fringe benefits, is approximately \$101.3 million at June 30, 2014. Employees also earn sick leave credits, which are considered termination payments and may be accumulated up to a maximum of 160 days. Accumulated sick leave credits are payable up to 50% of the accumulated amount as of the date of retirement. The recorded liability for sick leave credits is approximately \$27 million at June 30, 2014.

(8) Restricted Deposits Held by Bond Trustees and Restricted Amounts Held by the Dormitory Authority of the State of New York

Restricted deposits held by bond trustees include bond proceeds not yet expended for construction projects and related accumulated investment income. Bond proceeds and interest income in excess of construction costs are restricted for future projects or debt service. In addition, restricted deposits held by bond trustees include reserves required for debt service and replacement under lease agreements, together with earnings on such funds.

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Restricted amounts held by DASNY represent funds that have been remitted to DASNY to be used for rehabilitation of capital assets or held for general operating purposes.

In accordance with GASB 40, restricted deposits held by bond trustee and restricted amounts held by DASNY by type at June 30, 2014 are as follows (in thousands):

Deposits held by trustee and amounts held by DASNY	Fair value	Rating
Type:		
Cash and cash equivalents	\$ 224,228	
U.S. Treasury notes and bonds	5,958	
U.S. Treasury bills	89,530	
U.S. Treasury Strips	8,083	
U.S. agency mortgage-backed securities	156,133	AA/Aaa/AAA *
Total	\$ 483,932	

* S&P, Moody's, and Fitch, respectively

The funds are invested in securities with maturities of less than one year.

Restricted deposits held by bond trustee and restricted amounts held by DASNY are subject to the following risks:

(a) Custodial Credit Risk

Custodial credit risk for restricted deposits held by bond trustee and restricted amounts held by DASNY is the risk that in the event of a bank failure or counterparty failure, the University will not be able to recover the value of its cash and investments in the possession of an outside party. June 30, 2014, all of the \$483,932,000 is held by DASNY or the bond trustee, not in the University's name.

(b) Credit Risk

For an investment security, credit risk is the risk that an issuer or other counterparty will not fulfill its obligations. Under investment agreements, restricted deposits held by bond trustee and restricted amounts held by DASNY are invested with financial institutions at a fixed contract rate of interest. Because the security is essentially a written contract, there is no rating available for such an instrument; however, at the time the agreements are entered into, the underlying providers are generally rated in at least the second highest rating category by at least one of the nationally recognized rating organizations in accordance with established investment policy and guidelines.

(c) Concentration of Credit Risk

Concentration of credit risk is the risk of loss attributed to the magnitude of the University's investment in a single issuer. During fiscal year 2014, restricted deposits held by bond trustee and restricted amounts held by DASNY were not exposed to concentration of credit risk.

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(d) Interest Rate Risk

Interest rate risk is the risk that changes in interest rates will adversely affect the fair value of an investment. The University does not have a formal investment policy for restricted deposits held by bond trustee or restricted amounts held by DASNY that limits investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates. Investments primarily consist of obligations of the U.S. government and are reported at fair value with maturities of one year or less.

(9) Pension Plans

The University participates in three pension plans for its employees: the New York City Employees' Retirement System (ERS); the Teachers' Retirement System of the City of New York Qualified Pension Plan (TRS); and Teachers' Insurance and Annuity Association – College Retirement Equities Fund (TIAA-CREF). ERS and TRS are cost sharing, multiple employer defined benefit plans administered by the City of New York. TIAA-CREF is a privately operated, multi-employer defined contribution retirement plan. TIAA-CREF obligations of employers and employees to contribute and of employees to receive benefits are governed by the New York State Education Law and City laws.

ERS and TRS provide retirement benefits, as well as death and disability benefits. These systems function in accordance with existing State of New York statutes and New York City laws.

ERS and TRS issue publicly available financial reports that include financial statements and required supplementary information. These reports may be obtained by writing to ERS at 335 Adams Street, Brooklyn, New York 11201, or TRS at 55 Water Street, New York, New York 10041.

TIAA-CREF provides retirement and death benefits for or on behalf of those full-time professional employees and faculty members electing to participate in this optional retirement program.

Funding Policy

Employer contributions to ERS and TRS are determined by the City of New York based on actuarially determined rates that, expressed as a percentage of annualized covered payroll, are designed to accumulate sufficient assets to pay benefits when due. Member contributions are established by law. Employees who joined ERS and TRS on or after July 1, 1977 are mandated to contribute 3% of their annual wages to the plans. Effective October 1, 2000, in accordance with Chapter 126 of the Laws of 2000, these members are not required to make contributions after the 10th anniversary of their membership date or completion of 10 years of credited service, whichever is earlier.

Employer and employee contribution requirements to TIAA-CREF are determined by the New York State Retirement and Social Security Law. Participating University employees contribute 1.5% for tiers one through four and 3.0% for tier five of salary on an after-tax basis. Employer contributions range from 10.5% to 13.5% for tiers one through four, depending upon the employee's compensation, and 8.0% to 10.0% of salary for tier five, depending upon the employee's years of service. Employee contributions for fiscal year 2014 amounted to approximately \$69.9 million.

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The required University contributions for the current year and the two preceding years were (in thousands):

Pension plans	ERS	TRS	TIAA-CREF	Total
Year:				
2014	\$ 50,158	102,655	100,995	253,808
2013	50,803	82,620	99,647	233,070
2012	49,731	62,504	99,869	212,104

The University's contributions made to the systems were equal to 100% of the contributions required for each year.

In fiscal year 2015, the University is required to adopt GASB Statement No. 68, *Accounting and Financial Reporting for Pensions-an amendment of GASB Statement No. 27* (GASB 68). Employer contributions to New York City Employees' Retirement System (ERS) and the Teacher's Retirement System of the City of New York (TRS) are determined by the City of New York based on actuarially determined rates that are expressed as a percentage of annualized covered payroll and are designed to accumulate sufficient assets to pay benefits when due. The implementation of GASB No. 68 will require the University to record a net pension liability on its statement of net position as of June 30, 2015 for its pro-rata share of the unfunded obligations of the retirement systems the University participates. The University is currently assessing the impact on its 2015 financial statements.

(10) Postemployment Benefits

Plan Description. CUNY retirees receive retiree healthcare benefits through the New York City Health Benefits Program (Plan), which is a single-employer defined benefit healthcare plan. The program covers former CUNY employees who were originally employed by CUNY senior colleges or by CUNY community colleges. The program covers individuals who receive pensions from one of the following three pension plans within the New York City Retirement System (NYCRS):

- New York City Employees' Retirement System (ERS)
- New York City Teachers' Retirement System (TRS)
- New York City Board of Education Retirement System (BERS)

In addition, the program covers individuals under alternate retirement arrangements. The most significant alternate retirement arrangement is coverage under the Teachers Insurance Annuity Association – College Retirement Equities Fund (TIAA) rather than through the NYCRS. In addition to the participants of NYCRS and TIAA, the valuation also includes 28 CUNY employees covered under the Cultural Institutions Retirement System (CIRS), who are being treated the same as employees in TIAA.

The City of New York is assumed to pay for the coverage (Basic Coverage and Welfare Fund contributions) for retirees in NYCRS and TIAA who retired from community colleges. The City of New York also pays for the Ware Fund costs for nonpedagogical CUNY Senior College retirees of the NYCRS. In addition, the City reimburses CUNY employees the Part B premium for Medicare-eligible retirees and covered spouses for all covered CUNY employees, whether retired under NYCRS or TIAA, and whether

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retired from a senior or community college. The obligation for the coverage is considered an obligation of the City and not included in CUNY's valuation.

CUNY currently reimburses the City for Basic Coverage and Welfare Fund coverage for NYCERS senior college retirees except for those who retired from one of the NYCERS in nonpedagogical positions. CUNY is also currently billed for Basic Coverage and Welfare Fund coverage for all TIAA retirees, whether retired from a senior or community college.

The City issues a publicly available financial report, which is available at Office of the Comptroller, Bureau of Accountancy – Room 808, 1 Centre Street, New York, New York 10007.

Funding Policy. Postemployment Benefits other than Pensions (OPEB) includes Health Insurance and Medicare Part B Reimbursements; Welfare Benefits stem from the University's collective bargaining agreements. The University is not required by law or contractual agreement to provide funding for postemployment benefits other than the pay-as-you-go amount necessary to provide current benefits to retirees and eligible beneficiaries/dependants. For the fiscal year ended June 30, 2014, the University paid \$40.5 million, of which \$31.8 million was for senior colleges and \$8.7 million was for community colleges, which were paid to the New York City Health Retirement Trust Fund.

Annual OPEB Cost and Net OPEB Obligation. The University's annual OPEB cost (expense) is calculated based on the annual required contribution (ARC) of the employer, an amount that was actuarially determined by using the Frozen Entry Age Actuarial Cost Method (one of the actuarial cost methods in accordance with the parameters of GASB 45). Under this method, the excess of the Actuarial Present Value of Projected Benefits over the sum of the Actuarial Value of Assets and the Unfunded Frozen Actuarial Accrued Liability, is allocated on a level basis over the future salaries of the group included in the valuation from the valuation date to assumed exit. This allocation is performed for the group as a whole, not as a sum of individual allocations. The Frozen Actuarial Accrued Liability is determined using the Entry Age Actuarial Cost Method. The portion of this Actuarial Present Value allocated to a valuation year is called the Normal Cost. Under this method, actuarial gains (losses), as they occur, reduce (increase) future Normal Costs. The ARC represents a level of funding that is paid on an ongoing basis, is projected to cover normal cost each year, and amortize unfunded actuarially liabilities (or funding excess) over an open 30-year period. The results also take into account certain aspects of National Health Care Reform (NHCR) and its impact on certain benefits and on certain OPEB-specific actuarial assumptions.

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The following table shows the elements of the University's annual OPEB cost for the year, the amount paid, and changes in the University's net OPEB obligation for the year ended June 30, 2014 (in thousands):

	<u>Amount</u>
Annual required contribution*	\$ 99,917
Interest on net OPEB obligation	18,250
Adjustment to annual required contribution	<u>(18,133)</u>
Annual OPEB cost (expense)	100,034
Payments made	<u>(32,713)</u>
Increase in net OPEB obligation	67,321
Net OPEB obligation – beginning of year	<u>456,275</u>
Net OPEB obligation – end of year	\$ <u><u>523,596</u></u>

* This amount reflects a 30-year amortization as a level percentage of payrolls of the Unfunded Actuarial Accrued Liability on an open basis.

The University's annual OPEB cost, the percentage of annual OPEB cost contributed to the Plan, and the net OPEB obligation for the fiscal years ended June 30, 2014 and 2013 were as follows (in thousands):

<u>Fiscal year ended</u>	<u>Annual OPEB cost</u>	<u>annual OPEB cost paid</u>	<u>Net OPEB obligation</u>
June 30, 2014	\$ 100,035	33.0%	\$ 523,596
June 30, 2013	99,430	34.0%	456,275

Funded Status and Funding Progress. As of June 30, 2013, the most recent actuarial valuation date, the Plan was 0% funded. The actuarial accrued liability for benefits was \$1,368 million (which represents the total present value \$0, resulting in an unfunded actuarial accrued liability (UAAL) of \$1,368 million). The covered payroll (annual payroll of active employees by the Plan) was \$974.9 million, and the ratio of the UAAL to the covered payroll was 140.3%.

The schedule of funding progress, shown below as required supplementation information, presents the results of OPEB valuations as of June 30, 2014 and 2013 and looking forward, the schedule will eventually provide multi-year trend information about whether the actuarial values of plan assets are increasing or decreasing over time relative to the actuarial accrued liabilities for benefits.

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(In thousands)

Actuarial valuation date	Actuarial value assets (a)	Actuarial accrued liability (AAL) entry age (b)	Unfunded AAL (UAAL) (b-a)	Funded ratio (a/b)	Covered payroll (c)	UAAL as a percentage of covered payroll (b-a)/c
June 30, 2013	\$ —	1,367,838	1,367,838	—%	\$ 974,972	140.3%
June 30, 2012	—	1,302,005	1,302,005	—%	942,104	138.2%

Actuarial valuation involves estimates of the value of reported amounts and assumptions about the probability of occurrence of events far into the future. Examples include assumptions about future employment, mortality, and the healthcare cost trend. Amounts determined regarding the funded status and the annual required contributions are subject to continual revision as actual results are compared with past expectations and new estimates are made about the future.

The recently approved health care reform law could have significant accounting consequences for entities in diverse industries. Specifically, there are several provisions in the new law that might affect CUNY's measurement of its postretirement healthcare benefits obligation. There are certain provisions (if applicable) that are generally expected to either increase or reduce employer's obligations. It is very difficult at this stage to measure the impact of some of these provisions on CUNY's obligations. CUNY will continue to monitor developments, interpretations, and guidance relating to the law and incorporate the latest thinking in future measurements.

Additionally, beginning in 2018, NHCR will impose an excise tax on providers of certain "high cost plans" with total health care benefit values above certain thresholds. In considering the impact of the excise tax, projected potential tax amounts are estimated based on a reasonable set of assumptions, and concludes that the impact of the high cost plan excise tax on the CUNY OPEB valuation would be de minimis. Thus, any explicit liability for this potential additional future administrative cost is not included. Alternative assumptions and interpretations of the law could result in a greater financial impact.

Actuarial Cost Methods and Assumptions: CUNY employees and retirees are eligible for the same health benefits (both in active service and in retirement, if eligible) as employees and retirees of the City of New York. The health benefits are administered by the Office of Labor Relations (OLR). The City of New York is responsible for the cost of all OPEB benefits for Community College retirees, Welfare Fund costs for nonpedagogical CUNY Senior College retirees of NYCERS, and Medicare Part B premiums for all Senior College retirees.

The actuarial assumptions used for CUNY members of the NYCERS are the same as those used for City of New York members of the applicable retirement systems. According to the data provided by the New York City Office of the Actuary (OA), there are CUNY employees covered by NYCERS, TRS, and BERS.

Except as noted below, all other assumptions for TIAA employees and retirees (e.g., mortality, disability, rate of salary increase, discount rate, per capita claims costs, healthcare trend rates, and age-related morbidity) are the same as those used for members of TRS.

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Projections of benefits for financial reporting purposes are based on the substantive plan (the plan as understood by the employer and the plan members) and include the types of benefits provided at the time of each valuation and the historical patterns of sharing of benefit costs between the employer and plan members to that point. The actuarial methods and assumptions used include techniques that are designed to reduce the effects of short-term volatility in actuarial accrued liabilities and the actuarial value of assets, consistent with the long-term perspective of the calculations.

Valuation Date: June 30, 2013

Actuarial Cost Method: Frozen Entry Age Actuarial Cost Method. Under this method, the excess of the Actuarial Present Value of Projected Benefits over the sum of the Actuarial Value of Assets and the Unfunded Frozen Actuarial Accrued Liability (AAL) is allocated on a level basis over the future salaries of the group included in the valuation from the valuation date to assumed exit. This allocation is performed for the group as a whole, not as a sum of individual allocations. The Frozen Actuarial Accrued Liability is determined using the Entry Age Actuarial Cost Method, with the initial portion of the AAL frozen as of June 30, 2006, and subsequent portions frozen as of June 30, 2007, June 30, 2008, June 30, 2009 and June 30, 2010. The portion of the Actuarial Present Value allocated to a valuation year is called the Normal Cost. Under this method, Actuarial Gains (Losses), as they occur, reduce (increase) future Normal Costs.

Amortization: For purposes of these calculations, the Frozen Actuarial Accrued Liability is amortized as a level percentage of payroll over an open 30-year period.

Discount Rate: 4.0% per annum, compounded annually.

Healthcare Cost Trend Rate: Covered healthcare expenses were assumed to increase by the following percentages each year:

	Pre- Medicare Plans	Medical (Post- Medicate)	Welfare Fund contributions
Fiscal year ending:			
2015	9.0%	5.0%	5.0%
2016	8.5	5.0	5.0
2017	8.0	5.0	5.0
2018	7.5	5.0	5.0
2019	7.0	5.0	5.0
2020	6.5	5.0	5.0
2021	6.0	5.0	5.0
2022	5.5	5.0	5.0
2023+	5.0	5.0	5.0

Inflation Rate: The assumed increase in premium rates.

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Medical:	
Initial rate	9.5%
Ultimate rate	5.0
Fiscal year ultimate rate reached	2023

Wage Inflation: 3.0% per annum, compounded annually.

Miscellaneous: The valuation was prepared on a going-plan basis. This assumption does not necessarily imply that an obligation to continue the Plan exists.

Blended Component Unit

RF-CUNY provides postemployment benefits, including salary continuance, to certain employees. The cost of these benefits is accrued over the employees' years of service. RF-CUNY also provides certain healthcare benefits to retired employees (including eligible dependents) who have a combination of age and years of service equal to 70 with a minimum age of 55 and at least 10 years of continuous service. RF-CUNY accounts for postretirement benefits provided to retirees on an accrual basis during the period of their employment.

The following table sets forth RF-CUNY's information with respect to the postretirement plan at June 30, 2014 (in thousands):

Benefit obligation	\$	(114,489)
Fair value of plan assets		<u>114,907</u>
Funded status	\$	<u><u>418</u></u>

(11) Commitments

The University has entered into contracts for the construction and improvement of various capital assets. At June 30, 2014, these outstanding contractual commitments were approximately \$304 million.

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The University is also committed under various operating leases covering real property and equipment. The following is a summary of the future minimum rental commitments under noncancelable real property (in thousands):

Contractual commitments	Principal amount
Fiscal year:	
2015	\$ 67,267
2016	64,386
2017	63,323
2018	64,085
2019	63,606
2020 – 2024	283,901
2025 – 2029	235,430
2030 – 2033	164,267
2034 – 2043	56,234
	\$ 1,062,499

For the year ended June 30, 2014, rent expense, including escalations of \$12.9 million, was approximately \$81.0 million.

(12) Litigation and Risk Financing

The University is involved with claims and other legal actions arising in the normal course of its activities, including several currently in litigation. Pursuant to the New York State Education Law, the State or City of New York (as applicable) shall save harmless and indemnify the University, members of its Board, and any duly appointed staff member against any claim, demand, suit, or judgment arising from such person performing his or her duties on behalf of the University. Further, any judgments rendered against such individuals will be paid from funds appropriated by the Legislature, which are separate and apart from the University's operating funds. While the final outcome of the matters referred to above cannot be determined at this time, management is of the opinion that the ultimate liability, if any, will not have a material effect on the financial position of the University.

Liabilities for claims are accrued when it is probable that a loss has been incurred and the amount of the loss can be reasonably estimated.

CUNY is exposed to various risks of loss related to damage and destruction of assets, injuries to employees, damage to the environment or noncompliance with environmental requirements, and natural and other unforeseen disasters. CUNY's residence hall facilities are covered by insurance. However, in general, CUNY does not insure its educational buildings, contents or related risks and does not insure its equipment for claims and assessments arising from bodily injury, property damages, and other perils. Unfavorable judgments, claims, or losses incurred by CUNY are covered by the State or City on a self-insured basis. The State and City do have fidelity insurance on State/City employees.

THE CITY UNIVERSITY OF NEW YORK

Notes to Financial Statements

June 30, 2014

(13) Financial Dependency

Appropriations from the State of New York and the City of New York are significant sources of revenue to the University. Accordingly, the University is economically dependent on these appropriations to carry on its operations.

(14) Support Agreements

CUNY has entered into support agreements for the repayment of debt obligations with four entities which include City College Dormitory, Graduate Center Foundation Housing Corporation, LLC, Q Student Residences, LLC and CSI Student Housing, LLC. CUNY has not recorded a liability for these guarantees since the criteria included in GASB 70 have not been met.

City College Dormitory

During 2005, the University entered into a support agreement with DASNY in connection with the issuance of CUNY Student Housing Project Insured Revenue Bonds, Series 2005 (Series 2005 Bonds). The Series 2005 Bonds have a par value of \$63,050,000 and were issued to fund a nonrecourse loan from DASNY to Educational Housing Services, Inc. to finance construction of a student residence building on the campus of City College. Under the terms of the support agreement, the University has agreed to unconditionally guarantee the loan and transfer to the trustee amounts required to replenish deficiencies related to debt service payments and debt service reserve funds. The obligations of CUNY shall terminate upon the payment or legal defeasance of all of the Series 2005 bonds.

Graduate Center Foundation Housing Corporation, LLC

During 2010, the University entered into a support agreement with New York City Housing Development Corporation and Manufacturers and Traders Trust Company in connection with the issuance of \$14,370,000 Multi-Family Housing Revenue Bonds, 2010 Series C. The bonds were issued to finance a housing facility for students, faculty, staff and employees at the Graduate Center. Under the terms of the support agreement, the University has agreed to unconditionally guarantee the loan payments due from the Graduate Center Foundation Housing Corporation to New York City Housing Development Corporation.

For further information on the support agreements with Q Student Residences, LLC and CSI Student Housing, LLC see note 17.

(15) Subsequent Events

On July 8, 2014, DASNY issued construction bonds with par value of \$89,200,000 and original issued premium of \$11,850,289 on behalf of the University.

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Notes to Financial Statements

June 30, 2014

(16) Condensed Combining Financial Statement Information

The condensed combining statements of net position, revenues, expenses and changes in net position, and cash flows for the University and blended component units as of and for the year ended June 30, 2014 are as follows:

Condensed statement of net position (in thousands):

	<u>University</u>	<u>RF - CUNY</u>	<u>CUCF</u>	<u>Eliminations</u>	<u>Total</u>
Current assets	\$ 1,392,455	193,719	27,278	—	1,613,452
Other noncurrent assets	518,350	64,737	15,666	—	598,753
Capital assets	<u>5,151,407</u>	<u>46,768</u>	<u>15,000</u>	<u>—</u>	<u>5,213,175</u>
Total assets	<u>7,062,212</u>	<u>305,224</u>	<u>57,944</u>	<u>—</u>	<u>7,425,380</u>
Deferred outflows of resources	<u>138,110</u>	<u>—</u>	<u>—</u>	<u>—</u>	<u>138,110</u>
Current liabilities	1,164,829	205,933	29,129	(75,747)	1,324,144
Noncurrent liabilities	<u>5,410,050</u>	<u>70,000</u>	<u>—</u>	<u>—</u>	<u>5,480,050</u>
Total liabilities	<u>6,574,879</u>	<u>275,933</u>	<u>29,129</u>	<u>(75,747)</u>	<u>6,804,194</u>
Net investment in capital assets	448,702	(25,167)	18,075	—	441,610
Restricted:					
Nonexpendable	64,240	—	—	—	64,240
Expendable	305,652	—	—	—	305,652
Unrestricted	<u>(193,151)</u>	<u>54,458</u>	<u>10,740</u>	<u>75,747</u>	<u>(52,206)</u>
Total net position	\$ <u>625,443</u>	<u>29,291</u>	<u>28,815</u>	<u>75,747</u>	<u>759,296</u>

THE CITY UNIVERSITY OF NEW YORK

Notes to Financial Statements

June 30, 2014

Condensed statement of revenues, expenses and changes in net position (in thousands):

Description	University	RF-CUNY	CUCF	Eliminations	Total
Operating revenues:					
Tuition and fees, net	\$ 776,241	—	—	—	776,241
Grants and contracts	907,174	371,190	—	(28,256)	1,250,108
Other operating revenues	50,880	38,675	14,479	(48,836)	55,198
Total operating revenues	1,734,295	409,865	14,479	(77,092)	2,081,547
Operating expenses:					
Other operating expenses	3,548,540	391,951	14,479	(74,194)	3,880,776
Depreciation and amortization	240,432	2,905	—	—	243,337
Total operating expenses	3,788,972	394,856	14,479	(74,194)	4,124,113
(Loss) income from operations	(2,054,677)	15,009	—	(2,898)	(2,042,566)
Nonoperating revenues (expenses):					
Government appropriations	1,693,024	—	—	—	1,693,024
Investment income	2,646	411	(1)	1	3,057
Interest expense	(192,979)	(3,686)	—	(1)	(196,666)
Net appreciation in fair value of investments	27,412	—	—	—	27,412
Capital appropriations	489,624	—	248,780	(248,780)	489,624
Additions to permanent endowments	109	—	—	—	109
Other nonoperating revenues (expenses), net	(2,918)	—	(233,780)	247,094	10,396
Total nonoperating revenues (expenses), net	2,016,918	(3,275)	14,999	(1,686)	2,026,956
(Decrease) increase in net position	(37,759)	11,734	14,999	(4,584)	(15,610)
Net position, beginning of year	663,202	17,557	13,816	80,331	774,906
Net position, end of year	\$ 625,443	29,291	28,815	75,747	759,296

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Notes to Financial Statements

June 30, 2014

Condensed statement of cash flows (in thousands):

<u>Description</u>	<u>University</u>	<u>RF-CUNY</u>	<u>CUCF</u>	<u>Eliminations</u>	<u>Total</u>
Net cash provided (used) by:					
Operating activities	\$ (1,658,291)	3,400	3,240	—	(1,651,651)
Noncapital financing activities	1,706,895	—	—	—	1,706,895
Capital and related financing activities	(14,413)	12,289	—	—	(2,124)
Investing activities	2,101	(8,757)	1	—	(6,655)
Net increase in cash and cash equivalents	36,292	6,932	3,241	—	46,465
Cash and cash equivalents at beginning of year	540,518	114,290	19,250	—	674,058
Cash and cash equivalents at end of year	\$ 576,810	121,222	22,491	—	720,523

(17) Discretely Presented Component Units

The University's discretely presented component units consist of college foundations, related-recognized auxiliary service corporations, student association organizations and child care centers. These supporting organizations are legally separate entities that provide services which support both academic and general needs of the colleges and their students. Their activities are funded through donor contributions, student activity fees, fees for services provided, special fund raising events, and earnings on investments.

The accounting policies of the discretely presented units conform to accounting principles generally accepted in the United States of America as applicable to colleges and universities. All of the discretely presented component units follows GASB accounting pronouncements except the foundations, which follow applicable Financial Accounting Standards Board (FASB) standards. The financial statements of the discretely presented component units are presented using the GASB presentation.

(a) Summary of Significant Accounting Policies

Contribution Revenue

Contributions received, including unconditional promises to give, are recognized at fair value in the period received. Unconditional promises to give that are expected to be collected within one year are recorded at net realizable value. Unconditional promises to give that are expected to be collected in future years are recorded at the net present value of their estimated future cash flows. Amortization of the discounts is included in contribution revenue. Contributions are considered available for unrestricted use unless specifically restricted by the donors.

Split Interest Agreements

Several of the foundations have received contributions from donors in exchange for a promise by the foundations to pay a fixed amount to the donor or other individuals over a specified period of time (normally the donor's or other beneficiary's life) and are recognized at fair value when received. The

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Notes to Financial Statements

June 30, 2014

annuity payment liability is recognized at the present value of future cash payments expected to be paid. The net of these two amounts is recorded as contribution income.

Charitable Remainder Trusts

Several of the foundations have received charitable remainder trusts of various types, which are received by the college during the lifetime of the grantor, and carry with them the obligation to pay the grantor an annuity during his or her lifetime. Upon the death of the grantor, the trust is terminated, and the remaining value becomes the property of the foundation.

(b) *Investments*

Investments are carried at fair value. Investments at June 30, 2014 consist of:

<u>Investment type</u>	<u>Amount</u>
Cash and cash equivalents	\$ 29,789,625
Certificates of deposit	5,593,633
U.S. Treasury bills	1,441,413
U.S. government bonds	2,970,581
Corporate bonds	10,615,119
Mutual funds	275,361,755
Equities	81,316,455
Beneficial interest in remainder trust	5,847,971
Alternative investments	184,559,425
CUNY investment pool	30,076,749
Other	<u>73,301,465</u>
Total investments	<u>\$ 700,874,191</u>

(c) *Contributions Receivable*

Unconditional promises to give are recorded as contributions receivable, and in most cases are discounted over the payment period using the applicable discount rate in effect at the time of the contribution. Contributions receivable due in fiscal year 2015 amount to \$37,769,123 and are recorded in current receivables. Contributions receivable that are due in fiscal year 2016 and later amount to \$84,264,367 and are recorded in long-term receivables. At June 30, 2014, contributions receivable consisted of:

	<u>Amount</u>
Contributions receivable	\$ 141,825,078
Less allowance for doubtful accounts	5,437,040
Less discount to present value	<u>14,354,548</u>
Contributions receivable, net	<u>\$ 122,033,490</u>

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Notes to Financial Statements

June 30, 2014

(d) Capital Assets

Capital assets consist of the following at June 30, 2014 (in thousands):

	<u>June 30, 2013</u>	<u>Additions</u>	<u>Reductions</u>	<u>June 30, 2014</u>
Buildings	\$ 89,509	55,742	1,909	143,342
Building improvements	5,429	6,269	364	11,334
Construction in progress	50,230	442	49,781	891
Equipment	17,468	2,935	2,413	17,991
Infrastructure and infrastructure improvements	1,608	81	—	1,688
Land	36	—	—	36
Land improvements	3,273	—	40	3,233
Leasehold improvements	614	133	49	698
Works of art and historical treasures	6,357	190	—	6,547
Total capital assets	<u>174,524</u>	<u>65,792</u>	<u>54,556</u>	<u>185,760</u>
Less accumulated depreciation:				
Building	11,990	2,559	612	13,937
Building improvements	1,746	1,419	—	3,165
Equipment	14,105	1,767	—	15,873
Infrastructure and infrastructure improvements	989	131	82	-1,037
Land improvements	1,035	255	—	1,290
Leasehold improvements	469	32	68	433
Total accumulated depreciation	<u>30,334</u>	<u>6,163</u>	<u>762</u>	<u>35,735</u>
Total capital assets, net	<u>\$ 144,190</u>	<u>59,629</u>	<u>53,794</u>	<u>150,025</u>

(e) Q Student Residences Mortgage Loan

The Q Student Residences, LLC (QSR) entered into a mortgage loan with RBS Citizens Bank, N.A. for financing Queens College Summit, Student Housing Building. This mortgage loan has a balance at June 30, 2014 in the amount of \$67,110,000. The University, through a support agreement, guarantees the repayment of this mortgage loan (see note 14). In connection with the loan, QSR obtained a letter of credit from RBS Citizens Bank, N.A., which has an available balance of \$67,860,000 at June 30, 2014. The letter of credit expires May 10, 2015.

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Notes to Financial Statements

June 30, 2014

Under the Reimbursement Agreement, QSR has agreed, among other things, to reimburse the bank for amounts drawn on the letter of credit; to maintain a debt service coverage ratio of not less than 1.05 to 1; and maintain certain reserve accounts. Additionally, QSR is required to make annual sinking fund payments and maintain a fixed interest rate swap agreement. QSR is in compliance with these requirements at June 30, 2014. The debt service coverage ratio is only required to be calculated at June 30.

On September 5, 2014, QSR issued \$65,230,000 in Revenue Refunding Bonds through the Build NYC Resource Corporation. The fixed rate bonds were segregated into tax-exempt (\$58,150,000) and taxable (\$7,080,000) and were issued at a premium of \$8,109,119 and mature in 2043. The transaction also allowed Q Residence to use the amounts in its debt service reserve as part of the transaction. The proceeds and amounts in the debt service reserve were used to currently refund the \$67,110,000 mortgage payable noted above, terminate the swap obligation noted below and fully satisfy the principal and accrued interest of the developer note payable.

As a means to lower its borrowing costs of the variable rate mortgage loan, when compared against fixed-rate bonds at the time of issuance, QSR concurrently entered into pay-fixed, receive-variable interest swap with RBS Citizens Bank, N.A. The notional amount of the swap is \$67,345,000 whereas the principal amount of the associated debt is \$67,110,000. The swap was entered into at the same time the loan was obtained. The swap agreement contains scheduled reductions to outstanding notional amounts that continue through fiscal 2018, the swap termination date. The terms, including the fair values and credit ratings of the outstanding swap at June 30, 2014, are as follows (in thousands):

Counterparty	Notional amount	Termination date	Swap fixed rate paid	Pay-fixed, receive-variable swaps		Swap fair value	Counterparty credit rating	Swap insured	Change in fair value
				Variable swap rate received					
Hedging derivative: RBS Citizens, NA	\$ 67,345	4/23/2018	3.0275%	7-days USD-LIBOR- BBA times 67%	\$ (5,552)	A (S&P)	Yes	\$ (1,072)	

At June 30, 2014, the swap had a fair value of \$(5,552,861) and is included in interest rate swap agreements in the statement of net position.

Market Access Risk. The pay-fixed, receive-variable swap agreement is exposed to market access risk. There is risk that the Queens Student Residences will not be able to enter credit markets or that credit will become more costly. If that occurs, expected cost savings from the swap may not be realized.

Credit Risk. At June 30, 2014, the swap agreement was not exposed to credit risk as the swap has a negative fair value. However, should interest rates change and the fair value of the swap becomes positive, then the swap agreement would be exposed to credit risk in the amount of the swap's fair value.

Basis Risk. The pay-fixed, receive-variable swap agreement is exposed to basis risk. The Queens Student Residences is paying a fixed rate of interest to the counterparty at 3.0275% and receiving

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Notes to Financial Statements

June 30, 2014

from the counterparty a variable rate representing 7-day USD-LIBOR-BBA times 67%. The amount of the variable rate swap payments received from the counterparties does not necessarily exactly equal the actual variable rate payable to the bondholders. Should the relationship between LIBOR and actual variable rate payments converge, the expected cost savings may not materialize.

Termination Risk. The swap contracts use the International Swap Dealers Association Master Agreement, which includes standard termination events, such as failure to pay, default on any other debt in an aggregate amount greater than the agreed-upon thresholds, and bankruptcy. The Queens Student Residences or the counterparty may terminate the swap if the other party fails to perform under the terms of the contract. A termination of the swap agreement may also result in the Queens Student Residences making or receiving a termination payment. If, at the time of termination, the swap has a negative fair value, the Queens Student Residences would incur a loss and would be required to settle with the other party at the swap's fair value. If the swap has a positive value at the time of termination, the Queens Student Residences would realize a gain that the other party would be required to pay.

Rollover Risk. Since the term of the swap does not match the final maturity of the associated debt, the Queens Student Residences is exposed to rollover risk.

(f) College of Staten Island Student Housing Bond

The New York City Housing Development Corporation issued a bond of \$67,800,000 on behalf of the College of Staten Island Student Housing, LLC in order to finance a student housing facility to benefit students attending the College of Staten Island. The University, through a support agreement, guarantees the repayment of these bonds (see note 14). The following is a summary of future minimum payments under this agreement at June 30, 2014 (in thousands):

<u>College of staten island student housing bond</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
Fiscal year:			
2015	\$ 735	2,682	3,417
2016	750	2,667	3,417
2017	770	2,647	3,417
2018	785	2,632	3,417
2019	800	2,617	3,417
Thereafter	<u>63,540</u>	<u>67,110</u>	<u>130,650</u>
Total minimum loan payment	\$ <u>67,380</u>	<u>80,355</u>	147,735
Less amount representing interest			<u>(80,355)</u>
Carrying amount of obligations			\$ <u>67,380</u>

Interest rates on the College of Staten Island Student Housing bond obligations range from 1.395% to 4.150%.

THE CITY UNIVERSITY OF NEW YORK

Notes to Financial Statements

June 30, 2014

(g) *Macaulay Honors College Foundation*

On behalf of the College, in fiscal year 2006, the Macaulay Honors College Foundation entered into a term loan with a financial institution for \$28,000,000, to enable the College to purchase a building. The building, which is owned by the College, is included in the financial records of the College. Under a separate agreement between the Foundation and the College, the College is required to make all loan payments on behalf of the Foundation. During January 2014, the remaining balance of \$14,800,000 was paid by CUNY.

Institution: CUNY Graduate School and University Center (190576)
User ID: P1905761

Overview

Finance Overview

Purpose

The purpose of the IPEDS Finance component is to collect basic financial information from items associated with the institution's General Purpose Financial Statements.

There are changes made to the 2014-15 Finance data collection from the 2013-14 collection. The finance form for private for-profit schools have been revised to make it more comparable with the finance public and private not-for-profit forms.

Resources:

To download the survey materials for this component: [Survey Materials](#)

To access your prior year data submission for this component: [Reported Data](#)

If you have questions about completing this survey, please contact the **IPEDS Help Desk at 1-877-225-2568**.

Finance - Public institutions

Reporting Standard

Please indicate which reporting standards are used to prepare your financial statements:

- GASB (Governmental Accounting Standards Board), using standards of GASB 34 & 35
- FASB (Financial Accounting Standards Board)

Please consult your business officer for the correct response before saving this screen. Your response to this question will determine the forms you will receive for reporting finance data.

Finance - Public institutions

General Information GASB-Reporting Institutions (aligned form)

To the extent possible, the finance data requested in this report should be provided from your institution's audited General Purpose Financial Statements (GPFS). Please refer to the instructions specific to each screen of the survey for details and references.

1. Fiscal Year Calendar

This report covers financial activities for the 12-month fiscal year: (The fiscal year reported should be the most recent fiscal year ending before October 1, 2014.)

Beginning: month/year (MMYYYY)

Month: 7

Year: 2013

And ending: month/year (MMYYYY)

Month: 6

Year: 2014

2. Audit Opinion

Did your institution receive an unqualified opinion on its General Purpose Financial Statements from your auditor for the fiscal year noted above? (If your institution is audited only in combination with another entity, answer this question based on the audit of that entity.)

Unqualified

Qualified
(Explain in
box below)

Don't know
(Explain in
box below)

3. Reporting Model

GASB Statement No. 34 offers three alternative reporting models for special-purpose governments like colleges and universities. Which model is used by your institution?

Business Type Activities

Governmental Activities

Governmental Activities with Business-Type Activities

4. Intercollegiate Athletics

If your institution participates in intercollegiate athletics, are the expenses accounted for as auxiliary enterprises or treated as student services?

Auxiliary enterprises

Student services

Does not participate in intercollegiate athletics

Other (specify in box below)

5. Endowment Assets

Does this institution or any of its foundations or other affiliated organizations own endowment assets ?

Yes - (report endowment assets)

No

You may use the space below to provide context for the data you've reported above.

Part A - Statement of Financial Position

Most recent fiscal year ending before October 2014

If your institution is a parent institution then the amounts reported in Parts A and D should include ALL of your child institutions

Line no.		Current year amount	Prior year amount
	<u>Current Assets</u>		
01	Total current assets	24,643,914	26,352,607
	<u>Noncurrent Assets</u>		
31	Depreciable capital assets, net of depreciation	94,207,616	97,497,289
04	Other noncurrent assets CV=[A05-A31]	53,920,158	47,162,123
05	Total noncurrent assets	148,127,774	144,659,412
06	Total assets CV=(A01+A05)	172,771,688	171,012,019
	<u>Current Liabilities</u>		
07	Long-term debt, current portion	1,823,440	1,559,673
08	Other current liabilities CV=(A09-A07)	19,172,912	18,281,645
09	Total current liabilities	20,996,352	19,841,318
	<u>Noncurrent Liabilities</u>		
10	Long-term debt	109,342,304	107,343,652
11	Other noncurrent liabilities CV=(A12-A10)	46,795,113	41,252,575
12	Total noncurrent liabilities	156,137,417	148,596,227
13	Total liabilities CV=(A09+A12)	177,133,769	168,437,545
	<u>Net Assets</u>		
14	Invested in capital assets, net of related debt	3,955,666	8,050,939
15	Restricted-expendable	25,624,939	23,047,270
16	Restricted-nonexpendable	5,578,189	2,540,586
17	Unrestricted CV=[A18-(A14+A15+A16)]	⚠ -39,520,875	-31,064,321
18	Total net assets CV=(A06-A13)	⚠ -4,362,081	2,574,474

You may use the space below to provide context for the data you've reported above.

Part A - Statement of Financial Position (Page 2)

Most recent fiscal year ending before October 2014

Line No.	Description	Ending balance	Prior year Ending balance
Capital Assets			
21	Land and land improvements	16,500,000	16,500,000
22	Infrastructure	0	0
23	Buildings	244,419,977	216,914,172
32	Equipment, including art and library collections	17,573,889	14,952,339
27	Construction in progress	3,275,894	1,749,951
Total for Plant, Property and Equipment CV = (A21+ .. A27)		281,769,760	250,116,462
28	Accumulated depreciation	167,052,610	133,665,283
33	Intangible assets, net of accumulated amortization	518,723	518,723
34	Other capital assets	0	0

You may use the space below to provide context for the data you've reported above.

Part E - Scholarships and Fellowships

Most recent fiscal year ending before October 2014

DO NOT REPORT FEDERAL DIRECT STUDENT LOANS (FDSL) ANYWHERE IN THIS SECTION

Line No.	Scholarships and Fellowships	Current year amount	Prior year amount
01	Pell grants (federal)	1,281,954	1,228,919
02	Other federal grants (Do NOT include FDSL amounts)	10,080	13,035
03	Grants by state government	523,392	465,351
04	Grants by local government	0	0
05	Institutional grants from restricted resources	646,590	829,931
06	Institutional grants from unrestricted resources CV=[E07-(E01+...+E05)]	19,292,888	15,809,220
07	Total gross scholarships and fellowships	21,754,904	18,346,456
Discounts and Allowances			
08	Discounts and allowances applied to tuition and fees	18,593,542	16,608,057
09	Discounts and allowances applied to sales and services of auxiliary enterprises		0
10	Total discounts and allowances CV=(E08+E09)	18,593,542	16,608,057
11	Net scholarships and fellowships expenses after deducting discounts and allowances CV= (E07-E10) This amount will be carried forward to C10 of the expense section.	3,161,362	1,738,399

You may use the space below to provide context for the data you've reported above.

Part B - Revenues and Other Additions

Most recent fiscal year ending before October 2014

Line No.	Source of Funds	Current year amount	Prior year amount
Operating Revenues			
01	Tuition and fees, after deducting discounts & allowances	20,245,876	23,796,109
	Grants and contracts - operating		
02	Federal operating grants and contracts	3,407,766	3,805,642
03	State operating grants and contracts	3,048,700	1,966,148
04	Local government/private operating grants and contracts	11,443,776	11,797,682
	04a Local government operating grants and contracts	364,341	848,346
	04b Private operating grants and contracts	11,079,435	10,949,336
05	Sales and services of auxiliary enterprises, after deducting discounts and allowances	2,166	2,004
06	Sales and services of hospitals, after deducting patient contractual allowances	0	0
26	Sales and services of educational activities	0	0
07	Independent operations	0	0
08	Other sources - operating CV=[B09-(B01++B07)]	1,498,110	219,064
09	Total operating revenues	39,646,394	41,586,649

Part B - Revenues and Other Additions

Most recent fiscal year ending before October 2014

Line No.	Source of funds	Current year amount	Prior year amount
Nonoperating Revenues			
10	Federal appropriations	0	0
11	State appropriations	166,701,752	156,509,248
12	Local appropriations, education district taxes, and similar support	0	200,000
Grants-nonoperating			
13	Federal nonoperating grants Do NOT include Federal Direct Student Loans	1,281,954	1,228,919
14	State nonoperating grants	0	0
15	Local government nonoperating grants	0	0
16	Gifts, including contributions from affiliated organizations	4,276,746	1,337,592
17	Investment income	222,702	327,363
18	Other nonoperating revenues CV=[B19-(B10+...+B17)]	4,152,589	0
19	Total nonoperating revenues	176,635,743	159,603,122
27	Total operating and nonoperating revenues CV=[B19+B09]	216,282,137	201,189,771
28	12-month Student FTE from E12	3,071	3,142
29	Total operating and nonoperating revenues per student FTE CV=[B27/B28]	70,427	64,032

Part B - Revenues and Other Additions

Most recent fiscal year ending before October 2014

Line No.	Source of funds	Current year amount	Prior year amount
	Other Revenues and Additions		
20	Capital appropriations	5,643,330	5,754,780
21	Capital grants and gifts	0	0
22	Additions to permanent endowments	0	188,684
23	Other revenues and additions CV=[B24-(B20+...+B22)]	0	0
24	Total other revenues and additions	5,643,330	5,943,464
25	Total all revenues and other additions CV=[B09+B19+B24]	221,925,467	207,133,235

You may use the space below to provide context for the data you've reported above.

Part C - Expenses and Other Deductions

Most recent fiscal year ending before October 2014
Report Total Operating AND Nonoperating Expenses in this section

Line No.	Description	1 Total amount	2 Salaries and wages	3 Employee fringe benefits	4 Operation and maintenance of plant	5 Depreciation	6 Interest	7 All other	8 PY Total Amount
Expenses and Deductions									
01	Instruction	127,796,833	81,418,344	40,505,878	647,967	790,910	257,642	4,176,092	119,464,760
02	Research	10,094,729	5,010,933	1,979,918	471,994	398,441	182,760	2,050,683	10,448,360
03	Public service	5,063,395	2,413,085	1,196,901	7,164	6,017	2,783	1,437,445	4,664,844
05	Academic support	25,005,718	5,675,329	2,808,413	6,349,911	5,496,240	2,477,738	2,198,087	20,008,888
06	Student services	20,292,331	4,010,349	1,950,752	846,834	739,623	326,692	12,418,081	19,869,514
07	Institutional support	35,376,044	13,106,175	6,283,704	3,603,738	3,419,524	1,374,868	7,588,035	37,534,754
08	Operation and maintenance of plant (see instructions)	0	760,516	377,566	-12,166,896	0	0	11,028,814	0
10	Scholarships and fellowships expenses, excluding discounts and allowances (from E11)	3,161,362						3,161,362	1,738,399
11	Auxiliary enterprises	549,580	0	0	239,288	215,528	94,764	0	533,525
12	Hospital services	0	0	0	0	0	0	0	0
13	Independent operations	0	0	0	0	0	0	0	0
14	Other expenses and deductions CV=[C19-(C01+...+C13)]	1,522,031	0	0	0	0	0	1,522,031	7,829,715
19	Total expenses and deductions	228,862,023	112,394,731	55,103,132	0	11,066,283	4,717,247	45,580,630	222,092,759
	Prior year amount	222,092,759	107,377,833	50,445,833		10,090,506	5,280,678	48,897,909	
20	12-month Student FTE from E12	3,071							3,142
21	Total expenses and deductions per student FTE CV=[C19/C20]	74,524							70,685

You may use the space below to provide context for the data you've reported above.

Part D - Summary of Changes In Net Position

Most recent fiscal year ending before October 2014

Line No.	Description	Current year amount	Prior year amount
01	Total revenues and other additions (from B25)	221,925,467	207,133,235
02	Total expenses and deductions (from C19)	228,862,023	222,092,759
03	Change in net position during year CV=(D01-D02)	-6,936,556	-14,959,524
04	Net position beginning of year	2,574,474	21,156,891
05	Adjustments to beginning net position and other gains or losses CV=[D06-(D03+D04)]	1	-3,622,893
06	Net position end of year (from A18)	-4,362,081	2,574,474

You may use the space below to provide context for the data you've reported above.

Part H - Details of Endowment Assets

Most recent fiscal year ending before October 2014

Line No.	Value of Endowment Assets	Market Value	Prior Year Amounts
	Include not only endowment assets held by the institution, but any assets held by private foundations affiliated with the institution.		
01	Value of endowment assets at the beginning of the fiscal year	48,249,378	39,648,525
02	Value of endowment assets at the end of the fiscal year	59,513,255	48,249,378

You may use the space below to provide context for the data you've reported above.

Part J - Revenue Data for Bureau of Census

Most recent fiscal year ending before October 2014

Source and type	Amount				
	Total for all funds and operations (includes endowment funds, but excludes component units)	Education and general/independent operations	Auxiliary enterprises	Hospitals	Agriculture extension/experiment services
	(1)	(2)	(3)	(4)	(5)
01 Tuition and fees	38,839,418	38,839,418			
02 Sales and services	4,332	0	2,166	0	2,166
03 Federal grants/contracts (excludes Pell Grants)	3,473,522	3,407,766	0	32,878	32,878
Revenue from the state government:					
04 State appropriations, current & capital	185,154,682	172,345,082	0	6,404,800	6,404,800
05 State grants and contracts	3,049,038	3,048,700	0	169	169
Revenue from local governments:					
06 Local appropriation, current & capital	0	0	0	0	0
07 Local government grants/contracts	364,341	364,341	0	0	0
08 Receipts from property and non-property taxes	0				
09 Gifts and private grants, including capital grants	15,356,181				
10 Interest earnings	222,702				
11 Dividend earnings	0				
12 Realized capital gains	3,895,190				

You may use the space below to provide context for the data you've reported above.

Part K - Expenditure Data for Bureau of Census

Most recent fiscal year ending before October 2014

Category	Amount				
	Total for all funds and operations (includes endowment funds, but excludes component units)	Education and general/independent operations	Auxiliary enterprises	Hospitals	Agriculture extension/experiment services
	(1)	(2)	(3)	(4)	(5)
01 Salaries and wages	118,052,204	112,394,731	0	0	5,657,473
02 Employee benefits, total	57,816,973	55,103,132	0	0	2,713,841
03 Payment to state retirement funds (maybe included in line 02 above)	0	0	0	0	0
04 Current expenditures other than salaries	44,373,398	40,949,636	0	1,711,881	1,711,881
Capital outlay:					
05 Construction	1,971,696	1,440,600	0	265,548	265,548
06 Equipment purchases	3,091,903	3,073,571	0	9,166	9,166
07 Land purchases	0	0	0	0	0
08 Interest on debt outstanding, all funds and activities	0				
09 Scholarships/fellowships	21,754,904	21,754,904			

You may use the space below to provide context for the data you've reported above.

Part L - Debt and Assets, page 1

Most recent fiscal year ending before October 2014

Debt	
Category	Amount
01 Long-term debt outstanding at beginning of fiscal year	
02 Long-term debt issued during fiscal year	
03 Long-term debt retired during fiscal year	
04 Long-term debt outstanding at end of fiscal year	
05 Short-term debt outstanding at beginning of fiscal year	
06 Short-term debt outstanding at end of fiscal year	

You may use the space below to provide context for the data you've reported above.

Part L - Debt and Assets, page 2

Most recent fiscal year ending before October 2014

Assets	
Category	Amount
07 Total cash and security assets held at end of fiscal year in sinking or debt service funds	
08 Total cash and security assets held at end of fiscal year in bond funds	
09 Total cash and security assets held at end of fiscal year in all other funds	

You may use the space below to provide context for the data you've reported above.

Prepared by

This survey component was prepared by:

<input type="radio"/> Keyholder	<input type="radio"/> SFA Contact	<input type="radio"/> HR Contact
<input type="radio"/> Finance Contact	<input type="radio"/> Academic Library Contact	<input type="radio"/> Other

Name: _____
Email: _____

How long did it take to prepare this survey component? _____ hours _____ minutes

The name of the preparer is being collected so that we can follow up with the appropriate person in the event that there are questions concerning the data. The Keyholder will be copied on all email correspondence to other preparers. The time it took to prepare this component is being collected so that we can continue to improve our estimate of the reporting burden associated with IPEDS. Please include in your estimate the time it took for you to review instructions, query and search data sources, complete and review the component, and submit the data through the Data Collection System. Thank you for your assistance.

Summary**Finance Survey Summary**

IPEDS collects important information regarding your institution. All data reported in IPEDS survey components become available in the IPEDS Data Center and appear as aggregated data in various Department of Education reports. Additionally, some of the reported data appears specifically for your institution through the College Navigator website and is included in your institution's Data Feedback Report (DFR). The purpose of this summary is to provide you an opportunity to view some of the data that, when accepted through the IPEDS quality control process, will appear on the College Navigator website and/or your DFR. College Navigator is updated approximately three months after the data collection period closes and Data Feedback Reports will be available through the [Data Center](#) and sent to your institution's CEO in November 2015.

Please review your data for accuracy. If you have questions about the data displayed below after reviewing the data reported on the survey screens, please contact the IPEDS Help Desk at: 1-877-225-2568 or ipedshelp@rti.org.

Core Revenues

Revenue Source	Reported values	Percent of total core revenues	Core revenues per FTE enrollment
Tuition and fees	\$20,245,876	9%	\$6,593
State appropriations	\$166,701,752	75%	\$54,283
Local appropriations	\$0	0%	\$0
Government grants and contracts	\$8,102,761	4%	\$2,638
Private gifts, grants, and contracts	\$15,356,181	7%	\$5,000
Investment income	\$222,702	0%	\$73
Other core revenues	\$11,294,029	5%	\$3,678
Total core revenues	\$221,923,301	100%	\$72,264
Total revenues	\$221,925,467		\$72,265

Other core revenues include federal appropriations; sales and services of educational activities; other operating and nonoperating sources; and other revenues and additions (e.g., capital appropriations, capital grants and gifts, etc.). Core revenues exclude revenues from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations.

Core Expenses

Expense function	Reported values	Percent of total core expenses	Core expenses per FTE enrollment
Instruction	\$127,796,833	56%	\$41,614
Research	\$10,094,729	4%	\$3,287
Public service	\$5,063,395	2%	\$1,649
Academic support	\$25,005,718	11%	\$8,143
Institutional support	\$35,376,044	15%	\$11,519
Student services	\$20,292,331	9%	\$6,608
Other core expenses	\$4,683,393	2%	\$1,525
Total core expenses	\$228,312,443	100%	\$74,345
Total expenses	\$228,862,023		\$74,524

Other core expenses include scholarships and fellowships, net of discounts and allowances, and other expenses. Core expenses exclude expenses from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations.

	Calculated value
FTE enrollment	3,071

The full-time equivalent (FTE) enrollment used in this report is the sum of the institution's FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 12-month Enrollment component). FTE is estimated using 12-month instructional activity (credit and/or contact hours). All doctor's degree students are reported as graduate students.

Finance

CUNY Graduate School and University Center (190576)

Source	Description	Severity	Resolved	Options
Screen: Financial Position				
Upload File	The value of this field is expected to be greater than zero. Please correct your data or explain. (Error #5148)	Explanation	Yes	
Reason:	Other than the operation result, the unrestricted net assets in deficit is primarily attributable to recording: 1) the liabilities of accrued compensated vacation leaves and accumulated sick leaves in accordance with GASB Statement No. 16, Accounting for Compensated Absences, and 2) the liabilities for postemployment benefits to employees in accordance with GASB Statement No. 45 Accounting and Financial Reporting by Employers for Postemployment Benefits Other Than Pensions.			
Upload File	The amount of total net assets is not expected to be negative. Please correct your data or explain why total liabilities (line 13) exceed total assets (line 06). (Error #5156)	Explanation	Yes	
Reason:	During the implementation of CUNYfirst Asset Management ("CFAM") in fiscal 2014 all assets were identified by college and building and entered into CFAM in detail with gross cost and acquisition date. The system recalculated accumulated depreciation based on the asset classification and University useful life. Other than the operation result, the unrestricted net assets in deficit is primarily attributable to recording: 1) the liabilities of accrued compensated vacation leaves and accumulated sick leaves in accordance with GASB Statement No. 16, Accounting for Compensated Absences, and 2) the liabilities for postemployment benefits to employees in accordance with GASB Statement No. 45 Accounting and Financial Reporting by Employers for Postemployment Benefits Other Than Pensions.			
Screen: Revenues Part 3				
Perform Edits	The amount of additions to permanent endowments reported in Part B (line 22) should not be zero or blank. Please confirm that the data reported are correct. (Error #5231)	Confirmation	Yes	
Related Screens:	Revenues Part 3			
Screen: Expenses				
Screen Entry	The amount of depreciation expenses allocated to instruction on line 01 is outside the expected range of between 1,106,629 and 7,746,398 compared to the total depreciation expenditures reported across all functional expense categories. Please correct your data or contact the IPEDS Help Desk for assistance. (Error #5176)	Fatal	Yes	
Reason:	Overridden by administrator. Institution confirmed that the data reported is correct and the allocation is based on space usage. JMP			
Screen Entry	The amount of operation and maintenance of plant expenses allocated to instruction on line 01 is outside the expected range of between 1,216,690 and 8,516,827 compared to the total operation and maintenance of plant expenditures reported across all functional expense categories. Please correct your data or contact the IPEDS Help Desk for assistance. (Error #5175)	Fatal	Yes	
Reason:	Overridden by administrator. Institution confirmed that the data reported is correct and the allocation is based on space usage. JMP			
Screen Entry	The amount of interest expenses allocated to instruction on line 01 is outside the expected range of between 471,725 and 3,302,072 compared to the total interest expenditures reported across all functional expense categories. Please correct your data or contact the IPEDS Help Desk for assistance. (Error #5178)	Fatal	Yes	
Reason:	Overridden by administrator. Institution confirmed that the data reported is correct and the allocation is based on space usage. JMP			
Screen: Net Position				
Perform Edits	The calculated amount of change in net position during the year in Part D (line 03) is expected to be greater than zero. Please confirm that the data reported are correct. (Error #5202)	Confirmation	Yes	
Related Screens:	Net Position			

Table 1
The Graduate Center Foundation and Subsidiaries*
Fiscal Years 2012 through 2018

	30-Jun 2012	30-Jun 2013	30-Jun 2014	30-Jun 2015	30-Jun 2016	30-Jun 2017	30-Jun 2018
Unrestricted Net Assets	20,248	20,557	22,286	22,223	23,334	24,501	25,726
Temporarily Restricted Net Assets	9,584	13,294	15,580	14,992	15,742	16,529	17,355
Permanently Restricted Net Assets	22,439	23,484	23,930	23,931	25,128	26,384	27,703
Total Net Assets	52,271	57,335	61,796	61,146	64,203	67,413	70,784
Change in Net Assets	(1,433)	5,064	4,461	(650)	3,057	3,210	3,371
Expendable Net Assets	4,234	8,439	12,677	7,632	9,583	9,964	9,060
Net Assets Released from Restrictions	3,401	4,265	4,179	2,997	3,814	3,663	3,491
Market Value of Investments	30,312	37,565	42,712	41,457	40,578	41,582	41,206
Gifts and grants	3,017	7,851	4,160	3,430	5,147	4,246	4,274
Total Revenues & Invest. Gain	4,665	12,576	10,186	4,909	9,608	9,440	9,485
Total Expenses	6,098	7,512	6,581	5,559	6,551	6,230	6,113

*In thousands of dollars.

Table 2

Auxiliary Enterprises Corporation*

Fiscal Years 2012 through 2018

	30-Jun 2012	30-Jun 2013	30-Jun 2014	30-Jun 2015	30-Jun 2016	30-Jun 2017	30-Jun 2018
Net Assets	\$3,300	\$4,483	\$6,167	\$7,916	9,454	11,111	12,759
Change in Net Assets	\$780	\$1,183	\$1,684	\$1,748	1,538	1,657	1,648
Expendable Net Assets	\$3,300	\$4,483	\$6,167	\$7,916	9,454	11,111	12,759
Total Revenues	\$1,964	\$2,400	\$2,724	\$2,552	2,559	2,612	2,574
Total Expenses	\$1,183	\$1,217	\$1,040	\$804	\$1,020	\$955	\$926

*In thousands of dollars.

Table 3

Child Development and Learning Center
Fiscal Years 2012 through 2018

	30-Jun 2012	30-Jun 2013	30-Jun 2014	30-Jun 2015	30-Jun 2016	30-Jun 2017	30-Jun 2018
Net Assets	67,961	58,490	62,526	45,766	38,368	31,661	21,373
Change in Net Assets	(17,024)	(9,471)	4,036	(16,760)	(7,398)	(6,707)	(10,288)
Expendable Net Assets	67,961	129,803	62,526	45,766	38,368	31,661	21,373
Total Revenues	491,403	458,952	493,236	492,035	481,408	488,893	487,445
Revenues from Govt. Grants	107,300	107,300	107,300	107,300	107,300	107,300	107,300
Revenues from Parent Fees	111,184	110,104	136,916	138,000	138,000	140,000	140,000
Graduate Center Support	250,024	219,818	225,697	225,697	225,697	225,697	225,697
Total Expenses	508,427	468,423	489,200	508,795	488,806	495,600	497,734

*In thousands of dollars

CUNY BACCALAUREATE FOR UNIQUE AND INTERDISCIPLINARY STUDIES

STRATEGIC GOALS 2012-2016

Introduction and Background

The mission of CUNY Baccalaureate for Unique and Interdisciplinary Studies (CUNY BA) is to provide students with a flexible, academically challenging path to earn their degree while giving them a major share of the responsibility for the content of that degree. CUNY BA fosters intellectual exploration and responsible educational innovation by allowing students to design individualized programs of study that complement their academic, professional, and personal goals, and that take advantage of the extraordinary resources and learning opportunities available across CUNY.

In fulfilling its mission CUNY BA draws heavily on CUNY's consortial model. Students select a combination of courses for their individualized programs, regardless of the different campuses where the courses are taught. Faculty members from across CUNY provide support by serving as mentors to individual students and as program coordinators at each college.

CUNY BA serves a distinct group of students. They are highly motivated, academically strong, independent minded, intellectually curious, and desire areas of concentration (majors) not available in typical departments at the four-year CUNY colleges. Most are also working adults, raising families and returning to school after a hiatus.

In terms of its enrollment, CUNY BA stable, having reached the approximate maximum number of students it can serve well with its current level of administrative staff, faculty mentors, and program coordinators. At this time there are no plans to increase enrollment.

The current strategic goals of the CUNY BA program are for the years 2012-2016. A brief discussion of the goals and related planning and implementation activities in 2010-2012, the period immediately preceding the current plan, will provide historical context.

In 2010, following its decennial review of Graduate School and University Center, the team from MSCHE expressed the following opinion in its written report: "Given the strong interdisciplinary direction the GS has been taking, and given the interdisciplinary foundation of the CUNY BA/BS, the Team believes that some exciting synergies are possible." In the year and a half following the Team report those synergies were explored, including the feasibility of a joint BA/MA program in individualized/interdisciplinary studies. It was decided not to proceed with the degree.

Three of the five current program goals require no additional funding. One goal requires a small amount of funding for which baseline budget funds can be reallocated, and one goal will require external funding and plans for obtaining that funding are included in the description of the goal. The goals are presented below.

CUNY BA Strategic Goals for 2012-2016

Goal 1: Establish closer relationships with the CUNY colleges.

Rationale: Although CUNY BA students can and do take courses at several different campuses, by program design they are admitted to one of the CUNY senior colleges, which serves as their home college. CUNY BA has good working relationships with the home colleges. Even so, improving those relationships is a desirable goal, given the importance of the home colleges in the day-to-day life of the students.

General and specific actions: Strive to create formal relationships with departments and colleges in areas of study that are not presently awarding bachelor degrees. Carry on outreach to colleges through personal contact with administrators and faculty. Enhance relationships with the community colleges, which may serve as preliminary “home colleges” for CUNY B students.

Budget requirement: These actions do not require additional financial resources.

Current Status: Academic Director visits to colleges, schools and departments are conducted periodically to discuss CUNY BA with faculty and administrators.

Collaboration with Japanese Studies at Hunter College to offer a bachelor’s degree (advertised on the Hunter College website) in “Japanese Language and Culture.”

MOU signed in May 2014 between CUNY BA and New York City College of Technology for a new program in “Gender and Sexuality Studies.”

Goal 2: Increase the financial support provided to students.

Rationale: Increased financial support is particularly important for the non-traditional students served by CUNY BA – working adults, raising families, and returning to school after a hiatus ranging from a few years to many years – as well as immigrant populations and those who are economically at risk.

General and specific actions: Seek increased funding from current donors and cultivate new donors, individuals as well as philanthropic organizations.

Budget requirement: Continuation of an annual \$300,000 private donation to support academic fellowships and further resources to support more students with tuition, travel and research funding.

Current Status: The Thomas W. Smith Academic Fellowship (a privately funded fellowship for CUNY BA students) has been increased from \$275,000 in 2007 to its current amount of \$300,000 beginning in 2012. The total contribution to date (over the past 20 years) has been more than \$4.5M.

Proposals for student support were submitted to a number of organizations, including The Coleman Foundation, Inc., Gladys Brooks Foundation, Peterson Foundation, Reynolds Foundation, and the Starr Foundation. Presently, there is a promising application pending with the Hearst Foundation.

Goal 3: Recruit among a broader cross-section of students within and outside of CUNY.

Rationale 3: While CUNY BA attracts enough well qualified students to maintain maximum enrollment, it does so largely by word of mouth and by holding information sessions. A low-cost campaign to make a broader audience aware of the program and its strengths is likely to result in an increased number of applicants and allow for greater selectivity.

General and specific actions: Supplement current face-to-face activities (information sessions, academic fairs, etc.) with a strategic web-based presence on the CUNY website and on those of the home colleges. Outreach to veterans and other groups of returning students.

Budget requirement: Reallocation of a Provost's University Fellowship to assign a graduate student to work part-time for CUNY BA as its web master. Reallocation of annual OTPS funds.

Current Status: In 2013 CUNY BA began cooperating with the Bard Prison Initiative to enroll formally incarcerated individuals, presently numbering five students.

In October 2012 CUNY BA invested in HubSpot (c. \$7,000 annually), an inbound marketing and sales software, which compliments our Google Ads and employs blogging, social media, landing pages and other marketing strategies to extend our outreach and to retrieve information from prospective students.

Goal 4: Improve program practices and procedures to better serve the needs of students.

Rationale: Given the flexibility inherent in the academic programming and the independent nature of the organization structure of CUNY BA improvements in practices and procedures can be typically instituted quickly and efficiently. As a

result, CUNY BA is not only always looking for such improvements but also is able to implement them with alacrity.

General and specific actions: Conduct a systematic review of current practices and procedures through discussions with staff, faculty mentors and campus coordinators to determine effectiveness and efficiency of major practices and procedures.

Budget requirement: None, these actions do not require additional financial resources.

Current Status: Because of possible confusion concerning admissions (determined by surveys, see above), in 2012 the application deadline was changed from a “suggested deadline date” to rolling admissions.

Since November 2013 full-time community college professors may now serve as CUNY BA faculty mentors. Prior to this only full-time professors at senior colleges were eligible to be faculty mentors.

Goal 5: Improve assessment of student learning outcomes.

Rationale: Regarding standard 14, assessment of student learning, the MSCHE decennial review Team concluded: “. . . the three units in the UC [including CUNY BA], all have solid student learning assessment models appropriate to their missions.” Since for CUNY BA those assessments are largely based at the colleges, it is appropriate to explore whether CUNY BA should develop an additional layer of assessment across colleges.

General and specific actions: Review current assessment practices; determine whether any changes are warranted; and if so, develop options. Seek assistance from individuals with assessment expertise within and/or outside of CUNY.

Budget requirement: Consultant fees are estimated at \$5-10K

Current Status: Following a review of current practices, including 1) a review of learning outcomes assessment at similar programs at other institutions; 2) consultation with GS administration; and 3) consultation with an external expert, it was decided to develop an additional layer of assessment across colleges. An external consultant was hired to work with CUNY BA staff and faculty mentors to develop overarching student learning outcomes and an instrument for assessing their achievement. That process is being completed and the instrument will be pilot tested in fall 2015.

SOJ External Grants and Contracts (in thousands of dollars)

	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Federal, State, City							
Number of projects	--	--	--	--	--	--	--
Amount	--	--	--	--	--	--	--
Foundations and Non-Profit							
Number of projects	7	8	8	4	3	3	3
Amount	1,320	1,467	1,431	997	665	665	665
Other							
Number of projects	--	--	--	--	--	--	--
Amount	--	--	--	--	--	--	--
Overhead from all Projects	55	55	55	55	35	35	35

SOJ Foundation Year-End Net Assets (in thousands of dollars)

	FY 2012*	FY 2013*	FY 2014*	FY 2015	FY 2016	FY 2017	FY 2018
Unrestricted	--	--	--	5.7	5	5	5
Temporarily Restricted	--	--	--	1,651.8	2,000	2,000	2,000
Permanently Restricted	--	--	--	--	1,000	1,000	1,000
Total	--	--	--	1,657.6	3,005	3,005	3,005

** The CUNY Graduate School of Journalism Foundation, Inc. did not have assets in fiscal years 2012-2014 because it only earned its tax-exempt status in November 2014*

SOJ New Philanthropic Funds (in thousands of dollars)

	FY 2012	FY 2013	FY 2014	FY 2015
Amount	\$919	\$4,000	\$6,400	\$2,000

Name	2010	2011	2012	2013	2014	TOTALS
Research	\$ 94,000.00	\$ 112,000.00	\$ -	\$ -	\$ 50,000.00	256,000.00
Research	\$ -	\$ -	\$ 125,000.00	\$ 1,000.00	\$ -	126,000.00
Research/Training Programs	\$ 150,000.00	\$ 150,000.00	\$ 300,000.00	\$ -	\$ 200,000.00	800,000.00
Center for Business Journalism	\$ -	\$ -	\$ -	\$ 3,012,602.75	\$ -	3,012,602.75
Scholarships/Awards	\$ 200,000.00	\$ -	\$ -	\$ 62,800.00	\$ -	262,800.00
Center for Entrepreneurial Journalism	\$ 3,020,000.00	\$ -	\$ -	\$ -	\$ -	3,020,000.00
Diversity Initiative	\$ -	\$ -	\$ -	\$ -	\$ 1,669,000.00	1,669,000.00
Strategic Initiatives	\$ -	\$ 750,000.00	\$ -	\$ -	\$ 3,000,000.00	3,750,000.00
Scholarships/Awards	\$ 10,000.00	\$ 100,000.00	\$ 10,000.00	\$ 15,000.00	\$ -	135,000.00
Social Journalism	\$ -	\$ -	\$ -	\$ -	\$ 200,000.00	200,000.00
Research/Training Programs	\$ -	\$ 25,000.00	\$ 51,000.00	\$ 61,000.00	\$ 61,000.00	198,000.00
Center for Entrepreneurial Journalism	\$ 3,000,000.00	\$ -	\$ -	\$ 66,500.00	\$ 110,000.00	3,176,500.00
Research/Training Programs	\$ -	\$ -	\$ -	\$ -	\$ 750,000.00	750,000.00
OTHER GIFTS	\$ 272,050.00	\$ 410,872.00	\$ 433,221.00	\$ 799,280.00	\$ 233,993.96	2,149,416.96
TOTAL	\$ 6,746,050.00	\$ 1,547,872.00	\$ 919,221.00	\$ 4,018,182.75	\$ 6,273,993.96	19,505,319.71

Strategic Plan of the CUNY Graduate School of Journalism

Adopted by the Governance Council, CUNY Graduate School of Journalism, May 7, 2013

EXECUTIVE SUMMARY

In preparing this report, the Strategic Planning Committee interviewed about a dozen industry professionals, received input from current students, faculty, staff and the school's board of advisors, and surveyed alumni.

At the end of this process, the committee concluded that the school's initial path was well conceived and forward-looking. We continue to endorse our three-pronged approach to the curriculum: the importance of foundational journalistic skills; the essential value of a converged, multi-platform education; and the necessity of in-depth knowledge of a subject area. We agree with the original assessment that this comprehensive approach (requiring 45 credits) can only be accomplished in a minimum of three semesters, enhanced by a required summer internship. And we support the decision to limit our cohort to 100 students to allow for the intimate, hands-on instruction that is so important to our success.

Nonetheless, it's critical that the school not rest on its laurels. We have identified ambitious expansion opportunities, including executive and summer programs, international training workshops, and continuing education and online programs. The committee believes the biggest challenge facing the school over the next five years will be our ability to fulfill this exciting promise while maintaining the enormous strides we have already made.

INTRODUCTION

The CUNY Graduate School of Journalism is a child of disruption. The City University of New York elected to launch a new graduate school of journalism at a time when the Internet was roiling the profession, causing a collapse in traditional advertising revenue and raising profound questions about the industry's sustainability. The dean's first hire was not an expert in narrative journalism or a broadcast star, but a professor who had made his name blogging about the digital transformation of our profession.

Because we were born into it, we aren't afraid of disruption. In fact, we seek to harness it. Our curriculum is constantly being reviewed and new elective courses added to reflect the industry's lightning fast changes. Our faculty is allergic to

entrenched academic fiefdoms that can hinder self-criticism and obstruct change. Yet we firmly embrace bedrock journalistic principles – Dean Stephen Shepard calls them the “eternal verities” – of thorough reporting, good writing, critical thinking and ethical values.

The school also has the advantage of CUNY’s DNA. As the only public graduate school of journalism in the northeastern United States, an important part of our mission is to provide a high quality journalism masters degree to those who cannot afford to enroll in a private graduate journalism program, or choose not to do so. Mirroring CUNY’s population, we are among the most diverse graduate schools of journalism in the country. More than 35 percent of our students hail from minority or immigrant families; our faculty is also diverse. Reflecting our public mission, we are the only graduate journalism school to offer a summer stipend so that every student is on a level playing field when choosing where to work for his or her required summer internship.

Our physical setting also informs our program. Just blocks from Times Square, within walking distance of many media companies and start-ups, our central location facilitates the recruiting of world-class professionals into our adjunct ranks and the hosting of key industry events. The city serves as a reporting laboratory, enabling our students to generate professional-level work that’s distributed to many media outlets by the award-winning NYC News Service, and other J-School outlets that include Voices of NY and The Local. Our high-definition television studio and state-of-the-art radio recording studios, developed and maintained in partnership with CUNY TV, also give us a competitive edge in recruiting both students and faculty.

We are now in our seventh year of existence and we have accomplished much of what was laid out in the school’s initial plan. Our founding dean is departing at the end of the year, and a search is underway for the person who will lead the school into the next leg of its journey. As we chart our next five years, we want to retain all that is so special about our character, while fortifying our foundation for an exciting and enduring future.

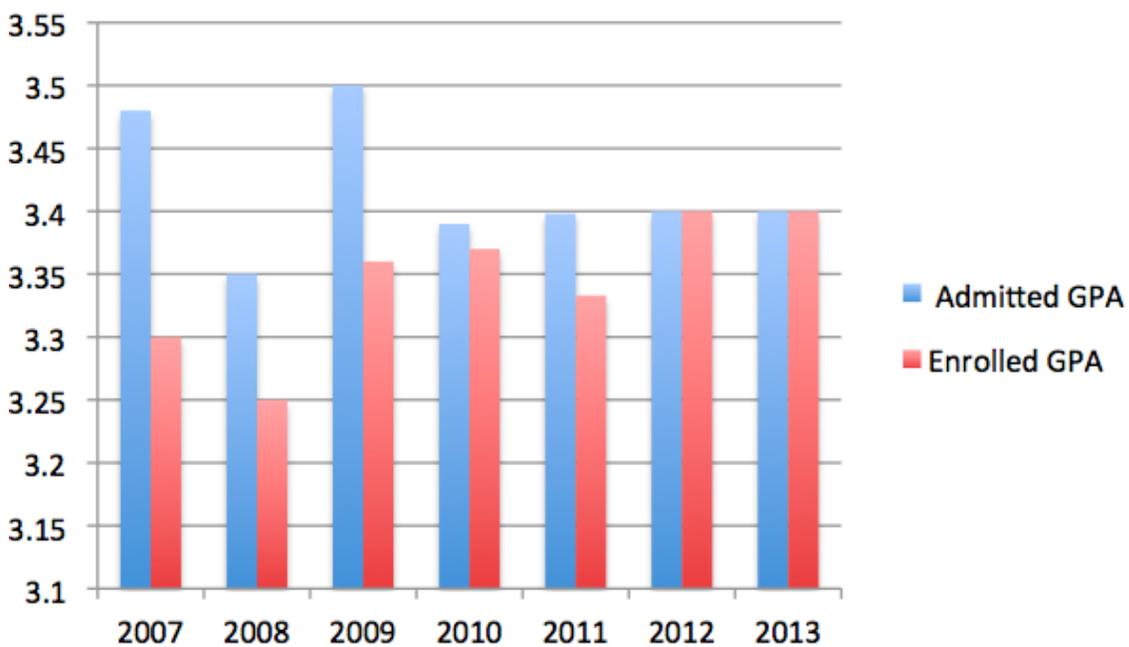
THE INDUSTRY BACKDROP

Rising tuition costs and student debt levels, economic recession, and the emergence of alternative online educational opportunities have caused admissions and enrollment numbers to decline in many higher education institutions, particularly graduate schools for law and business.

Graduate journalism programs are not immune to these trends and have also been affected by the barrage of news stories about the loss of journalism jobs. In a report to the Strategic Planning Committee, Assistant Dean Stephen Dougherty noted that

graduate journalism enrollment nationwide has seen declines in four of the past six years. His informal canvassing of enrollment officers at a number of journalism schools around the country indicated lower application activity again this year. (According to the latest numbers, our applicant pool fell by about 15 percent this year, the most notable decline to date.)

Despite this challenging environment, the CUNY Graduate School of Journalism has remained competitive, growing its enrollment while maintaining high standards of quality in the students who enroll. As the chart below shows, the college grade point average (GPA) of students enrolled at the CUNY J-School has risen steadily. And we no longer suffer a decline in the GPA scores of students who choose to enroll compared to those we admit.



From the fall of 2006, when the Journalism School first opened its doors, to the fall of 2012, national enrollment grew by 10.1 percent. During that same period, CUNY nearly doubled the number of applications received, as well as the number of students enrolled in the program. The J-School has also developed a national reputation, nearly doubling its out-of-state students so they now comprise about half of the enrollment. And despite no targeted marketing, international students are applying in increasing numbers and now constitute 10 percent of the student body.

Of course, the growth in CUNY's market share partly reflects that we are the new kid on the block. Dougherty attributed the school's enrollment success to a number of other factors as well: our central location; the hands on nature of the program; the extraordinary value in terms of cost of attendance; the array of subject concentrations; the emphasis on interactive, multimedia storytelling; the small class size and intimate sense of community; the diversity of the student body; the state of the art facilities; the paid summer internship; and the start-up culture at the school.

All of these positive attributes have enabled the Journalism School to maintain its edge in a difficult climate. Nonetheless, Dougherty cautioned the committee about new developments that could challenge these admissions trends, among them: the explosion in online education; the emergence of new players, including liberal arts institutions like Harvard University, that have begun to offer online journalism training; and, strong competition in scholarship packages offered to students, particularly those of color. In addition, he noted that as a public institution, CUNY will undoubtedly face more budgetary pressure and a continuation of the recent trend of tuition and fee increases which, together with scholarship and funding competition, could further narrow CUNY's cost advantage.

This analysis injects new urgency into our strategic planning process. The committee believes it is vital to strengthen our current offerings while simultaneously focusing on initiatives that will generate new revenue streams.

STRENGTHENING OUR CURRICULUM

When the Journalism School first opened in the fall of 2007, we made certain key assumptions. We knew our graduates wouldn't succeed without a fundamental grounding in ethics, reporting and writing, news judgment, and subject expertise that would help differentiate them in the job market. But we also knew that our industry was undergoing a radical transformation and that riding that wave of innovation would be critical to our school's success.

From the outset, that required us to hire cutting-edge professionals, create a culture that would be open to revising our curriculum continuously while maintaining academic standards, and invest in technology to keep pace with the industry's rapid evolution.

Since 2007, about 60% of our curriculum has been revamped. Soon after we launched, for instance, we abandoned the school's requirement that students select a media track, recognizing that it was needlessly restrictive and didn't mirror real-world options. There is no course currently offered in the Interactive program that was on the books in 2007. Examples of new courses that have been added, some of which are taught in five-week modules, include: Advanced Social Media, Data-driven Interactive Journalism, Mobile and Tablet Journalism, HTML and CSS, Java Script and

JQuery for Journalists, WordPress Customization, Hyperlocal Journalism, Video Storytelling for the Web, Audio Podcasting, and News Games and Quizzes.

Also, as the size of our student cohort has gradually increased, we have had the critical mass to add a fifth subject concentration (International Reporting), more varied January and August Academy workshops, a series of photojournalism courses, and an enhanced broadcast curriculum that includes Documentary Filmmaking, Radio Newswriting and Reporting, and Television News Magazine Production. With so many new courses being offered, nearly a third of our students now stay on for a fourth semester to take full advantage of the expanded curriculum.

In constantly reevaluating our curriculum, the Journalism School also places a high priority on rethinking the business model for news to help make the industry more sustainable. Under the leadership of Professor Jeff Jarvis, the Journalism School created the Tow-Knight Center for Entrepreneurial Journalism and in 2012, launched the nation's first MA and certificate programs in Entrepreneurial Journalism. The goal of those programs is to attract journalism entrepreneurs from around the world who will use this unique set of business, technology and journalism courses to develop innovative approaches to our profession that will help ensure its sustainability.

The impetus for new courses often comes from our students, who are frequently the earliest adopters. Close relationships between students and faculty helps surface these ideas. The faculty, if not already on the case, is receptive to developing curriculum in rapid response. The Curriculum Committee meets regularly to examine and, ultimately, to authorize sound curricular changes, and our New York location gives us access to a pool of talented professionals able to teach these latest technologies and skill sets.

The Journalism School's nimbleness, combined with academic rigor, is an intangible yet vital asset that we need to work hard to sustain. It helps us market the school, drives a steady stream of competitive applicants our way, makes faculty retention easier and even helps us fundraise. It also benefits our alums: the constant refreshing of our curriculum gives them the opportunity to come back and learn new skills to keep them competitive in the marketplace.

Yet that advantage could vanish if the J-School becomes complacent or smug about its perceived early success. Other journalism educators are actively evolving their curricula, too, at places like the Center for Collaborative Journalism at Mercer University in Macon, GA, the Knight Center for Digital Media Entrepreneurship at Arizona State University, and the Centre for Community Journalism at Cardiff University in Wales.

Ask professors or program directors at the Journalism School and they will tell you that they strive for excellence, whether it's in teaching, scholarship, reputation or

student job-placement. That said, areas where the school enjoys industry recognition include:

- Digital journalism, including specializations in visual storytelling, mobile, social media and data visualization.
- Entrepreneurial journalism and news innovation, through the continued leadership of the Tow-Knight Center.
- NYC Community journalism. Through our sponsorship of news outlets such as The Local, the Mott Haven Herald, 219 West, 219 Magazine, VoicesofNY, the NYCNews Service, and the recent launch of the Center for Community and Ethnic Media, the School has embraced “teaching by doing” by producing community news in New York City in print, radio, TV and on the web.

What do we want the Journalism School to be known for in the future? Given the pace of innovation, it is impossible to say with certainty the courses that should be on our books two or three years from now. We do, however, believe our internal processes, along with enhancements the committee recommends, will help us remain innovative and competitive in the future.

Several years ago the Journalism School put in place a comprehensive outcomes and assessment process to ensure that our instruction and curriculum generate the desired goals. Already, that process is yielding useful results. This year, for instance, we identified some gaps in our teaching of convergence and are taking steps to address them.

In addition, to better inform future curricular decisions, the school’s Tow-Knight Center for Entrepreneurial Journalism is conducting ethnographic research in newsrooms and start-ups to identify specific skills that are in demand in the marketplace. One goal is to match some of those skills with online learning materials. More broadly, we expect that this outcomes-based approach will enable us to teach more skills to more students more efficiently, and may ultimately change how we teach some subjects.

To institutionalize strategic thinking about curriculum, the committee recommends the creation of a new Strategic Planning committee comprised of faculty, students and alumni. More details on this committee’s responsibilities are outlined later in the strategic plan.

The value of ongoing strategic review of curriculum became clear in the process of producing this plan. In conducting our outreach for the strategic plan, the committee sought input from our alumni and our board of advisors. About a third of our alums responded to a survey and about 30 grads participated in a subsequent meeting.

Both the alumni and our board of advisors felt our curriculum needed more emphasis on career-building skills, given that the profession is based increasingly on freelancing and entrepreneurialism. Whether they are combined into a single course or sprinkled throughout the three semesters, the committee agreed that topics like networking, time-management, pitching, personal finance, grant-writing, portfolio development, building a personal brand and others deserve a more prominent place in our curriculum. The Strategic Planning Committee recommends to the Curriculum Committee that it address this newly identified need with concrete proposals.

The Strategic Planning Committee also concluded that our curriculum review process could be enhanced. The Curriculum Committee is charged with reviewing and approving all new courses, which are the purview of the faculty, driven from the bottom up. Courses already on the books are typically revised on an ad hoc basis, with Curriculum Committee oversight. However, there is no mechanism in place for the formal review of curriculum where changes are not sought.

The Strategic Planning Committee believes that structured, regular reviews of segments of our curriculum are a constructive way to ensure that what we teach remains current and relevant. The committee recommends that every three years each program director invite an external panel to review syllabi, student work, faculty peer reviews, and student evaluations. The program director would then report the findings of that panel to the Curriculum Committee. In cases where elective courses do not naturally fall under a program, the Associate Dean will organize the review. So as not to over-burden the Curriculum Committee, program reviews can be scheduled on a rotating basis. The committee also concluded that the Curriculum Committee, which is so central to faculty governance, should have its membership expanded to six faculty and two students (from the current four and one, respectively), along with the Associate Dean.

The next step is to draft resolutions on expanding the size of the Curriculum Committee and creating a new Strategic Planning Committee so they can be presented at the next Governance Council meeting.

STRENGTHENING OUR INSTRUCTION

In reviewing the composition of the faculty, the Strategic Planning Committee concluded that new approaches should be undertaken to keep our ranks competitive and current. The school now has 12 full-time faculty members, six consortial faculty members from other schools in the CUNY system, 10 “super-adjuncts,” defined as those who lead programs or teach at least four classes a year, and 70 adjuncts or coaches. The Journalism School has benefitted greatly from being able to tap into a wealth of highly skilled professionals who are willing to accept the

limited financial rewards of an adjunct in exchange for participating in a vibrant intellectual environment. By rotating them through our faculty ranks, these adjuncts help keep the school at the cutting edge.

Because the J-School places such a premium on having an ever-evolving curriculum, the Strategic Planning Committee believes the school should retain maximum flexibility in hiring as openings occur in the full-time faculty. The Committee also believes it is important to offer more comprehensive professional development opportunities to strengthen the skills of the current faculty.

Our student evaluations indicate that our program is well regarded and delivering on its goals overall. But the Strategic Planning Committee believes it is essential to keep raising the bar. We recommend that the J-School undertake the following:

- As natural turnover occurs in the ranks of its full-time faculty, the J-School should consider hiring professional journalists who would serve as distinguished lecturers, as part of a mix of full-time faculty, super adjuncts, adjuncts, and consortial professors.
- The J-School should create a new staff position to lead a more robust, ongoing professional training program for faculty. This also could include training in how to integrate “blended learning” – online lessons, primarily in new storytelling and reporting tools – into syllabi where appropriate. The committee thinks it would make sense to have that person also lead the Continuing Education program (currently manned by an alum, part-time), since the learning and experience from one would naturally inform the other.
- The committee recognizes the importance of strengthening faculty interest in training. We believe constant improvement should be an even stronger aspect of the school’s culture. This could be accomplished by holding more faculty meetings where best practices are shared, offering higher-quality training sessions, articulating clearer expectations about the need to learn new skills, and possibly, by increasing the incentives to faculty to undertake regular training.
- The committee recommends that the faculty peer review process be overhauled. The committee suggests that three brief visits to a class, beginning much earlier in the semester, would be helpful, as would regular reviews of syllabi, faculty edits of student work and previous student evaluations. Faculty members should also be encouraged to visit other classes and/or pair up with another faculty member who can provide mentoring.

As a next step, the committee recommends that the school appoint a full-time staff person who will be responsible for professional development and continuing education.

STRENGTHENING OUR LEADERSHIP

1. Faculty Scholarship

As the school moves into its next phase of maturation, the focus on faculty scholarship will heighten, with an expectation of continued contributions by all faculty members. The addition of the Journalism School's new imprint, CUNY Journalism Press, offers another outlet that professors can avail themselves of as they pursue this endeavor. Scholarship has been defined by the J-School as traditional academic scholarship as well as contributions in thought leadership and excellent journalism in all formats.

Because the faculty has deliberately embraced having a relatively high mix of practitioners who come from newsrooms across New York City, we extend this expectation of continued journalistic contribution to our adjuncts and consortial faculty. It should be noted that our expectation for service activities also extends to our part-time faculty.

It is understood that scholarly contributions can absorb time and mental space. In recognition of that, the Strategic Plan calls for additional resources to be made available, in the form of release time and expense coverage, to major faculty projects that show a high probability of being brought to fruition and having an impact.

2. Board of Advisors

The Journalism School is blessed with a board of advisors made up of a stellar group of journalists and media professionals. As the industry undergoes radical change, however, the very definition of a journalist and the kinds of companies that he or she works for is being profoundly transformed. The Strategic Planning Committee recommends that once the new dean is hired, the board be expanded to include representatives from related, emerging industries.

3. Serving CUNY's Undergraduate Journalism Programs

The J School considers that part of its mission is to provide journalistic leadership across the 18 undergraduate campuses of The City University of New York and an opportunity for talented undergraduate journalists to pursue a graduate degree at a reasonable price.

Toward this end, the school has helped organize a CUNY journalism discipline council that brings together faculty from journalism programs across CUNY to discuss common challenges and provide more seamless movement of students between the different levels of journalism programs. Full and part-time journalism faculty at the university are offered the opportunity, at no cost, to sharpen their skills by participating in our courses and professional education workshops.

Likewise, we have invited student editors/broadcasters from across the university to participate in our special events and our supplemental workshops such as those offered in our August and January Academies.

Nevertheless, the Strategic Planning Committee recommends that additional steps be taken to increase the number of applicants and admitted students from CUNY undergraduate campuses, including setting aside a portion of scholarship funds for CUNY applicants. [Insert from Diversity Committee recommendations that pertain to CUNY undergraduate programs here.]

In the coming five years, we will also create a Campus Wire on a WordPress platform. This would showcase content from all the CUNY undergraduate news outlets and allow editors/news directors and their faculty advisors to see what the other CUNY campuses are doing, spot trends, share ideas and content, and collaborate on university-wide or NYC-wide stories. In preparation for this, we are offering to transition campus news outlets to a WordPress platform, hosted by the J-School.

4. Diversity

(section to be added after Diversity Committee report is complete)

STRENGTHENING OUR ALUMNI OUTREACH

Our graduates are some of the J-School's greatest assets. In the class of 2011, the most recent for which data is available, more than 90% of our graduates are working in the journalism profession. Many alumni who have been in the workplace for several years have already been promoted into higher-level positions. Our students' success in the workplace is the best marketing the school could have. They serve as a vital conduit of information to prospective students and as job-placement resources for current students. As they climb the professional ladder, they are also our future donor base.

The Strategic Planning Committee believes that the J-School should devote additional resources to maintaining and strengthening these important ties. We were pleased that over a third of our alumni responded to our survey. But the

committee believes it is in the J-School's interest to do more to build a vibrant network of J-School grads. Current students have requested, for instance, that there be easier access to a more current database of alums, which could help with summer internship applications, informational interviews, and even the recruiting of prospective students.

Responsibility for developing alumni ties currently falls under the auspices of Career Services, which has a very full plate. The J-School should create a separate office of Alumni Affairs, staffed by a full-time Alumni Affairs officer who would work closely with Career Services, the Development Office and our proposed new staff person hired to develop our professional development program.

OPPORTUNITIES FOR EXPANSION

After seven years of steady enrollment growth, the Journalism School is hovering around the 100-student maximum outlined in the school's original plan. The Strategic Planning Committee believes that our relatively small size has been beneficial, engendering a close-knit culture and allowing for hands-on instruction. Admitted students who enroll at the CUNY J-School frequently cite these attributes when describing why they chose us over more established and well-endowed competitors. That perspective was also evident in the results of a recent alumni survey that the Strategic Planning Committee commissioned.

The J-School has maintained this intimate environment while expanding beyond the school's original scope by launching two new centers: the Tow-Knight Center for Entrepreneurial Journalism in 2010 and the Center for Community and Ethnic Media in 2012. Over the course of the next five years, the school expects both centers to strengthen their leadership position nationally in their respective areas of expertise. Looking ahead, the J-School anticipates adding at least one or two more centers to round out our offerings and increase our distinctiveness.

Those initiatives do not mark the end of our expansion, however. As close observers of the journalism profession, we are acutely aware of the power of the Internet to be a disruptive force. The popularity of online education is clearly growing and that disruption is now aimed squarely at institutions of higher learning. As befits its history, the J-School does not want to sit by passively and let this force overwhelm us. We want to engage with it and emerge in a leadership position.

We want the School to take into account the caution expressed in the alumni survey that only certain types of learning may translate well to an online environment, and that the one-on-one training the school is known for should not be sacrificed. We believe, however, that online journalism training, done well, has the potential to transform our work: by maintaining a high-quality education while reducing the

cost to students; by expanding the pool of potential applicants for the school, particularly overseas; and, by opening up new ways of learning to those not well served by conventional classes. If we are successful, it could also alter the process by which we assess students, by placing greater emphasis on mastering competencies rather than counting course credits.

Lastly, we recognize that to have the financial resources to remain at the top of our field – and to remain competitive with the scholarship packages we can offer top students – we need to develop alternative revenue streams to our current mix of state funding, tuition, foundation grants and gifts.

For all these reasons, the Strategic Planning committee endorses the development of four new initiatives.

1. Online Education

While some online learning already takes place within the School's interactive modules, a subcommittee consisting of Jeff Jarvis, Sandeep Junnarkar and Jere Hester has been working on a more ambitious online learning initiative. The abundance of online tools presents an opportunity to rethink how the school teaches technology, as well as many other skills at the Journalism School – and in every journalism school. The Strategic Planning Committee believes that the online efforts the school undertakes should not be limited to replicating its current curriculum, but should use the opportunities the Internet offers to teach in new ways.

The pyramid of possible offerings includes, from bottom to top:

- Learning material -- elements that are not necessarily constructed as coursework. Note that the school does not intend to create all the learning material it uses in classes; it will also curate the best of what is already offered by others online.
- Lessons -- a specific instruction that is less than a course.
- Courses, structured over many hours and weeks could include offerings with individual instruction as well as large-scale efforts (MOOCs).
- Certificates, such as the one the school offers in entrepreneurial journalism, or expanding to other areas such as journalistic technology or midcareer certification in multimedia.
- A full online degree

In 2013, the school is undertaking a number of pilot projects, including:

- Field research – in newsrooms and news startups – to determine specific outcomes that are needed in the market for journalists. In this pilot, we will match these outcomes with online learning materials and make the recommendations open-source to schools and students everywhere.
- Learning modules for creating the best ledes in text and in video.
- A full online course in entrepreneurial journalism aimed particularly at international students.
- Possibly a course launched in conjunction with one of the online education companies, such as Udacity, to test its power at marketing and bringing in qualified students, and to understand how to work with a partner in such an endeavor.

Based on what we learn in the pilots, the School will decide which of several possible paths to pursue in 2014. These may include offering a set of courses, a certificate or perhaps the beginnings of an online degree program. In five years, we would like CUNY to be seen as a leader in the field, using the Internet and technology to improve journalism education at CUNY and elsewhere, to expand our offerings, to serve new and larger constituencies, and to find sustainable business models.

2. Executive Degree Program

The Strategic Planning committee believes there is a promising new business opportunity in offering an executive degree program. This would be offered to working journalists with five or more years of experience, allowing us to eliminate some of the most basic reporting and writing courses from the required curriculum for this group. An accelerated Saturday program, for instance, could take place over 45 Saturdays during a 16-month period. The program would enroll two cohorts of 12 students each fall, with tuition set at regular in-state rates for all candidates.

In 2013 the Strategic Planning Committee recommends that the Journalism School, under the direction of Assistant Dean Dougherty, conduct market research to analyze the competition, pricing and applicant pool, and then, in consultation with professors, develop a curriculum and business plan. Pending state approval, we would like to see an executive degree program introduced in the fall of 2014.

3. Summer Intensive Program

The Journalism School can profit from the under-utilization in the summer of our excellent facility by developing a Summer Intensive program for potential new constituencies, including international students, local high school students, undergraduates (from both CUNY and other colleges) and journalism educators.

The summer intensive would be a one-month certificate designed to upgrade and enhance writing, reporting and multimedia skills. This program could offer a combination of digital skills training, field reporting experiences, and coaching in English-language writing and speaking. The program could be offered in two sessions – June and July - with each session accommodating up to 20 participants.

In 2013, the School, under the direction of Assistant Dean Dougherty, should conduct market research to analyze the competition, potential pricing and applicant pool, and develop curriculum and a business plan in anticipation of rolling out a summer intensive program in 2014.

4. Training for International Markets

The committee believes there is potential for new revenue to be generated by taking the CUNY Graduate School of Journalism brand “on the road.” There is great demand for graduate level journalism education in international markets, and one way to satisfy that demand is to share our expertise with journalism educators in other parts of the world, ie., train the trainers. We are currently in discussion with the International Center for Journalists and believe it is possible to launch a pilot international project in 2014.

In 2013, the committee recommends that the Journalism School develop a business plan and curriculum for overseas training workshops.

EXPANDING OUR FACILITIES

The school is very near the capacity of its physical space. There are currently full-time instructors without offices, and adjuncts frequently compete for a place to perch when they are at the school. IT staff are being forced to double up in windowless offices intended for one person.

The Strategic Planning Committee recognizes that in proposing new initiatives, we will be adding staff, and they will, in turn, require space for their activities and support from admissions, IT, student affairs and other administrative functions. If

these new initiatives are successful, they will, in turn, require additional staff and space.

The committee recommends that the School begin discussions with CUNY about options to expand its physical footprint. Additional space would also give the school the potential for a satellite newsroom, perhaps in conjunction with a media outlet. With the enthusiasm in the profession for a “teaching hospital” approach to journalism education, a satellite newsroom could promote better local journalism and become one of the School’s strategic assets.

EXPANDING OUR FINANCIAL RESOURCES

It is clear that to launch so many ambitious initiatives successfully will require major, additional funding. Nothing would be worse than having the School embark on a bevy of activities with insufficient resources.

With the market evolving so rapidly, the committee believes that it is essential for the J-School to begin funding market research, curriculum and business-plan development immediately. To get that process started, the committee recommends that the J-School reallocate up to \$150,000 from our current budget to support this activity.

If, as a result of our research and business planning, we conclude that some of our initiatives have no prospect of becoming self-sustaining, we will not move forward on them. If, however, these ideas for expanding the School’s educational footprint warrant further investment, the School will need to identify additional sources of funding to cover the start-up costs, the amounts of which will not be known until the research is complete.

Beyond our expansion plans, there are other important financial needs that the School will face in the future. The competition for the highest quality students, particularly those of color, has grown increasingly fierce. To remain competitive, we need to make sure that the Journalism School has a sufficient pool of scholarship money to offer admitted students.

The Strategic Planning Committee also supports raising funds to host three or more distinguished journalists at the J-School each year. Their presence would help raise the school’s visibility, draw top student applicants and contribute to the School’s intellectual environment. The price tag for three such luminaries: \$210,000 a year.

Lastly, the School needs to solidify its funding of the student summer internship program. While our annual gala nearly supports it currently, we anticipate that the financial need will increase over time. According to Diana Robertson, director of

development, the cost of endowing the internship program would be about \$3 million.

Successful new educational programs will undoubtedly help the Journalism School grow over time. As that occurs, the committee recommends that as much of that new revenue stream be used to reduce the cost of tuition to students. To bolster the School's financial underpinnings dramatically, the Strategic Planning Committee recommends that the School, under the direction of the Development Office, begin the process of creating its own 501(c)3. The goal would be to launch it by 2015. Nearly every CUNY college has its own foundation, and given our ambitious goals, it is time we had one too. With board members specifically recruited to support our fundraising efforts, our foundation could begin the task of solidifying our financial future.

EMBEDDING STRATEGIC PLANNING

The Strategic Planning Committee believes it is important to build strategic thinking into the everyday life of the school. We don't want this report to sit on a shelf in someone's office, and, though time-consuming, we have found the process of engaging in collaborative, contemplative self-examination to be of great value. We recommend that the Governance Council create a permanent Strategic Planning Committee that would consist of representatives from the administration, the faculty, alumni and students.

The primary responsibility of this committee would be to review the implementation of the school's strategic plan. This would include: ensuring that the School's annual budget allocations reflect the School's strategic priorities; considering the strategic direction of the curriculum; reviewing the evolution of journalism education; and evaluating the state of the school's infrastructure.

ACTION PLAN

2013

Strengthen Curriculum

Curriculum Committee works with faculty to integrate career-building skill instruction into the MA program – Strasser

Curriculum Committee creates a schedule over the next five years of reviews of programs (of both media disciplines and subject concentrations) – Strasser

Proposal to Governance Council to expand size of Curriculum Committee – Strasser

Strengthen Instruction

Overhaul faculty peer review process (process already underway) – Watson

Improve Alumni Ties

Create new Alumni Affairs Office, staffed with one full-time person.

Expand Opportunities

Online education pilot projects completed – Jarvis, Junnarkar, Hester

Launch search for new Continuing Education/Professional Development director, to be hired by yearend – Watson

Conduct market research for executive degree program, develop curriculum and business plan – Dougherty

Conduct market research, develop curriculum and business plan for summer intensive program – Dougherty

Develop business plan and curriculum for overseas training workshops.

Increase Funding

Begin process of creating 501(c)3 – Robertson

Embed Strategic Planning

Submit proposal to Governance Council for creation of Strategic Planning Committee – Bartlett

2014

Strengthen Curriculum

Curriculum Committee begins review of programs.

Expand Opportunities

Run at least six professional development workshops a year for faculty, monitor impact on faculty scholarship, classroom instruction, diversity of student assignments.

Grow revenues from Continuing Education business by 20%.

Undertake additional online educational initiatives, based on learning from 2013 pilot projects.

Enroll first executive degree cohort in fall.

Enroll first summer intensive cohort.

Launch pilot international training program in summer.

Once new dean is on board, begin exploring opportunities for additional space.

Strengthen Advisory Board

Expand size and composition of advisory board.

Strengthen Alumni Ties

Host Alumni Day, develop online database of alums, undertake additional steps to develop more robust alumni network.

Strengthen Funding

Continue process of creating 501(c)3.

2015

Strengthen Curriculum

Review of programs.

Expand Opportunities

Run at least eight professional development workshops a year for faculty, monitor impact on faculty scholarship, classroom instruction, diversity of student assignments.

Grow revenues from Continuing Education business by 20%.

Undertake additional online educational initiatives, based on learning from 2014 projects.

Fine-tune executive degree program, based on learning from 2014.

Fine-tune summer intensive program, based on learning from 2014.

Launch at least two international training programs.

Increase Funding

Recruit foundation board members, launch 501(c)3.

Strengthen CUNY ties

Develop a Campus Wire for undergrad programs on a WordPress platform.

2016

Strengthen Curriculum

Review of programs.

Expand Opportunities

Run at least eight professional development workshops a year for faculty, monitor impact on faculty scholarship, classroom instruction, diversity of student assignments.

Grow revenues from Continuing Education business by 10%.

Undertake additional online educational initiatives, based on learning from 2015 pilot projects.

Continue to develop executive degree program.

Continue to develop summer intensive program, based on learning from 2015.

Run at least three international training programs.

2017

Strengthen Curriculum

Review of programs.

Expand Opportunities

Run at least eight professional development workshops a year for faculty, monitor impact on faculty scholarship, classroom instruction, diversity of student assignments.

Grow revenues from Continuing Education business by 10%.

Undertake additional online educational initiatives, based on learning from 2016 pilot projects.

Continue to develop executive degree program.

Continue to develop summer intensive program, based on learning from 2016.

Run at least three international training programs.

Strategic Planning Committee

Professor Sarah Bartlett (chair)

Tim Catts ('07)

Elbert Chu ('13)

Professor Greg David

Professor Peter Beinart

Jere Hester (Director, NYCNews Service)

Professor Jeff Jarvis

Professor Sandeep Junnarkar

Emily Laber-Warren

Daisy Rosario ('13)

Toby Salinger ('13)

Associate Dean Judith Watson

External Grants and Contracts: FY 2012 - FY 2018 (in 000)

	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Federal, State, City							
Number of projects	19	20	16	23	25	27	29
Amount	6,648	7,812	9,274	10,387	11,000	11,500	12,000
Foundations and Non-Profit							
Number of projects	4	3	1	2	3	3	3
Amount	51	52	12	18	20	20	20
Other							
Number of projects	3	1	0	1	1	1	1
Amount	71	75	0	13	15	15	15
Overhead from all Projects	559	655	766	860	908	949	990

Foundation Year-End Net Assets: FY 2012 - FY 2015 (in 000)

	FY 2012	FY 2013	FY 2014	FY 2015 to date (5/18/15)
Unrestricted	\$47,239	\$84,002	\$110,006	\$223,321
Temporarily Restricted	\$52,169	\$193,410	\$354,753*	\$466,458**
Permanently Restricted	\$-	\$-	\$100,000	\$261,334***
Total	\$99,408	\$277,412	\$564,759	\$951,113

Of the \$354,753, \$150,000 was encumbrances for scholarship award from Murphy Institute Diversity Scholarship Fund for FY15. **Of the \$466,458, \$115,750 has been encumbrances for scholarship award from various funds for FY16 (2015 - 2016 CUNY SPS Scholarship awards). *Unrealized Gain/Loss for April 2015 for investment in CUNY Investment Pool has not been recorded yet.*

New Philanthropic Funds by Year (in 000)

	FY 2012	FY 2013	FY 2014	FY 2015
Amount	\$78,195	\$188,276	\$300,555	\$600,000



The CUNY School of Professional Studies Strategic Plan

Less than a decade old, the CUNY School of Professional Studies (SPS) has nearly thirty times the enrollments it had its first year, most of them in programs not envisioned at its inception. Quick and decisive in responding to opportunities as they arise, SPS is indeed fortunate in the decisions and developments that have brought it so far in such a short time. Conceived as a continuing education unit, the School soon began offering degrees, beginning with CUNY's first online degree. It now has a dozen undergraduate and graduate degrees, even more credit-bearing certificate programs, and a continuing education unit whose enrollments exceed them all.

That it has created a sense of community and common goals across diverse programs, that it has forged an almost seamless structure of support for them all, that it grows stronger as well as larger with each passing year – these facts bode well for sustaining its success. The secret of that success, impossible without extraordinary effort and dedication, is that the School's responsiveness is first and foremost responsiveness to its students. They command the dedication that makes SPS work.

What follows is a way of defining SPS less as a summation of all it was and is than a tracing of the highlights of its trajectory, finding in them the keys to continued success and new attainments.

SPS Thus Far

Begun in 2003 with one small grant and 200 students, the CUNY School of Professional Studies (SPS) currently serves over 2,000 students through its online baccalaureate degrees, its master's degrees, and its certificates; additionally, it enrolls over 3,500 students in its noncredit professional development programs. Home to the first fully online degrees at the University and to such unique programs of study as its MAs in Applied Theatre, Disability Studies, and Labor Studies, SPS has seen remarkable growth and change in its short history.

A School that once had no degrees now has many, offering them in new fields, and in new ways, with as many graduate degrees as undergraduate. A continuing education operation starting with a single partnership now provides key training to many organizations and agencies, from family services to emergency services. Instruction that was once so often online or offsite that SPS could manage on borrowed space has now grown so as to require that the School have its own campus and classrooms.

Yet there is nothing mysterious in any of this. Tracing the arc of the School's development shows that SPS has consistently brought forth what the University needed but did not have, whether that be new kinds of instruction or new modes of delivering it. And it has done so in a way that is wholly consistent with its founding purpose -- meeting the educational needs of working adults, organizations, and employers through timely, tailored programs. Its fast and sure responsiveness to these needs is what explains its striking progress. The question is whether that same responsiveness has resulted not just in a growth of programs, but in a reconfiguration in what the School is and does.

Unwavering in its core commitment, SPS has nevertheless redefined itself over time. Precisely because of its responsiveness, the School has expanded its scope and scale dramatically:

- Accepting the challenge of offering the first online degree in CUNY, it began what was then called CUNY Online Baccalaureate in 2006. The online degree included a full range of online student support services, from inquiry and admission to capstones and career advisement.

- Its next several programs were all on-the-ground graduate degrees in growing fields of graduate study as yet unrepresented in CUNY: Applied Theatre, Disability Studies, Labor Studies. These were and are truly distinctive degrees unlike any offered elsewhere.
- Developing and offering these degrees by drawing on faculty from across CUNY, SPS developed and has since consolidated a consortial model that draws on faculty from across the University, one supporting curricular and administrative oversight as well as instruction.
- In creating graduate programs in Applied Theatre, Disability Studies, and Labor Studies, all innovative and interdisciplinary, SPS established its first lines for full-time faculty, mostly but not wholly in leadership positions, and is committed to further growth of full-time lines.
- The success of its first online degrees (a BA in Communication and Culture, a BS in Business, and an MS in Business Management and Leadership) led to the creation of more (BAs in Sociology, Psychology, and Disability Studies, and a BS in Health Information Management, as well as a planned RN-to-BSN in Nursing); given the lack of online degrees elsewhere in CUNY, these programs have cemented the School's vanguard role in offering online instruction, including online faculty development workshops offered to faculty from other campuses.
- Growth in degree-credit instruction has been equaled by that of grants and contracts, which quickly went from hundreds of thousands to millions of dollars each year, including work with award-winning online simulations and training in emergency shelter management, which led in turn to more award-winning work in helping to manage the actual evacuation and sheltering of NYC citizens during Hurricane Irene.
- The growth in enrollments and the concomitant scaling up of instructional and support staff heightened the need for a consolidated campus; the University's commitment to that has been realized in a particular site (119 West 31st Street), now being readied for the School to occupy.

Offering what others do not, either by kind of program or kind of delivery, SPS has gathered to itself a community of learners who depend on it for access to such instruction—yet who also represent large and growing constituencies:

- On the noncredit side, those coming to SPS are students already in the workplace, many in public organizations and agencies, upgrading their knowledge, expanding their skill sets, improving their credentials; they

fit the relatively new but already classic definition of the “lifelong learner” who represents the single largest potential for growth in higher education, as a restructured economy redefines the workforce.

- On the credit side, those coming to SPS also tend to be students in the workplace, but they have made a commitment to degree instruction; taking programs that would not otherwise be available to them, they are those for whom circumstances seemed to shut the door on college, yet they are showing themselves capable of fine scholarly work, extended in scope through new technologies providing not just online access but multi-media capstones and rich cross-curricular eportfolios.

Though it serves an older, returning student population for the most part, and does so even as the rest of CUNY sees a marked shift to younger students, SPS is distinguished most, not by different kinds of students, but by what is done for them – by extraordinary kinds of support. This support begins with creating instruction that fits new learning needs or new forms of access. It undergirds this instruction with advisement and other kinds of contact confirming that the students are being engaged, and it supports students through and beyond graduation with formal and informal networks and connections.

Like the programs whose students they serve, the School’s support services are relatively new. In many cases, critical forms of support are not only directed but handled by one individual. Examples include the Office of Alumni Relations and Development, Career Services, and Disability Services. In some cases, as with Institutional Research, the work is done by one part-time staff member. In others, as with several academic directors running programs comparable to whole departments at other colleges, the only staffing is a single shared assistant.

Supporting students thus has huge challenges as well as huge rewards. The greatest challenge is managing the necessary investment in new programs, a challenge heightened by the School’s reliance on tuition, which, in new programs, is mere prospect precisely when the need for investment is highest. SPS has met such challenges by finding efficiencies wherever possible and achieving economies of scale.

How Growth Has Created New Possibilities for SPS

Because of the growth it has seen, and the accommodations made for that growth, SPS is poised for significant new developments: new programs, new sites and kinds of instruction, new forms of service to the University.

- New degrees (both online and on the ground) are in process. An online BA in Disability Studies, an online MS in Information Systems, and an MA in Urban Studies are all due to be launched in Fall 2012. Plans for other degrees, including a BA in Urban and Community Studies as well as an online RN-to-BSN in Nursing, are in advanced stages of development. (A letter of intent for the online BSN has already circulated.)
- The current and planned undergraduate degrees are for degree completers – students who already have college credit – but recent changes in CUNY’s admissions procedures and general education requirements, as well as significantly heightened access and digital literacy in the college-bound population, have opened the possibility for full 120-credit paths to baccalaureate degrees at SPS.
- CUNY’s reform of the general education requirements (the Pathways Initiative) also opens up the opportunity for SPS to create an online core curriculum, a set of approved general education courses that students anywhere in CUNY could take online.
- New possibilities for campus-based instruction exist because of the new site, particularly for daytime instruction, and even traditional, on-site degrees to complement those offered online.
- Access to classroom space also promises expanded organizational partnerships, providing more opportunities to draw learners on-site for focused and collaborative learning experiences, especially training sessions and workshops but also, quite possibly, full degree programs.
- Already offering online workshops for those preparing to teach online or hybrid courses, not just at SPS but throughout the University, the School now has a full-time director of faculty development with special expertise in supporting online instruction; that appointment brings with it the means to provide multiple, multi-tier workshops and seminars to CUNY faculty as well as to SPS faculty specifically.

All these possibilities for SPS are already within the School’s reach, and indeed its grasp. But SPS did not become an engine of innovation and a prodigy of

growth without help. At critical points, extra funding supported extraordinary change. The allocation of a few full-time lines gave the MA in Labor Studies a world-class faculty. The School's leadership in faculty development for online instruction justified central funding for its new director of faculty development. The creation of a stable funding base made the possible the launching, not just of the original Online BA, but of over half a dozen online degrees. Given its history, a story not of incremental change but of prodigious game-changing advances, it is worth considering what strategic infusions of funds might mean to a school as resourceful and responsive as SPS. A School that has added, on average, two degrees for every year since its first degree, SPS has a track record of rapid, solid, successful development. There can be no question of return on investment.

Significantly Expanded Vistas

If the growth of SPS thus far has taught anything, it would seem to be to expect the unexpected. This is a school that keeps going where no other school in CUNY has gone. Yet hindsight shows seemingly surprising developments are rooted in the School's extant work and mission. Guided by the trajectory of developments thus far, prospects can be envisioned that make the preceding achievements seem modest, goals that are nevertheless attainable for all their ambition.

- The proliferation of degrees greatly expands both the reach and stature of the School. Once a school with a few degrees, now one with many (there are 12 fully approved degrees – 6 undergraduate and 6 graduate – and more in process), SPS can have a national “pull” and reputation, especially as the purveyor of online degrees.
- As degrees expand student choices, including minors and double majors and pipelines from undergraduate to graduate study, synergies among the offerings should make the School itself (not just any particular program it offers) more attractive as an option.
- The School's access to its own campus creates possibilities for further growth, not least of all growth in full degree programs, and offerings that are not online but in traditional classrooms – or that blend online and in-class instruction.
- For the first time in its history, SPS could pursue the possibility of offering full degrees and full support services for students entering as freshmen.
- In creating an online general education core for CUNY, SPS could also offer all of its online courses to students within and beyond the University

on a course-by-course basis, developing a permit and tuition remittance system that is efficient and robust enough to accommodate hundreds if not thousands of additional students.

- Significant increases in the scale of programs and enrollments would perforce mean increases in support services and staff, especially for online offerings, which require measures to ensure that students are prepared to learn online; these would have their own economies of scale, particularly in advisement and faculty development.
- The relocation of SPS to a new site, together with projected growth, represents an opportunity for a rebranding of the School; how (or at least whether) to rename and reposition the School is not a question to be asked and answered lightly, but it should be investigated.

The School has defined its own journey, both as outcome and prospect, and the path ahead surely stretches out further than the path behind. The overview of what could lie ahead for SPS divides into two categories: 1) immediate goals whose realization seems within reach, as logical outcomes of current plans and processes; 2) more visionary goals that should be studied now, and then, if deemed feasible and worth pursuing, realized as next steps, goals fully envisioned and carefully planned.

Short-term Goals for SPS

1. *Launching planned degrees*: the online BA in Disability Studies and the MA in Urban Studies (both newly approved) as well as an online RN-to-BSN in Nursing (with an approved letter of intent, entering the proposal stage) and a BA in Urban and Community Studies (in development by the Murphy Institute). The growth in degree programs, particularly at the baccalaureate level, means choosing SPS could be less the choice of a specific major, more the choice of a School offering a range of choices.
2. *Improving retention and graduation*: increasing degree completion for all degree students, above all those in online programs. Particularly in the online degrees, too many students fall away in the first term or two; though SPS has made incremental gains (of 5-10%) since its first cohorts, it must improve student retention and degree completion.

3. *Developing an online “core” of general education courses:* courses in keeping with the final determinations of the Pathways committees and so acceptable for credit University-wide. Courses for an online core are already in development, and work will proceed with close attention to the deliberations of the Pathways Core Curriculum Review Committees.
4. *Determining the feasibility of full degree paths at the baccalaureate level:* college access for students no longer predicated on 24 credits of college coursework (the current admissions requirement for the baccalaureate degrees at SPS). A group will be formed in 2012 to determine needs and requirements, including entrance and placement assessments, advising needs, and required changes to admission and instruction.
5. *Extending online courses to all of CUNY:* offering the School’s online courses (including but not limited to general education courses) University-wide. SPS has already begun providing such access, though issues with the permit system, tuition collection, and what might be called internal marketing need to be worked out to make significant growth fully viable.
6. *Improving student preparedness to learn online:* ensuring that, both at the course and the degree level, students are truly ready to take online courses. A pilot of an extensive orientation to online instruction showed that it was, though successful, rather too extensive, too time-consuming, and SPS will be preparing a streamlined version as well as a short form for students taking just one online course (and not registering for a degree).
7. *Extending faculty development in online and hybrid instruction to all of CUNY:* workshops (on the basic essentials), as well as more advanced seminars and tutorials for experienced online instructors. SPS already offers basic workshops to CUNY (and the School’s own) faculty, so the real question is whether to make them required for those who teach online or blended courses; for instructors who have taken the basic workshop, a schedule of recommended follow-ups could then create a full curriculum of professional development for online instruction.
8. *Increasing fundraising efforts:* developing ambitious fundraising goals for a public capital campaign, now that the SPS Foundation is established. Already turning contributions into scholarships for students, SPS needs to refine and implement a fundraising plan for the next four years.
9. *Growing an alumni network:* developing programs and services for alumni, but also engaging them as donors and volunteers. The Office of Alumni Relations and Development should work with School alumni, and also

- Career Services, to create a support network for students and graduates, particularly focused on career development and post-graduate success.
10. *Determining ideal, innovative use of classroom space in the new site:* maximizing available space for instructional purposes. A task force in formation will study and propose the best uses of space in the new facility, particularly for daytime use. Instead of framing use in terms of traditional functions and semester-long intervals, the task force will consider using shorter time frames for courses; blending in-class and online instruction; and making available space for student tutorials, executive and continuing education, professional development, and partnerships with other institutions.
 11. *Developing and extending partnerships with organizations and agencies:* taking the next steps in already successful partnerships with DCAS, HRA, OCFS, OEM, and other organizations to expand the School's use of new and innovative approaches for meeting their learning needs. Possibilities include transitioning existing learning programs to new formats, such as online or hybrid, to better accommodate organizational constraints and leverage technologies used successfully around the world.

Long-term Goals for SPS

1. *Making SPS a center of innovative Master's degree programs in CUNY:* building on success with interdisciplinary programs in Labor Studies, Disability Studies, Applied Theatre, and Business Management and Leadership (to which the degrees in Information Systems and Urban Studies have just been added), SPS should become a focal point of new master's programs in emerging fields, defining standards and credentials.
2. *Extending such programs into Centers of Excellence:* with one such center developing under the auspices of the Joseph S. Murphy Institute for Worker Education and Labor Studies (as an MA in Urban Studies joins the MA in Labor Studies, with a bachelor's program planned as well), SPS should focus, not just on instructional programs, but on becoming, in each represented field, a center of research, internships, and partnerships, instanced by the Murphy Institute's work with unions, its monthly forums, and its national, refereed journal the *New Labor Forum*.
3. *Developing a Center for Teaching and Learning at SPS:* building out the first-rate faculty development SPS has now as a center of support for (and

- scholarship on) pedagogy. This would not be wholly focused on online instruction, but the School would take advantage of and crystallize its leadership in that area, developing a knowledge base of effective practices and shared experience.
4. *Making SPS the hub of online education for CUNY*: providing not just courses, but services like online faculty development and student support for online instruction University-wide. Particularly as the School extends its online course offerings to students throughout the University, it becomes the CUNY students' most likely encounter with what an online course can and should be. SPS should ensure that the courses are as state-of-the-art and enriched as such learning can be.
 5. *Marketing SPS as a national hub of online education*: defining the School by the full range of choices it makes available online – multiple (often complementary) degrees and curricula, multiple points of entry, extensive online support services, and the quality of faculty drawn from across a vast, well-established, multi-campus system. As the School adds online degrees in new fields like Disability Studies and Health Information Management to traditional majors like Psychology, Sociology, and Business, it will necessarily extend its reach nationally and internationally to students who have no such degree options locally. SPS should shift its marketing and support strategies accordingly, expecting such extended reach to affect the more established majors as well as the newer ones.
 6. *Establishing an Institutional Research Office*: creating an IR unit with full-time personnel to sustain ongoing data collection and analysis. In building a culture of evidence and assessment, SPS needs the commitment of ongoing data-gathering to drive decision-making and verify the achievement of desired outcomes.
 7. *Improving diversity among faculty and staff as well as students*: making sure those who teach and support the students also reflect their diversity and that of the world at large. The School is committed to representing a diverse range of backgrounds within its community, modeling the hiring practices and social values our students should expect.
 8. *Making the "campus" of SPS a model of innovative and efficient uses of space*: using its newly acquired space to find new ways of building community, supporting students, officing faculty, and offering instruction. SPS should focus on ways of maximizing classroom use for degree, certificate, and noncredit education with shorter but intensive terms of instruction,

- combinations of online and in-class instruction, and adjustably paced, carefully assessed learning.
9. *Making SPS the go-to partner in meeting city and state needs for learning and professional development*: leveraging success with the Office of Emergency Management, the Office of Child and Family Services, and other city and state agencies, the School should develop learning programs that are tightly tied to organizational missions and that use innovative approaches and enabling technologies – including simulations, virtual worlds, mobile learning, and social networking – to promote positive learning outcomes.
 10. *Possibly rebranding SPS*: redefining the School’s public image (and perhaps even changing its name). The CUNY School of Professional Studies has seen extraordinary growth and change since 2003, when it was first named and inaugurated. Repositioned since, most notably by becoming a degree-granting institution in 2006, the question arises: might a more dramatic and decisive redefinition signified by a new name and/or image be appropriate? Without predetermining the answer, the question certainly should be asked, and an answer formulated deliberately. In an economy where both entry and re-entry to college education are important as never before, where new modes of instruction have taken hold nationally and internationally, where the pace of change requires education to adapt as well as direct, SPS may want to redefine its identity as a key player in a new educational order.

What the Full Vision of the Plan Entails

The CUNY School of Professional Studies is right now the little school that can. It can go in new directions, launch new programs, reach out to new constituencies. What is still more important, it can sustain what it launches.

The great question now is whether the School can take the next great step beyond sustaining and scaling up its operations, growing beyond a start-up to a standard-bearer and flagship environment. Working with the same funding base allocated for the mounting of its first degree, it currently functions on a model of maximum efficiency, relying on part-time faculty and minimal staff to accommodate program growth beyond the first degree it was budgeted for in its funding base. Revenue-driven, it must create new programs and enrollment to sustain itself, but launching new programs requires a start-up investment. So

growth, though necessary, is forever chasing its costs, becoming both a requirement for fiscal survival and a demand for further investment. Recouping that investment for the sake of further growth means that, for the sake of efficiency, the School cannot acquire the accoutrements of stability, things like full-time faculty, an institutional research office, well-funded marketing and outreach operations.

These are good things in and of themselves. But they are also the requisites for a change in status, like the School's access to national attention as a hub of online education, or its creation of centers of excellence, or its attaining standing as the (and not just a) preferred partner for the city and state in new training ventures. Like the marketing clout to support such moves (including a state-of-the-art website), such advances challenge the School's capacity to provide the necessary funding. SPS has created and launched twelve degrees without an increase in the funding it was given for its very first degree launch. And its commitment to students has extended beyond instruction to the creation of offices and services for support where none existed – in career planning and placement, alumni support and development, tutoring, assistive services, faculty development, and so on. Enrollment growth has certainly fueled (as well as demanded) a great deal. But there are limits to what growth (and the revenue it brings with it) can accomplish. In the public sphere, particularly with the price point CUNY tuition represents, revenue-driven operations can only achieve so much. The School must seek out new sources and levels of funding, and it is certainly committed to doing so.

Now that the University has invested in a new space for SPS, which is in itself a vital investment and an opening onto new opportunities, what will lead to those “significantly expanded vistas” mentioned above is a special kind of investment, one that will allow SPS not just to grow but to consolidate its gains. First and foremost, that will be an investment in full-time faculty. Building a roster of full-time faculty members is not just a matter of meeting established expectations, whether of accreditors or professional organizations or faculty themselves. With full-time faculty, a culture of teaching and scholarship acquires a consistency worthy of being called a culture, and curricular innovations and publications invite attention from the outside, acting as a beacon for students and new faculty.

In other key areas, notably institutional research, marketing, and instructional design support, SPS relies on part-time staff, just as its instruction relies on part-time faculty. Creating full-time faculty and senior staff lines would allow

significant advances to be made, the kind of advances outlined as long-term goals. Because the School's ambitions are for excellence as well as growth, their full realization depends on investments that will grow the staff and faculty with full-time lines. Similarly, SPS needs to invest in a website that, in design and functionality, would put a "face" on the School's ability to keep pace with the times; this would center its many outward-reaching efforts in social media and online presence, which need such a website to be the center that holds.

Such improvements, turning on the funding they will require, may also be ways of redefining SPS much more profoundly than any exercise in rebranding; consequently, the School is committed to finding the needed funding as it continues to expand its programs, grow its alumni, burnish its reputation, and broaden its reach.

Next Steps

The short-term goals outlined above should be operationalized and their implementation begun in the coming year. The long-term goals will take more study and planning (and, ideally, further investment), but that study and planning can also take place in the coming year. SPS has always combined appropriate deliberation with all due speed, seeing them as mutually necessary and beneficial. It plans to emerge from next year, its tenth year as a school, with a full panoply of undergraduate and graduate programs, burgeoning enrollments, a growing reputation, and a home of its own. Its long-term goals stress how far it will be from content with that. Having realized ambitions undreamt of at its beginning, it now has clear sight of bigger and brighter prospects ahead, taking the CUNY School of Professional Studies beyond remarkable growth to widely recognized prominence and excellence.

REVIEW FOR ACCREDITATION
OF THE
CUNY SCHOOL OF PUBLIC HEALTH
JOINTLY OFFERED BY
Hunter College – CUNY
Brooklyn College – CUNY
Lehman College – CUNY
The Graduate School and University Center – CUNY

SITE VISIT DATES:
December 15-17, 2010

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Introduction

This report presents the findings of the Council on Education for Public Health (CEPH) regarding the City University of New York (CUNY) School of Public Health (SPH). The CUNY SPH is jointly offered by four separately accredited institutions within the CUNY system: Hunter College, Brooklyn College, Lehman College and the Graduate School and University Center. The report assesses the school's compliance with the *Accreditation Criteria for Schools of Public Health, amended June 2005*. This accreditation review included the conduct of a self-study process by school constituents, the preparation of a document describing the school and its features in relation to the criteria for accreditation, and a visit in December 2010 by a team of external peer reviewers. During the visit, the team had an opportunity to interview school and university officials, administrators, teaching faculty, students, alumni and community representatives, and to verify information in the self-study document by reviewing materials provided on site in a resource file. The team was afforded full cooperation in its efforts to assess the school/college and verify the self-study document.

CUNY is the nation's oldest and largest urban public university system. It began in 1847 as the Free Academy, and was established as CUNY in 1961 with four founding senior institutions: Hunter College, City College, Brooklyn College and Queens College. Today, CUNY includes 23 independently-accredited institutions that confer approximately 35,000 degrees each year. The four CUNY institutions involved in the SPH are located in three of New York City's five boroughs, all within a 25-mile radius of one another and all situated on public transportation lines.

The SPH operates on a consortial model, with Hunter College as the lead institution. The SPH dean also serves as the dean of Hunter College's School of Urban Public Health, which houses Hunter's contributions to the collaborative SPH. Two acting associate deans currently support the administrative structure, which also includes program directors for each degree offered and campus directors for each of the four institutions.

Students apply to the CUNY SPH but are ultimately accepted into a concentration that is housed in one of the four institutions, and students pursue a majority of their coursework at the institution that houses their concentration. Faculty hold appointments in one of the four institutions and in the SPH. To date, all faculty located in the units that sponsor the SPH have been considered SPH faculty, but the school has developed procedures to define appointments within the school itself. Curricular, admissions and policy decisions all occur at the school level through schoolwide committees with representation from the four institutions.

This is the CUNY SPH's first review for accreditation. Three of the four institutions involved in the school have sponsored CEPH-accredited programs: Hunter College's public health program has been accredited

since 1972; Brooklyn College's public health program has been accredited since 2001; and Lehman College's public health program has been accredited since June 2010.

Characteristics of a School of Public Health

To be considered eligible for accreditation review by CEPH, a school of public health shall demonstrate the following characteristics:

- a. The school shall be a part of an institution of higher education that is accredited by a regional accrediting body recognized by the US Department of Education.
- b. The school and its faculty shall have the same rights, privileges and status as other professional schools that are components of its parent institution.
- c. The school shall function as a collaboration of disciplines, addressing the health of populations and the community through instruction, research, and service. Using an ecological perspective, the school of public health should provide a special learning environment that supports interdisciplinary communication, promotes a broad intellectual framework for problem-solving, and fosters the development of professional public health concepts and values.
- d. The school of public health shall maintain an organizational culture that embraces the vision, goals and values common to public health. The school shall maintain this organizational culture through leadership, institutional rewards, and dedication of resources in order to infuse public health values and goals into all aspects of the school's activities.
- e. The school shall have faculty and other human, physical, financial and learning resources to provide both breadth and depth of educational opportunity in the areas of knowledge basic to public health. As a minimum, the school shall offer the Master of Public Health (MPH) degree in each of the five areas of knowledge basic to public health and a doctoral degree in at least three of the five specified areas of public health knowledge.
- f. The school shall plan, develop and evaluate its instructional, research and service activities in ways that assure sensitivity to the perceptions and needs of its students and that combines educational excellence with applicability to the world of public health practice.

These characteristics are evident in the CUNY SPH. Four institutions, each with appropriate regional accreditation, collaborate to offer the school. While the unique organizational structure presents a challenge in identifying whether SPH faculty's rights, privileges and status are "the same...as other professional schools that are components of the parent institution," faculty rights and status within their home institutions remains the same as those in other professional schools, and some analogues exist elsewhere in the CUNY system that provide examples of academic programs that involve multiple separately accredited institutions.

The school clearly operates from an interdisciplinary framework, and the school identifies specific values and existing successes in encouraging interdisciplinary work among faculty and students. Close ties with community and public health practice-based organizations help foster the development of professional public health concepts and values.

The organizational structure was explicitly designed to provide an environment conducive to public health education, research and service. Institutional rewards, such as the emphasis of community involvement and teaching in the faculty promotion process, clearly support public health values.

The school has adequate resources to offer all degrees required by the accreditation criteria, as well as several other degree programs that align with the school's (and its component institutions') history and mission. The planning and evaluation includes broad constituent participation, ensuring that student and community needs are visible and present in the school's decision making processes.

1.0 THE SCHOOL OF PUBLIC HEALTH.

1.1 Mission.

The school shall have a clearly formulated and publicly stated mission with supporting goals and objectives. The school shall foster the development of professional public health values, concepts and ethical practice.

This criterion is met. The CUNY SPH has a mission statement with a view to foster the development of professional public health values, concepts and ethical practice. The mission is as follows:

To engage in teaching, research and service to create and sustain a healthier New York City and promote equitable, efficient, evidence-based solutions to pressing health problems facing urban populations around the world. To realize this mission, the SPH works with communities, non-profit and private organizations and government at all levels to build the capacities that help people to lead healthier and more productive lives.

The school plans to focus on four key themes during its first decade, namely:

- Contribute to healthier cities
- Promote healthy aging through the lifespan
- Prevent chronic diseases and improve their management
- Advance health equity

The school identifies four goal statements to address core functions:

Education Goal: To provide a diverse student body with knowledge and skills in public health practice and science. To accomplish this goal, the school plans to recruit and educate a highly qualified and diverse student body. It will increase the number of recruitment activities and the variety of doctoral applicants. It will also increase school expenditure per FTE; maintain MPH and MS graduation rates at 80% or higher; improve the methods for tracking alumni, including certification and career paths; improve academic advisement and career counseling for all students. It will also ensure that all core PH, specialization and elective course offerings address SPH's key themes.

Research Goal: To contribute new and apply existing knowledge to improve the health and well-being of populations, with a focus on the CUNY SPH's key themes. This goal will be accomplished by promoting and increasing faculty research activities. This includes increasing the amount of research dollars per faculty; increasing extramural funding; maintaining and

increasing the diversity of external research funding streams. The school also plans to maintain or increase the number of faculty engaged in research; increase faculty research collaboration with various centers, institutes and initiatives within the university, and governmental and not-for-profit and other organizations and increase the number of faculty and student authored peer-reviewed publications.

Service Goal: To develop, implement, evaluate and promote programs and policies to improve community and population health. This goal will be accomplished through the preparation of a qualified and diverse public health workforce; strengthening the service activities of faculty and students; increase the number of partnerships between school and community leaders, organizations and government agencies in the SPH's future home in East Harlem and elsewhere.

Operational Goal: To promote faculty and staff excellence and diversity. This goal will be accomplished by recruiting and retaining highly qualified and diverse faculty and staff; promoting excellence in teaching and ensuring that faculty continue to maintain above-average teaching ratings as measured by the student evaluation of faculty teaching.

The goals were developed through a collaborative process, involving internal and external stakeholders, over a three-year period, as were the measurable objectives attached to each goal. There are eight core values that guide education, research and service throughout the school. These core values were developed through a multi-stage, inclusive process involving the Dean's Cabinet and the full SPH faculty. An Assessment Committee has been established that will be responsible for future revisions of the mission and goals.

1.2 Evaluation and Planning.

The school shall have an explicit process for evaluating and monitoring its overall efforts against its mission, goals and objectives; for assessing the school's effectiveness in serving its various constituencies; and for planning to achieve its mission in the future.

This criterion is met with commentary. The school has well developed and appropriately detailed processes and assigned responsibilities for ongoing assessment and planning toward its identified mission, goals and objectives.

The school and its participating institutions participate in strong planning and evaluation processes defined by the CUNY system, which are uniform across the participating colleges. The school has also developed a well-structured and comprehensive planning and evaluation process that monitors and support the performance of the participating institutions and of the school overall in the achievement of the school's missions, goals and objectives.

CUNY develops a master plan every four years, to which all units contribute. The most recent Master Plan 2008-2012 included the development of a school of public health at Hunter College. The university implements and assesses this plan through a performance management process, which includes continuous monitoring and annual reporting from all CUNY colleges. The creation of the school was accomplished through committees and evaluation processes that have been used as a model for the

system of planning and evaluation that the school proposes for the future. These processes built on existing structures at the individual campuses and were undertaken with the involvement of senior leadership, faculty, students, administrators and external stakeholders.

The core of planning and evaluation activities is the Dean's Cabinet, which includes the associate deans and the campus directors for each campus. The Dean's Cabinet develops common assessment tools, oversees the conduct of routine assessment, evaluation and dissemination of results and makes recommendations for improvement. The lead responsibility for program assessment lies with the associate dean for academic affairs and assessment, to whom the school's assessment coordinator reports. Faculty and students participate in planning and evaluation through the Faculty and Student Council and its committees (which are described in more detail in Criterion 1.5), especially the Assessment Committee.

The Assessment Committee consists of one faculty member from each of the consortial campuses, and one student from each of the degree programs. A subcommittee, the Accreditation Committee, is responsible for assuring that on-going evaluation and production of documents for accreditation are carried out. The Curriculum Committee also contributes to assessment and evaluation activities related to the educational activities. The Assessment Committee and the Curriculum Committee are created by the school's By-Laws.

External members of the public health community participate in planning and evaluation through the Public Health Leadership Council (PHLC), a group of approximately 20 leaders of public health, medical and community organizations that meets annually to advise the dean. It recommends to the dean areas in need of further evaluation and reviews the results of evaluation to ensure that the school is meeting its goals and the needs of the public health community. The members of the PHLC represent organizations that have significant current or potential teaching or research activities with the school, and individual PHLC members also serve as resources and advisers to the school throughout the year.

The school has identified two to five outcome measures for each of the school's fourteen objectives (which are linked to its mission and goals). For almost all of the defined outcome measures, data are presented for the past three years. Some data are not available for the full three-year period because of the transition issues related to establishing the collaborative school, but the strong system of data collection that has been established, as well as the collection of baseline data, suggests that the school will continue to build its monitoring and data tracking abilities. The outcome measures and the associated performance data provide a thoughtful and practical basis for meaningful continued evaluation and planning.

The school presented a self-study that well-organized and generally complete, and it served well as preparation for the site visit and for assessment of compliance with criteria. The self-study was produced using a well-organized and inclusive process. The process was led by the acting associate dean for academic affairs, along with an Accreditation Team of four faculty members. Faculty, administrators, staff and students participated in working and information gathering groups on specific accreditation issues. The faculty held four retreats to review issues and draft documents. Drafts were reviewed for factual accuracy by the four campus directors. The PHLC met with the dean and the Cabinet to review the themes, mission, goals and objectives. The preliminary self-study was posted on the SPH website and constituents were asked to submit comments.

The commentary concerns two aspects of the school's current system of planning and evaluation. The first area that merits comment is the large number of outcome measures defined by the school that use terms such as "maintain or increase" rather than an actual numerical target. While these are in fact measurable and provide some focus for planning and assessment, in some cases they seem somewhat unambitious. Such objectives may not reflect the most thoughtful or detailed analysis of the school's goals. The explanation offered for these was that the school is too new to have the experience and track record to allow them to create more specific targets, but that the creation of more specific targets will be part of the strategic planning that will be undertaken in the upcoming year.

The second area of commentary is that many aspects of the planning and evaluation system had been formally developed in the six months prior to the site visit. For example, the approval of the By-laws that created the Assessment Committee and the Curriculum Committee occurred in June 2010. The systems and structures are reasonable, but there has been little opportunity to demonstrate that these effectively serve the needs of the school.

1.3 Institutional Environment.

The school shall be an integral part of an accredited institution of higher education and shall have the same level of independence and status accorded to professional schools in that institution.

This criterion is met. CUNY currently consists of 23 independently accredited institutions. The four consortial CUNY campuses that comprise the SPH are Brooklyn College, Hunter College, Lehman College and the Graduate School and University Center (GC). Each of these four campuses is separately accredited by the Middle States Association of Colleges and Secondary Schools, a regional accrediting agency recognized by the US Department of Education. The Graduate School is involved across CUNY campuses primarily with doctoral education and consists of relevant faculty from campuses involved in doctoral education, including the school of public health. The University Center (UC) contains university-wide schools and programs that span campuses and includes organizationally the School of Public Health. Other schools and consortial programs in the UC include the School of Professional Studies, the CUNY Baccalaureate Program, the Graduate School of Journalism and the Macaulay

Honors College. The academic programs within the UC are constituted and governed separately from the Graduate School's governance structures, as well as those academic programs organized outside of the UC at CUNY.

Three of the SPH's consortial members are already currently accredited: the MPH degree programs at the three colleges (Hunter, Brooklyn, and Lehman) are separately accredited by CEPH as programs; the MS-EOHS is accredited by ABET; and the Dietetic Internship (DI) is accredited by the Commission on Accreditation for Dietetics Education (CADE). CADE also accredits the BS degree in Nutrition and Food Science (BS-NFS). Within each of the four consortial campuses, specific schools and programs are also accredited by a variety of other accrediting agencies such as by the National Council for the Accreditation of Teacher Education, the Council of Social Work Education, the Commission on Collegiate Nursing Education, the Department of Baccalaureate and Higher Degree Programs, the American Planning Association, the Council on Rehabilitation Education, the Educational Standards Board of the American Speech-Language-Hearing Association and the Commission on Accreditation in Physical Therapy.

Figure 1 represents what is described in the self-study as the CUNY-level reporting structure. Figure 2 represents what is described in the self-study as the campus-level reporting structure. However, what may be considered as the functional-level reporting structure of the school of public health is represented by Figure 3. This organizational structure is complex and requires further elaboration, based on information from the self-study as well as obtained from multiple sources during the site visit, to understand; however, it is not a truly unique organization for CUNY, as exemplified by consortial programs in the UC of the GC.

Each consortial campus, including Hunter College, has a SPH campus director who oversees the degree offerings and other public health components on the campus. The campus directors report on their home campuses to either a chair (at the Lehman campus) or directly to a provost (at the Brooklyn campus where the campus director is already a chair), with the exception of the Hunter College campus where the campus director reports directly to the dean of the SPH, who in turn reports to the provost of Hunter College. With the exception of the campus director at Hunter College, who appears to have a single reporting line to the dean, the other three campus directors have dual-reporting relationships to either a chair (and then to a dean other than the SPH dean) or provost on each respective campus as well as to the SPH dean. The SPH dean also appears to have multiple-reporting relationships to the provost of Hunter College (as depicted in Figure 2), and to both the president of Hunter College and the president of the GC (as depicted in Figure 1). Further, as described in the self-study and confirmed on site, the SPH dean also sits on the University's Council of Presidents, allowing access to members of the Chancellery and the Board of Trustees via a variety of formal meetings as well as on an as-needed basis. Finally, the dean of the CUNY SPH is also the dean of the Hunter College School of Urban Public Health (UPH),

offering the BS, MPH and MS programs in public health at the Hunter Campus under the direct leadership of a campus director.

The self-study describes that some SPH processes differ slightly from other CUNY schools/institutions due to the collaborative nature of the CUNY SPH to assure involvement of each partner campus and to assure central coordination through the SPH dean. As noted in the self-study, reporting lines are part of the accommodations that have been made, which differ from other CUNY components, to accommodate the consortial nature of the SPH. However, as described further below, while the reporting of the lead institution, CUNY SPH at Hunter College, is not identical to other professional CUNY schools, the School of Public Health at Hunter College has what may be considered a higher level and a greater degree of independence and status than other professional CUNY schools. In addition, the consortial approach to involving faculty from multiple CUNY campuses is established by other consortial programs affiliated with the UC of the GC (Law School, School of Professional Studies, School of Journalism, Macauley Honors program).

The SPH budget and allocation process also differs from that of other schools, involving what is described as a collaborative and iterative process with all consortial campuses, the SPH dean, the University Budget Office (UBO), and the University Office of Academic Affairs (OAA). Criterion 1.6 contains a more detailed explanation of the coordination and collaboration that characterize the budget process.

Finally, the self-study describes how accommodations in faculty appointment, promotion and tenure have also been made based on the consortial nature of the CUNY SPH. In the self-study, a distinction is drawn between faculty appointment, promotion and tenure on the individual's home campus and that as a consortial faculty member in the SPH. Appointment, promotion and tenure on the home campus are through the policies and procedures of the home campus and not subject to the SPH dean's control, except at Hunter College, where the SPH Dean also serves as the UPH Dean. Consortial appointment and reappointment, however, is based on the policies and procedures established by the CUNY SPH and subject to final decisions by the SPH dean.

Figure 1. CUNY SPH University-Level Reporting Structure

Figure 1.3.b.1 CUNY SPH University-level Reporting Structure

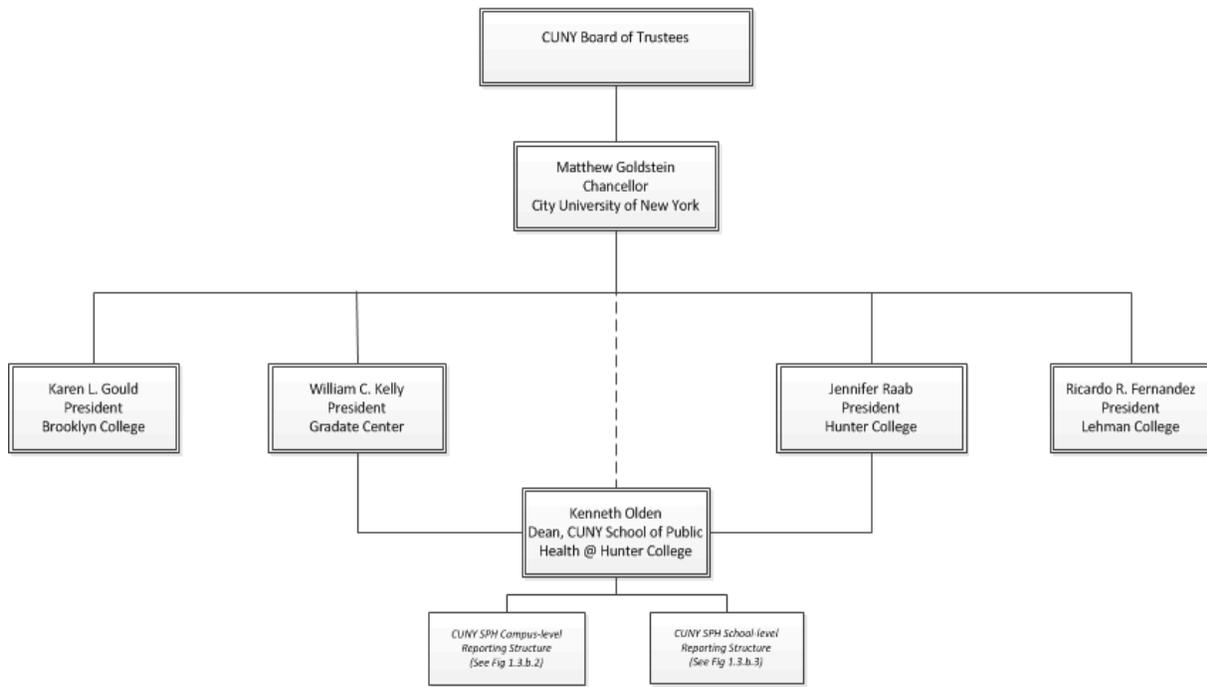


Figure 2. CUNY SPH Campus-Level Reporting Structure

Figure 1.3.b.2 CUNY SPH Campus-level Reporting Structure

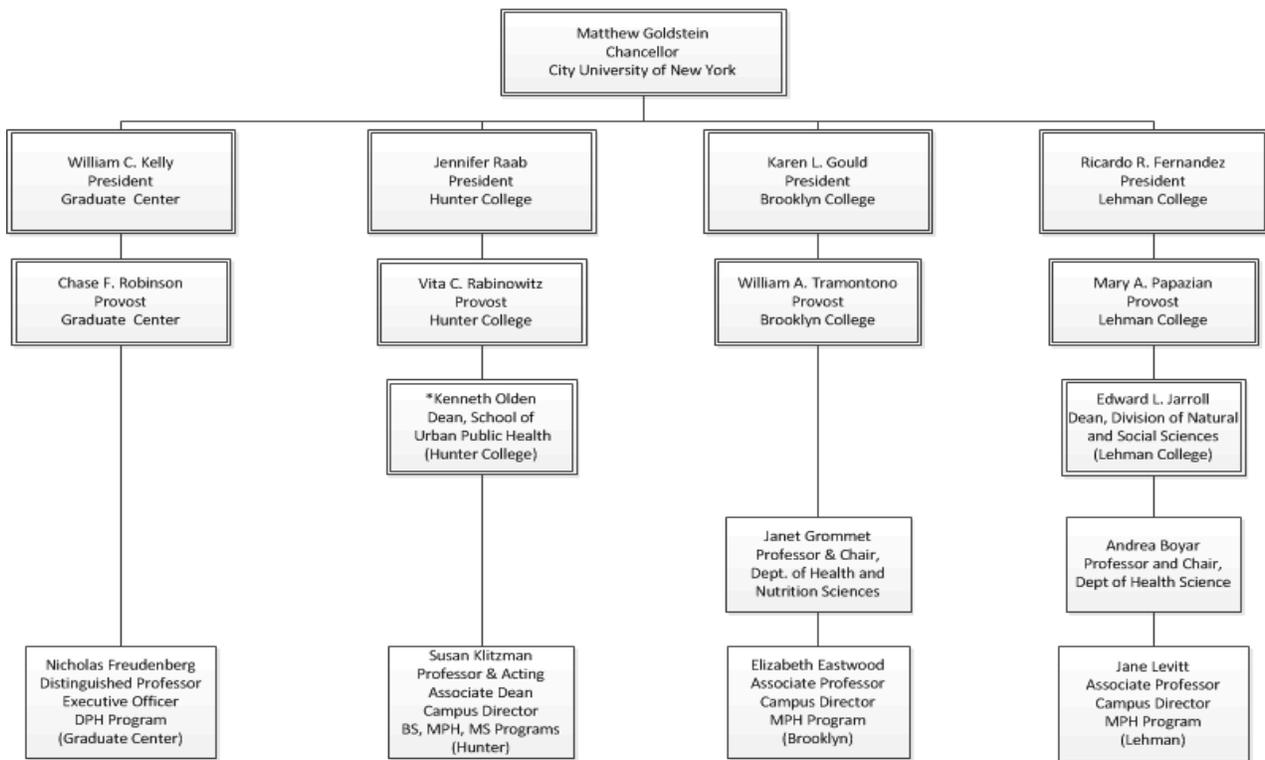
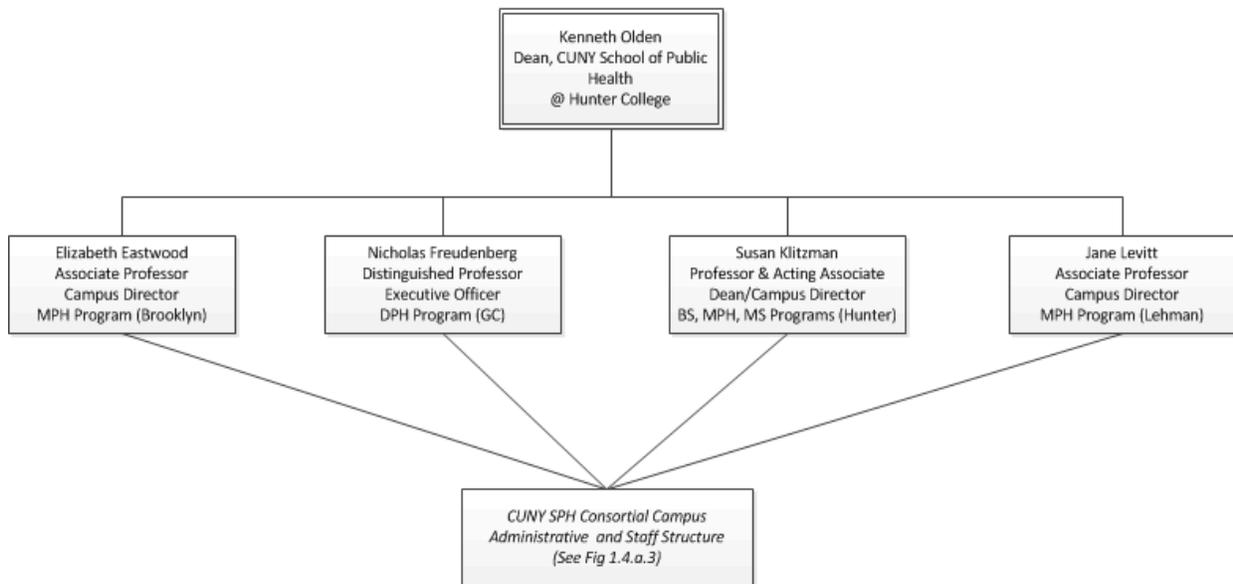


Figure 3. CUNY SPH School-Level Reporting Structure

Figure 1.3.b.3 CUNY SPH School-level Reporting Structure



While the consortial nature of the school is somewhat organizationally different than other CUNY professional schools, two considerations evident during site visit meetings with faculty and administrators are relevant: 1) the consortial nature of other programs at CUNY, which, while not structured as separate schools, do take advantage of collaborations on different CUNY campuses to support educational programs; most of these are organized through the GC; and 2) other deans of consortial programs in the School of Journalism, Law School, School of Professional Studies and Macauley Honors College all serve as members of the Council of Presidents; this membership serves to recognize and foster their consortial arrangements. Thus, very similar, although not identical, organizational structures to the SPH exist at CUNY. As noted by faculty through the highest levels of the CUNY administration, the consortial nature of collaboration between campuses is common at CUNY and is considered part of the institution's culture. This consortial environment is obviously facilitated by the close geographic proximity of the campuses in marked contrast to many, if not all, other university systems.

1.4 Organization and Administration.

The school shall provide an organizational setting conducive to teaching and learning, research and service. The organizational setting shall facilitate interdisciplinary communication, cooperation and collaboration. The organizational structure shall effectively support the work of the school's constituents.

This criterion is met. The CUNY SPH's internal organization is presented in Figures 4 and 5. The SPH is a consortial arrangement of three CUNY colleges and the GC, which administers doctoral and multi-campus programs for the CUNY system. All CUNY colleges have presidents who report to a single chancellor. The organizational setting, although rather complex, is clearly conducive to meeting the goals and objectives of providing public health focused teaching, research and service to the school's constituents, primarily the citizens of New York City.

The SPH currently has an acting dean, who also holds the title "founding dean." He was appointed by the chancellor of the CUNY system rather than having been selected through a national search. Ultimately, a national search will be conducted for a permanent dean. The dean is referred to as a "university" dean, a title that indicates a dean who oversees a consortial arrangement of more than a single CUNY college. In this role, the dean is a member of the CUNY Council of Presidents, an organization of presidents and "university" deans of the 23 independently accredited colleges in the CUNY system.

Figure 4. CUNY School of Public Health Organizational Structure

Figure 1.4.a.1 SPH Organization

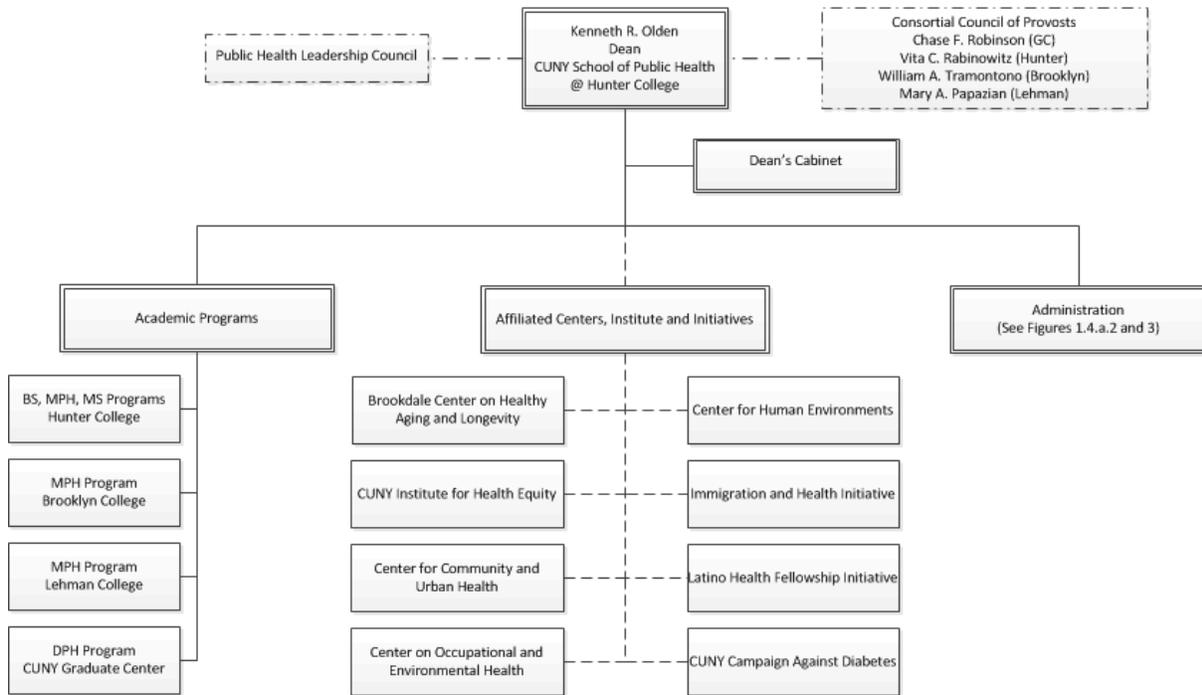
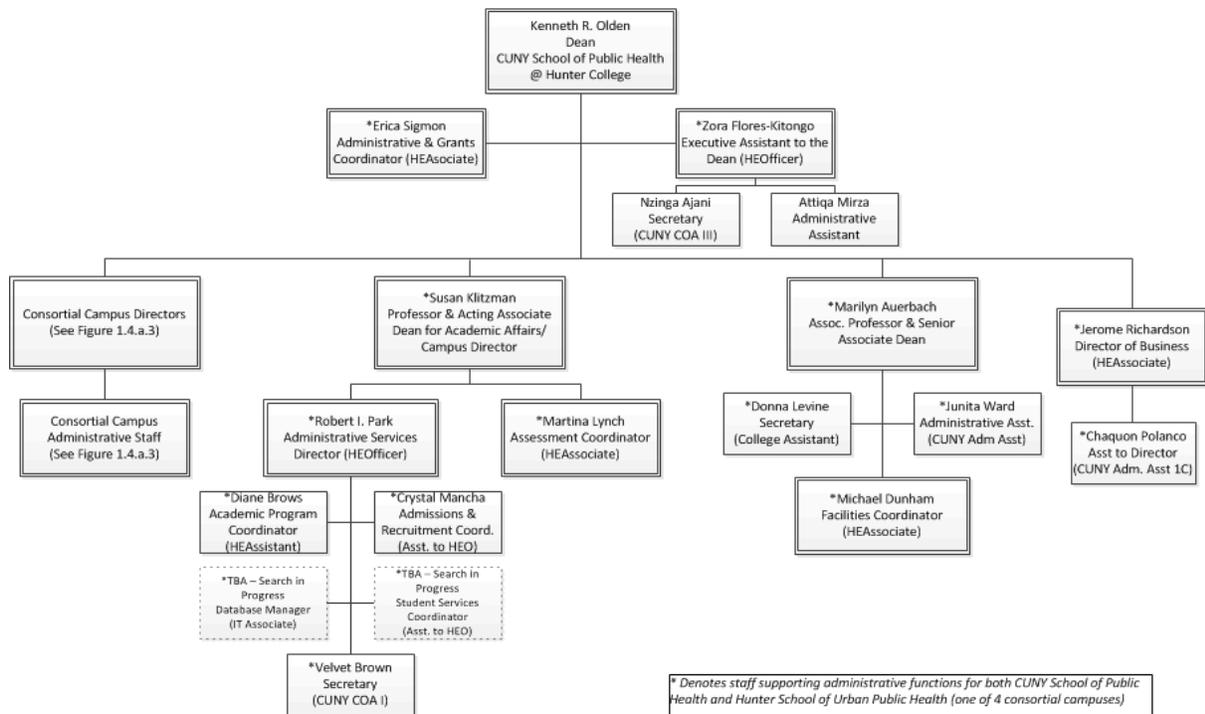


Figure 5. CUNY SPH Administrative Structure and Staff Organization

Figure 1.4.a.2 SPH Administrative Structure and Staff



Two advisory groups support the decision-making of the SPH. One is the PHLC, made up of members appointed by the dean who are representative of external organizations involved in public health research or policy or the delivery of health or health-related services. It advises the dean with respect to the research, programs and workforce development and training of the SPH to ensure that they meet the needs of the community. It recommends to the dean areas in need of further evaluation and it reviews the results of evaluation to ensure that the school is meeting its mission and the needs of the public health community.

The other advisory group, which is not typical of the organization in most schools of public health, is the **Consortial Council of Provosts**. This council is comprised of the provosts of the consortial units included in the SPH: the GC, Hunter College, Brooklyn College and Lehman College. The Council of Provosts advises the dean on matters related to the policies and operations of the SPH, with particular emphasis on ensuring that needs and concerns of the consortial campuses are addressed and that the policies and procedures of the SPH are consistent with those of the consortial campuses. The Council on Provosts also advises the dean on the implementation of the memorandum of understanding (MOU) that describes the organizational and operational aspects of the consortial arrangement.

The organizational structure is somewhat unique with an advisory group made up of four provosts, who typically operate at a higher administrative level than the level of a dean, but, in this case, work with the dean. This is a very important administrative arrangement for meaningful inclusion of the four consortial members as related to faculty hiring, curricular coordination and fiscal management. The high level of intercollegiate collaboration evidenced at the CEPH accreditation site visit could not be possible without the effective and supportive work of the Council of Provosts.

The SPH is supported by two acting associate deans (they are titled as acting since the dean is also in an acting role), a consortial campus directors group, a director of business and other support staff. The site visit team noted that making the acting associate deans permanent as soon as is feasible will be important for the school's strength and stability. There may be a need for additional administrative and/or academic leadership positions as the SPH further develops and possibly grows. The current arrangement and individuals who serve in the organizational setting appear to work at high levels of efficiency and effectiveness in support of the consortial aspects of the SPH. The administrative organization appears to be well recognized and valued by external constituents of the SPH. The external constituents are highly complementary of the dean and his efforts to involve them in SPH decision-making, they feel well informed and included, and they feel the organization is very responsive to the goals and values of the SPH to work in urban public health.

Policies have been established to assure fair and ethical dealings, all of which are found on the college websites, and these include: CUNY Student Conduct Policy, CUNY Student Grievance Policy, CUNY Policy Against Sexual Harassment, CUNY Policy on Academic Integrity Policy, CUNY Research Conduct Policy, IRB Policies and Procedures, Basic Statement of Academic Freedom for CUNY, Institutional Ethics Board Policies and Procedures and the Affirmative Action Policy Statement. It should also be noted that CUNY is a collective-bargaining based university with well established policies and guidelines as related to salary, conditions of service, policies and procedures for grievances related to the collective bargaining agreements.

1.5 Governance.

The school administration and faculty shall have clearly defined rights and responsibilities concerning school governance and academic policies. Students shall, where appropriate, have participatory roles in conduct of school and program evaluation procedures, policy-setting and decision-making.

This criterion is met. Rights and responsibilities of faculty, staff and students are clearly defined in the self-study and other documents provided at the site-visit. There were strong perceptions of meaningful inclusion in decision-making provided by faculty and students in the interviews conducted on-site. While CUNY is a system with collective bargaining, there was a clear impression that this provided positive and supportive benefits and in no way was adversarial.

The Faculty and Student Council (FSC), chaired by the dean, made up of the associate dean for academic affairs, the campus directors, all core faculty, two affiliated faculty, two staff members and five students (one elected from students in each of the consortial campuses, except that two are elected from Hunter College, one from the undergraduate program and one from the masters programs) is the primary governance body of the SPH. It is responsible for: formulating educational policy and developing standards for admissions, academic performance and degree requirements for students consistent with the by-laws and policies of the CUNY Board of Trustees and other CUNY policies and procedures; reviewing programs and curricula; recommending to the dean and the CUNY Board of Trustees the granting of undergraduate degrees, graduate degrees and honorary degrees to qualified candidates; considering any other academic matters and making recommendations to the dean and the CUNY Board of Trustees; establishing or abolishing such standing or temporary committees as it deems necessary and considering reports and recommendations of those committees; and recommending revisions to the SPH Governance Plan.

There are several subcommittees of the FSC as follows:

- The Steering Committee establishes the agenda for the meetings of the FSC, identifies major issues for the council's consideration and oversees the activities of the other standing committees. It may also act for the council between council meetings where there is an urgent need for immediate action and when the dean requests such action. The Steering Committee is composed of the chairs of the

standing committees, the dean, the associate dean for academic affairs and other persons designated by the dean.

- The Curriculum Committee reviews proposals for new and revised programs and courses within the SPH and reports its recommendations to the FSC. It also coordinates with the appropriate committees and governing bodies of the consortial colleges. The Curriculum Committee is composed of at least four core faculty members, one each from the four consortial campuses and three matriculated students, one each from the undergraduate, masters and doctoral programs.
- The Assessment Committee recommends procedures for monitoring and evaluating student progress in achieving the expected competencies and the quality of each program. It also assists the dean or his/her designee in evaluating student achievement in and the quality of each program and in presenting annual data assessing performance against those measures. The Assessment Committee is composed of at least four core faculty members, one each from the four consortial campuses and three matriculated students, one each from the undergraduate, masters and doctoral programs.
- The Admissions Committee recommends standards for admissions for each program within the SPH and reviews the qualifications of students proposed for admissions by each of the consortial colleges. The Admissions Committee is composed of at least four core faculty members, one each from the four consortial campuses.
- The Faculty Appointments Committee reviews faculty qualifications for initial appointment and faculty performance in connection with reappointment and makes recommendations to the dean regarding appointment and reappointment to the SPH. The Faculty Appointments Committee also makes recommendations to the dean on the appropriate guidelines for designating core faculty. The Faculty Appointments Committee has five faculty members, two from Hunter College and one from each of the other consortial campuses.

The governance system, in spite of being made up of many members who do not work in immediate proximity, is effective in facilitating faculty and student involvement in decision-making in the SPH. Faculty also have a strong presence in college and system governance. This activity is valued and counted in the area of service provided by faculty. Constituent involvement in governance and advising was clearly recognized and valued by the individuals who attended the site visit meeting with constituents. Many of the attending constituents indicated involvement in the establishment of the SPH as well as active current involvement.

Students indicate high levels of positive involvement in SPH governance. The GC and DPH by-laws mandate student participation in all committees, including Faculty Appointments, Curriculum and Admissions. DPH students have been elected to and served on these committees since the program's inception. Student inclusion on committees is strong and appropriate for the nature of each committee's business. While students do not vote on admissions or faculty appointments, they participate in all policy discussions including on faculty and admissions processes. In addition, students are elected to serve on the Graduate Council, and DPH students have participated in this GC governing body since the program's second year. MPH students at Brooklyn, Hunter and Lehman Colleges have been active participants on faculty search committees, assessment committees and focus groups on program assessment. Doctoral students have formed their own independent organization, meet regularly and

communicate suggestions and concerns to the executive officer and faculty. As a new school, student-led organizations are in an early of development. A factor that tends to reduce student involvement is the nature of the student body being largely part-time students and full-time employees.

1.6 Resources.

The school shall have resources adequate to fulfill its stated mission and goals, and its instructional, research and service objectives.

This criterion is met. The school has many resources to contribute to achieving its mission, goals and objectives. Financial resources across the four consortial campuses as summarized in the self-study have increased significantly in recent years and are projected to continue to increase for the next several years, largely as a result of significant increases in state appropriations used for hiring new faculty. Personnel (administration and staff) are adequate, and office, classroom, laboratory and computer facilities on the three campuses on which faculty reside (Hunter, Brooklyn, and Lehman) all seem appropriate for the size of the SPH faculty and programs on the respective campuses. On the Hunter campus, facilities will improve with the completion of a new building, which the SPH will share with the Hunter social work program; this site will also be located closer to subway lines and, thus, will be more accessible to students than the current location. Library facilities and holdings are very good, particularly since CUNY students have access to libraries on all CUNY campuses. Field experience sites and other community resources that facilitate partnerships with communities are well developed by SPH faculty to support instruction, research and service.

Faculty resources associated with the MPH in the five core areas of public health at Hunter College exceed minimum requirements, and faculty resources on the two consortial campuses where an MPH program is offered (Brooklyn and Lehman) are adequate to support these programs. Although the number of faculty at the Lehman campus (five faculty with a total of 4.8 FTE) contains only one faculty member in the area of Social and Behavioral Sciences, the discipline seemingly most strongly aligned with the community-based and health equity focus of the program, site visitors confirmed that the expertise of Lehman epidemiology faculty member is in social epidemiology and health equity and the expertise of health policy faculty members is also focused in areas directly related to this area of concentration. Hence, faculty expertise for the Lehman MPH program, as well as the other MPH programs, is sufficient to support the MPH degree offerings.

Faculty who participate in the DPH program with appointments in the GC also appear adequate to support the four areas of concentration. Several of the recently appointed faculty reported that they are in the process of applying for an appointment in the GC, a reportedly lengthy process; thus, faculty resources to support the DPH program and its tracks will likely be enhanced as additional GC appointments are made.

During the site visit, students reported mixed experiences in being able to access faculty—most students and alumni indicated that the ability to easily access faculty is strength of the program, though some reported challenges, which they attributed to faculty’s busy teaching and research schedules. Additionally, student to total faculty FTE ratios are 10 or less and appear adequate to support and encourage effective and regular student/faculty interactions.

With this consortial program, the budget process initially appears somewhat complex. Each of the four provosts at the consortial campuses submits an annual operating budget for the public health programs at their respective campuses to the dean of the SPH, along with any special requests and justifications for expenditures. The SPH dean then, in collaboration with the Council of Provosts, makes recommendations and decisions on hiring plans, prioritizing resource requests and allocations and any budget requests. Once a preliminary SPH budget has been established, the SPH dean submits it to the Chief Operating Officer (COO) of Hunter College. Hunter’s COO is the formal liaison to the University Budget Office (UBO), and the UBO reviews the budget and considers requests in consultation with the OAA, SPH dean and the COO of Hunter to ensure alignment of the requests with the SPH goals and objectives. Within the constraints imposed by the budget, allocation of resources to programs, course offerings and faculty assignments are the responsibility of the SPH dean.

If the SPH dean wishes to revise the school’s budget on any of the three consortial campuses that provide direct funding (ie, Hunter, Brooklyn or Lehman), as stated by the three provosts for these campuses, the SPH dean must negotiate the change with the appropriate provost. The Council of Provosts is also a venue in which the SPH dean and/or provosts may choose to discuss budgets and budget changes. This process is thus not substantively different than processes undertaken in non-collaborative settings but is complicated by the fact that three separate budgets, one for each campus, contribute to the overall SPH budget.

School-level administrators, provosts, presidents and the CUNY chancellor confirmed that the overall budget allocation process has been well thought out, but school-level administrators and provosts admitted that some details are still being finalized, particularly in the area of return of grant/contract indirect costs. Nonetheless, overall, the budget for the SPH is adequate to support the school, its stated mission and its programs. Tables 1 and 2 present the overall school budget and the budget contributions by consortial campus for Hunter, Lehman and Brooklyn for fiscal years 2008-2012, either actual or projected. Budget increases across years are largely the result of enhanced state appropriations to support increased faculty FTE. Direct and indirect cost recovery have remained fairly stable both in the overall budget and campus budgets; however, faculty and administrators both reported during the site

visit that an increased emphasis on grant-supported research is likely to enhance grant funding levels in future years.

Table 1. Sources of Funds and Expenditures by Major Category, Fiscal Years 2008 to 2012¹					
Source of Funds	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
Tuition ²	\$1,843,654	\$2,021,539	\$2,718,883	\$3,021,408	\$3,021,408
State Appropriations ³	\$1,751,478	\$3,738,966	\$5,954,778	\$8,728,414	\$8,844,737
Grants/Contracts Direct Cost ⁴	\$4,099,432	\$5,134,468	\$4,825,577	\$4,825,577	\$4,825,577
Indirect Cost Recovery	\$347,685	\$ 494,552	\$508,360	\$508,360	\$508,360
University Funded Grants/ Contracts	\$ 79,740	\$ 29,300	\$ 84,660	\$84,660	\$84,660
Endowments/Gifts ⁵	--	--	--	--	--
Expenditures					
Faculty Salaries & Benefits	\$3,410,366	\$4,487,332	\$6,239,626	\$7,360,268	\$7,702,109
Staff Salaries & Benefits	\$114,106	\$826,358	\$1,268,883	\$2,331,070	\$2,746,489
Faculty Start Up Funds		\$90,500	\$333,082	\$1,107,605	\$450,000
Library OTPS Resources ⁶	--	--	\$349,974	\$410,000	\$513,000
Student Support	--	\$139,680	\$136,019	\$195,492	\$149,604
Program Operations ⁷	--	\$94,185	\$104,756	\$88,938	\$42,493
Travel ⁸	--	--	\$14,871	\$30,000	\$36,000
Graduate Center Expenses ⁹	\$22,367	\$43,728	\$68,897	\$68,897	\$68,897

¹ Fiscal years (FY) are from July 1st through June 30th (i.e. FY 2011= July 1, 2010 through June 30, 2011).

² Fees are excluded since many are earmarked for college-wide purposes and not specific to public health (i.e. technology fee, student activity fees, etc).

³ State appropriations represent direct program tax levy support.

⁴ Extramural funding for Core SPH Faculty only

⁵ There are no endowment and gift funds specifically earmarked for SPH programs.

⁶ OTPS=Other than personnel services. Library OTPS Resources specific to public health for FY08 and FY09 were not readily available.

⁷ Program Operations include other than personnel service costs (i.e. office supplies, memberships, office equipment, etc)

⁸ Travel expenses for the SPH were not calculated separately from other expenditures in FY08 and FY09.

⁹ The Graduate Center (GC) expenses represent additional administrative expenses only, not already included in other expenditures.

Table 2. Current and Ongoing Contributions by Partner Institutions to the Overall School Budget										
	FY ¹⁰ 2008		FY 2009		FY 2010		FY 2011		FY 2012	
	ACTUAL		ACTUAL		ACTUAL		BUDGET FORECAST		BUDGET FORECAST	
HUNTER										
Source of Funds										
Tuition ¹¹	\$	1,353,838	\$	1,461,184	\$	1,953,090	\$	2,186,958	\$	2,186,958
State Appropriations ¹²	\$	1,298,699	\$	3,028,125	\$	3,892,755	\$	6,121,484	\$	5,970,281
Grants/Contracts Direct Cost	\$	3,806,152	\$	4,902,381	\$	4,467,463	\$	4,467,463	\$	4,467,463
Indirect Cost Recovery	\$	298,851	\$	485,889	\$	446,474	\$	446,474	\$	446,474
University Funded Grants/Contracts	\$	75,750	\$	18,300	\$	42,220	\$	42,220	\$	42,220
HUNTER EXPENDITURES										
Personnel Services	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost
Faculty Lines	23.0	\$ 2,458,820	26.2	\$ 3,195,003	28.3	\$ 3,561,743	36.5	\$ 4,475,770	36.0	\$ 4,647,513
Academic Support Lines	0.0	\$ -	0.7	\$ 68,056	0.9	\$ 68,141	2.3	\$ 168,619	3.0	\$ 268,458
Administration Lines	2.0	\$ 83,717	6.5	\$ 716,070	8.4	\$ 1,038,267	14.8	\$ 1,719,806	16.5	\$ 1,960,664
Adjunct	0.0	\$ 110,000	0.0	\$ 192,500	0.0	\$ 374,518	0.0	\$ 380,000	0.0	\$ 335,000
Total Personnel Services:	25.0	\$ 2,652,537	33.4	\$ 4,171,629	37.5	\$ 5,042,669	53.6	\$ 6,744,195	55.5	\$ 7,211,635
Other than personnel services (OTPS)										
Travel/Conferences	0.0	\$ -	0.0	\$ -	0.0	\$ 4,503	0.0	\$ 15,000	0.0	\$ 18,000
Library Resources ¹³	0.0	\$ -	0.0	\$ -	0.0	\$ 310,000	0.0	\$ 370,000	0.0	\$ 473,000
General (OTPS)	0.0	\$ -	0.0	\$ 178,000	0.0	\$ 352,654	0.0	\$ 983,755	0.0	\$ 305,000
Total OTPS:	0.0	\$ -	0.0	\$ 178,000	0.0	\$ 667,157	0.0	\$ 1,368,755	0.0	\$ 796,000
Student Support										
Total Student Support:	0.0	\$ -	0.0	\$ 139,680	0.0	\$ 136,019	0.0	\$ 195,492	0.0	\$ 149,604

¹⁰ Fiscal years (FY) are from July 1 through June 30 (i.e., FY 2011=July 1, 2010 through June 30, 2011).

¹¹ Tuition fees (for all consortial campuses) are excluded since many are earmarked for college-wide purposes and not specific to public health (ie, technology fee, student activity fees, etc)

¹² State appropriations represent direct program tax levy support.

¹³ Library OTPS Resources for FY08 and FY09 were not readily available.

Table 2. Current and Ongoing Contributions by Partner Institutions to the Overall School Budget										
	FY ¹⁰ 2008		FY 2009		FY 2010		FY 2011		FY 2012	
	ACTUAL		ACTUAL		ACTUAL		BUDGET FORECAST		BUDGET FORECAST	
HUNTER TOTAL EXPENDITURES	25.0	\$ 2,652,537	33.4	\$ 4,489,309	37.5	\$ 5,845,845	53.6	\$ 8,308,442	55.5	\$ 8,157,239
LEHMAN										
Source of Funds										
Tuition		\$ 143,306		\$ 145,043		\$ 182,578		\$ 218,870		\$ 218,870
State Appropriations		\$ 361,475		\$ 520,218		\$ 687,196		\$ 922,712		\$ 1,148,661
Grants/Contracts Direct Cost		\$ 286,630		\$ 219,437		\$ 252,704		\$ 252,704		\$ 252,704
Indirect Cost Recovery		\$ 45,484		\$ 5,313		\$ 4,296		\$ 4,296		\$ 4,296
University Funded Grants/Contracts		\$ -		\$ 6,000		\$ 16,500		\$ 16,500		\$ 16,500
LEHMAN EXPENDITURES										
Personnel Services	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost
Faculty Lines	4.0	\$ 474,198	4.5	\$ 626,446	4.8	\$ 668,138	5.3	\$ 709,168	7.3	\$ 900,266
Academic Support Lines	0.0	\$ -	0.0	\$ -	0.0	\$ -	0.0	\$ -	0.0	\$ -
Administration Lines	0.0	\$ -	0.0	\$ 3,500	0.7	\$ 45,393	2.8	\$ 212,907	3.0	\$ 242,257
Adjunct	0.0	\$ 30,583	0.0	\$ 29,165	0.0	\$ 74,425	0.0	\$ 70,050	0.0	\$ 70,050
Total Personnel Services:	4.0	\$ 504,781	4.5	\$ 659,111	5.4	\$ 787,956	8.1	\$ 992,124	10.3	\$ 1,212,573
Other than personnel services (OTPS)										
Travel/Conferences	0.0	\$ -	0.0	\$ -	0.0	\$ 4,129	0.0	\$ 7,500	0.0	\$ 9,000
Library Resource	0.0	\$ -	0.0	\$ -	0.0	\$ 20,000	0.0	\$ 20,000	0.0	\$ 20,000
General (OTPS)	0.0	\$ -	0.0	\$ 6,150	0.0	\$ 57,690	0.0	\$ 121,958	0.0	\$ 125,958
Total OTPS:	0.0	\$ -	0.0	\$ 6,150	0.0	\$ 81,819	0.0	\$ 149,458	0.0	\$ 154,958
Student Support										
Total Student Support:	0.0	\$ -	0.0	\$ -	0.0	\$ -	0.0	\$ -	0.0	\$ -
LEHMAN TOTAL EXPENDITURES	4.0	\$ 504,781	4.5	\$ 665,261	5.4	\$ 869,774	8.1	\$ 1,141,582	10.3	\$ 1,367,531
BROOKLYN										
Source of Funds										

Table 2. Current and Ongoing Contributions by Partner Institutions to the Overall School Budget										
	FY¹⁰ 2008		FY 2009		FY 2010		FY 2011		FY 2012	
	ACTUAL		ACTUAL		ACTUAL		BUDGET FORECAST		BUDGET FORECAST	
Tuition		\$ 275,850		\$ 292,862		\$ 356,765		\$ 389,130		\$ 389,130
State Appropriations		\$ 91,304		\$ 190,623		\$ 1,374,827		\$ 1,684,218		\$ 1,725,795
Grants/Contracts Direct Cost		\$ 6,650		\$ 12,650		\$ 105,410		\$ 105,410		\$ 105,410
Indirect Cost Recovery		\$ 3,350		\$ 3,350		\$ 57,590		\$ 57,590		\$ 57,590
University Funded Grants/Contracts		\$ 3,990		\$ 5,000		\$ 25,940		\$ 25,940		\$ 25,940
BROOKLYN EXPENDITURES										
Personnel Services	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost
Faculty Lines	3.0	\$ 320,765	3.0	\$ 426,618	10.0	\$ 1,511,522	11.0	\$ 1,676,000	11.0	\$ 1,700,000
Academic Support Lines	0.0	\$ -	0.0	\$ -	0.0	\$ -	0.0	\$ -	0.0	\$ -
Administration Lines	0.5	\$ 30,389	0.3	\$ 38,732	1.3	\$ 117,082	2.5	\$ 229,738	3.3	\$ 275,110
Adjunct	0.0	\$ 16,000	0.0	\$ 17,600	0.0	\$ 49,280	0.0	\$ 49,280	0.0	\$ 49,280
Total Personnel Services:	3.5	\$ 367,154	3.3	\$ 482,950	11.3	\$ 1,677,884	13.5	\$ 1,955,018	14.3	\$ 2,024,390
Other than personnel services (OTPS)										
Travel/Conferences	0.0	\$ -	0.0	\$ -	0.0	\$ 6,239	0.0	\$ 7,500	0.0	\$ 9,000
Library Resources	0.0	\$ -	0.0	\$ -	0.0	\$ 19,974	0.0	\$ 20,000	0.0	\$ 20,000
General (OTPS)	0.0	\$ -	0.0	\$ 535	0.0	\$ 27,494	0.0	\$ 90,830	0.0	\$ 61,535
Total OTPS:	0.0	\$ -	0.0	\$ 535	0.0	\$ 53,708	0.0	\$ 118,330	0.0	\$ 90,535
Student Support										
Total Student Support:	0.0	\$ -	0.0	\$ -	0.0	\$ -	0.0	\$ -	0.0	\$ -
BROOKLYN TOTAL EXPENDITURES	3.5	\$ 367,154	3.3	\$ 483,485	11.3	\$ 1,731,592	13.5	\$ 2,073,348	14.3	\$ 2,114,925
GRADUATE CENTER										
Source of Funds										
Tuition		\$ 70,660		\$ 122,450		\$ 226,450		\$ 226,450		\$ 226,450
Personnel Services	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost
Administration Lines	.5	\$ 17,367	.5	\$ 38,728	.5	\$ 56,897	1	\$ 56,897	1	\$ 56,897
Total Personnel Services:	.5	\$ 17,367	.5	\$ 38,728	.5	\$ 56,897	1	\$ 56,897	1	\$ 56,897

Table 2. Current and Ongoing Contributions by Partner Institutions to the Overall School Budget											
	FY¹⁰ 2008		FY 2009		FY 2010		FY 2011		FY 2012		
	ACTUAL		ACTUAL		ACTUAL		BUDGET FORECAST		BUDGET FORECAST		
Other than personnel services (OTPS)											
General (OTPS)	0.0	\$ 5,000	0.0	\$ 5,000	0.0	\$ 12,000	0.0	\$ 12,000	0.0	\$ 12,000	
Total OTPS:	0.0	\$ -	0.0	\$ 5,000	0.0	\$ 12,000	0.0	\$ 12,000	0.0	\$ 12,000	
TOTAL GC EXPENDITURES¹⁴	.5	\$ 22,367	.5	\$ 43,728	.5	\$ 68,897	1	\$ 68,897	1	\$ 68,897	

¹⁴ Graduate Center (GC) expenses represent direct program expenses incurred by the GC and not already included in the other partner institutions' expenses.

2.0 INSTRUCTIONAL PROGRAMS.

2.1 Master of Public Health Degree.

The school shall offer instructional programs reflecting its stated mission and goals, leading to the Master of Public Health (MPH) or equivalent professional masters degree in at least the five areas of knowledge basic to public health. The school may offer other degrees, professional and academic, and other areas of specialization, if consistent with its mission and resources.

This criterion is partially met. The school offers the MPH in the five core areas of public health knowledge at the Hunter College campus. MPH concentrations in core knowledge areas are also offered at the Lehman and Brooklyn campuses. Additionally, the school offers the MPH in nutrition at Hunter and offers a general MPH at Brooklyn. The school offers a professional doctoral degree, the DPH, in four of the five core public health knowledge areas.

The school offers two professional bachelors degrees, one in the public health area of community health, and the other in the "other professional" area of nutrition and food science; and the school offers two professional masters (MS) degrees, one in the public health area of environmental and occupational health, and the other in the "other professional" area of nutrition. Table 3 presents the school's degree offerings.

With the exception of the generalist MPH, all curricula are appropriately structured with a defined curriculum that includes core coursework, specialization coursework and practice and/or culminating experiences as required.

The first area of concern relates to the lack of consistency in naming and defining MPH concentrations. Following the links on the school's website, accessed on November 16, 2010, to access the curriculum for the "general public health" MPH concentration takes reviewers to a Brooklyn College webpage that presents three MPH concentrations: public health, health care policy and administration and health care management. The first is a slightly different name than the school's website and self-study present; the second is accurate; and the third no longer exists at Hunter College. Site visitors clarified that the "public health" concentration is intended to be the general MPH (GPH) that is presented in the self-study and other accreditation documents. The health care policy and management is consistently presented in the self-study and other documents as HCPA-MPH. The third concentration outlined on the Brooklyn College webpage accessed by reviewers is no longer available, and had not been updated due to an oversight.

The other area of concern is the general MPH (GPH), which does not define a curriculum beyond the core courses required of all MPH students. The school defines six competencies that GPH students are expected to develop in addition to the core competencies expected of all MPH students. It does not,

however, define a set of courses that lead students to develop and refine these competences. Instead, the GPH specialization allows students to choose any elective courses that they deem appropriate, with no established systems for verifying that the chosen courses are indeed appropriate to develop the stated competencies. Faculty did describe a system whereby students write one or two self-identified competencies and choose courses, with advisor guidance. Such a system appears appropriate for ensuring that students attain the self-identified competencies, but there is no similar system to document and verify how a student's chosen courses map to the six GPH competencies.

Table 3. Degrees Offered			
	Abbreviation	Professional degree¹⁵	Campus
Bachelors degrees			
Community Health	COMHE-BS	BS	Hunter
Nutrition and Food Science	NFS	BS ¹⁶	Hunter
Masters degrees			
Community-Based Public Health & Health Equity	CBPH	MPH	Lehman
Community Health Education	COMHE-MPH	MPH	Hunter
Environmental & Occupational Health Sciences	EOHS-MPH	MPH	Hunter
Epidemiology and Biostatistics – Biostatistics Option	BIOS-MPH	MPH	Hunter
Epidemiology and Biostatistics – Epidemiology Option	EPI-MPH	MPH	Hunter
General Public Health	GPH	MPH	Brooklyn
Health Care Policy & Administration	HCPA-MPH	MPH	Brooklyn
Public Health Nutrition	NUTR-MPH	MPH	Hunter
Health Policy & Management	HPM-MPH	MPH	Hunter
Environmental & Occupational Health Sciences	EOHS-MS	MS	Hunter
Nutrition	NUTR-MS	MS ¹⁷	Hunter
Doctoral degrees			
Community, Society & Health	CSH	DPH	GC/Hunter
Environmental & Occupational Health	EOH	DPH	GC/Hunter
Epidemiology	EPI-DPH	DPH	GC/Hunter
Health Policy & Management	HPM-DPH	DPH	GC/Hunter
Joint degrees			
Community/Public Health Nursing/Urban Public Health	CPHN	MS/MPH	Hunter

¹⁵ All CUNY SPH degrees are professional degrees. No academic degrees are offered.

¹⁶ Classified as “other” (non-public health) professional degree. See Criterion 2.8.

¹⁷ Classified as “other” (non-public health) professional degree. See Criterion 2.8.

2.2 Program Length

An MPH degree program or equivalent professional masters degree must be at least 42 semester credit units in length.

This criterion is met. All professional public health masters degrees require more than 42 semester credits of required coursework. Table 4 presents the required credits for each of these degrees. No students have graduated from degree programs that fall below the minimum required number of credits.

The university defines one semester credit as one contact hour per week over a 15-week semester. Courses during January intersession or summer sessions and courses that involve fieldwork or laboratory components employ different scenarios. For sessions other than fall and spring semester, credit is awarded proportionately to those earned during the regular term. Laboratory components associate one credit hour with a meeting of 50-200 minutes per week for a 15-week semester, and, for fieldwork, one credit hour requires 50-100 hours of supervised activity.

Degree	Specialization	# Credits required
MPH	Community-Based Public Health & Health Equity	45
MPH	Community Health Education	45
MPH	Environmental & Occupational Health Sciences	45
MPH	Epidemiology and Biostatistics – Biostatistics Option	45
MPH	Epidemiology and Biostatistics – Epidemiology Option	45
MPH	General Public Health	45
MPH	Health Care Policy & Administration	45
MPH	Public Health Nutrition	45
MPH	Health Policy & Management	45
MS	Environmental & Occupational Health Sciences	46

2.3 Public Health Core Knowledge.

All professional degree students must demonstrate an understanding of the public health core knowledge.

This criterion is met. Most public health professional degrees require completion of a specific course in each of the five core areas. For the DrPH, entering students without a previous MPH or equivalent are required to complete the MPH required courses. The COMHE-BS ensures coverage of the five core areas by including key components of the core areas in the curricula of the various required courses, and the DPH has an interdisciplinary set of core courses that address core public health knowledge.

The school's process for developing curriculum ensures that the core courses at each campus contain the same learning objectives and contribute to the same program-wide competencies. Students may take core courses at any of the campuses, though most students complete core coursework on their home campus. For the MPH, MS/MPH and EOHS-MS, there is a specific course for each of the five core areas. Table 5 presents those courses.

Biostatistics	HNSC 7150 Introduction to Biostatistics and Evaluation in Health Sciences I (Brooklyn) PHE 600 Biostatistics in Public Health (Lehman) PH 750 Introduction to Biostatistics <i>or</i> PH 751 Principles of Biostatistics [required for BIOS, EPI, EOHS; optional for CBPH, COMHE, GPH, HCPA, HPM, NUTR] (Hunter)
Epidemiology	HNSC 7120 Epidemiology (Brooklyn) PHE 606 Public Health Epidemiology (Lehman) PH 752 Introduction to Epidemiology for Public Health Practice <i>or</i> PH 753 Principles of Epidemiology [required for BIOS, EPI, EOHS; optional for CBPH, COMHE, GPH, HCPA, HPM, NUTR] (Hunter)
Environmental Health Sciences	HNSC 7130 Environmental Health in the Urban Community (Brooklyn) PHE 702 Environmental Health (Lehman) PH 754 Environmental Health & Safety (Hunter)
Health Services Administration	HNSC 7140 Introduction to Health Care Policy & Administration (Brooklyn) PHE 701 Public Health Policy and Management (Lehman) PH 756 Public Health and Health Care Policy and Management (Hunter)
Social & Behavioral Sciences	HNSC 7110 Social & Behavioral Sciences in Public Health (Brooklyn) PHE 703 Social & Behavioral Dimensions of Health (Lehman) PH 755 Urban Health and Society (Hunter)

For the COMHE-BS, some of the areas of core knowledge are addressed in a single specific course and others covered in two or more of the required courses. The program directors regularly review syllabi of required courses to assure that the curriculum for each degree covers in sufficient depth those core areas for which there is not a separate course. Table 6 presents the courses that address core knowledge areas in both the current curriculum and the curriculum that will be implemented in fall 2011.

There is no provision for waiver of the coursework that covers the five core areas. Doctoral students are expected to have demonstrated completion of coursework equivalent to the five core courses. Those who have completed an MPH or equivalent degree are deemed to have met that requirement. Those who have a different masters degree background are expected to complete the five core courses no later than their first semester of doctoral studies, and that coursework is not counted as part of their doctoral credits.

Core knowledge area	COMHE-BS through summer 2011	COMHE-BS effective fall 2011
Biostatistics	COMHE 330: Epidemiology NFS 402: Seminar in Nutrition & Food Science	COMHE 330: Epidemiology COMHE 411 Seminar in Community Assessment COMHE 413 Research Symposium
Epidemiology	COMHE 330: Epidemiology	COMHE 330: Epidemiology
Environmental Health Sciences	COMHE 325: Environmental Public Health Problems	COMHE 325: Environmental Public Health Problems
Health Services Administration	COMHE 405: Principles of Administration of Health Care Agencies & Institutions	COMHE 405: Health Care Systems & Health Policy
Social and Behavioral Sciences	COMHE 301: Introduction to Community Health Education: Social & Psychological Bases	COMHE 301: Introduction to Community Health Education: Social & Psychological Bases

Table 7 presents the interdisciplinary courses that present doctoral-level knowledge in the five core public health areas.

Core knowledge area	Courses
Biostatistics	PH 802: Advanced Methodological & Ethical Issues in Urban Health Research PH 890: Research Seminar I PH 891: Research Seminar II
Epidemiology	PH 820: Epidemiologic Methods I
Environmental health sciences	PH 800: Cities, Society and Health PH 890: Research Seminar I
Health services administration	PH 800: Cities, Society and Health PH 801: Interdisciplinary Approaches to Urban Health Research
Behavioral and social sciences	PH 800: Cities, Society and Health PH 801: Interdisciplinary Approaches to Urban Health Research PH 890: Research Seminar I PH 891: Research Seminar II

2.4 Practical Skills.

All professional degree students must develop skills in basic public health concepts and demonstrate the application of these concepts through a practice experience that is relevant to the students' areas of specialization.

This criterion is met with commentary. Students in all public health degree programs are required to complete a practicum experience that is generally appropriate in structure and duration for the degree program. The number of hours and specific focus varies across the degrees and the campuses.

All MPH programs (with some exceptions for the MPH in nutrition) and the EOHS-MS at Hunter College require 210 hours of practice experience. The MPH at Lehman campus requires 180 hours. The MPH at the Brooklyn campus requires 150 hours. Students in the MS/MPH joint nursing degree complete 333 “clinical hours.” Most NUTR-MPH students at Hunter complete a practice experience of either 210 or 300 hours, although a small number of students may complete a special 12-credit internship that is 1200 hours and includes both public health and dietetic internship components. The DPH requires 420 contact hours of leadership development fieldwork. Students are matched to community or public health organizations appropriate to their interests and to their professional goals.

Students learn about practice opportunities through a complex web of formal and informal connections and information sources that include frequent email notifications about opportunities, contacts through student worksites (as most students are also employed), faculty and alumni, and through well established relationships or formal agreements with a large number of community organizations. There are many organizations that have provided practice experiences to students for decades. The school receives NIOSH funding that supports many of the EOHS-MS students to complete paid practice experiences, with a focus on collecting and examining data from interdisciplinary perspective that also meets the rigorous science requirements for MS degree.

There are clear guidelines and detailed documents for each program for selection of the practice site, for defining the practice experience topics and activities, for preceptor evaluation of the student, for student documentation of or reflection on the experience and for general student and preceptor reflections on the experience overall for program improvement. Preceptors are provided guidelines and frequent contact from the supervising faculty member. In some programs, there are also orientation meetings for preceptors.

Field sites are screened and ultimately approved by faculty based on documentation provided by the student and prospective preceptor that include proposed student learning objectives. All field placement sites must provide the following:

- A meaningful public health project in which the student will have the opportunity to work with public health professionals
- A preceptor with public health experience and expertise relevant to the student's work
- Ability to accommodate to the schedule of the students
- Assistance to the student developing a scope of work, including identification of written product or deliverable for the host agency

The students develop a contract with the organization for the practice experience that identifies the goals and expectations and provides significant detail regarding obligations and expected products or outcomes.

Responsibilities of the field work preceptors are spelled out in detail, and ongoing faculty supervision is also provided. The format and specific components of the detailed evaluations completed by students and preceptors at the end of the experience vary by program and reflect the learning objectives for the project as well as the competencies of the specific program. For example, students at Lehman evaluate their practice experience through a structured seminar; those at Hunter through open-ended reflections in their professional portfolios; and those at Brooklyn by a structured survey administered by the faculty. Preceptors for MS/MPH students complete detailed assessments and confirmation of activities at frequent intervals during the field placement, as well as an overall evaluation at the end of the experience.

The school has procedures for consideration of practice experience waivers for MPH students who are admitted to the program with extensive public health experience. For consideration of a waiver, the student must demonstrate in writing with supporting documents that they have “experience in application of basic public health concepts and of specialty knowledge to the solution of community health problems.” The student’s adviser, specialization coordinator and the associate dean for academic affairs determine if the written summary of the student’s experience demonstrates an applied public health experience in the area of specialization. Although this option has been available, no MPH students have sought or obtained a waiver of the practice experience.

The school also has procedures for a DPH student with five or more years of prior public health leadership experience to apply to base the field project case study on prior experience. This is not a waiver, but a modification of the project from a “prospective” basis for the case study to a “retrospective” one. The student prepares a portfolio of materials that demonstrate the experience, such as programs developed and evaluated, formal leadership positions, accomplishments, papers published; along with a statement by the student why the experiences are sufficient to prepare the student for the leadership positions to which he or she aspires. In general, only students with extensive leadership experience and a documented record of significant public health accomplishments will be approved. Students who are approved for this option register like other students for six credits while preparing the case study and otherwise proceed similarly to other students. To date, seven DPH students have been approved for a retrospective case study. Site visitors’ review of the approval process and circumstances relating to use of the retrospective case study indicate that the process is robust and that students with both retrospective and prospective projects are able to apply doctoral-level knowledge to a practice setting.

The commentary pertains to two areas. The practice experience for the MPH at Brooklyn campus is 150 hours. While the content and student experience appear satisfactory, this minimally meets the expectations for the practice experience. The number of hours is significantly less than the practice experience at other campuses, although the structure and content appear to be sufficient to provide the students a meaningful practice experience, which was confirmed by the students who had participated and by review of some of the practice settings and projects.

The second area of commentary pertains to the joint degree, whose practice experience appears appropriate, but the identification of the public health learning objectives and goals for the practice experience could be more explicit. Criterion 2.7 provides a more extensive discussion of this issue.

2.5 Culminating Experience.

All professional degree programs identified in the instructional matrix shall assure that each student demonstrates skills and integration of knowledge through a culminating experience.

This criterion is met. A culminating experience is required for all degree programs, allowing students to synthesize, integrate and reflect on knowledge acquired during their studies. The culminating experience for the MPH program consists of four components: 1) attendance at a capstone course or individual meetings with a faculty mentor; 2) completion of a major writing project; 3) an oral presentation of the project; and 4) reflection, synthesis and analysis of course and fieldwork experiences. Students are provided with written instructions for the culminating experience. As described in the self-study, students in the DPH program are encouraged to select a culminating research project that analyzes a specific public health issue in depth from multiple disciplinary perspectives and at more than one level of social analysis. DPH students are then required to complete and defend a doctoral-level research project that yields new knowledge under the guidance of a dissertation committee.

The EOHS-MS program also requires a culminating experience. The EOHS-MS and EOSH-MPH culminating experience requirements are virtually the same, except the EOHS-MS capstone paper must reflect an applied science project or research activity resulting in a report that demonstrates both mastery of the subject matter and a high level of professional and public communication skills. Additionally, all EOHS-MS students are required to successfully complete an in-class comprehensive examination covering five rubrics (environmental health science, occupational safety and health, industrial hygiene, toxicology and physical hazards).

Students in the MS/MPH dual-degree program are required to complete a culminating course, NURS 733, Community Public Health Nursing III, consisting of 30 hours of theory and 167 hours of practicum. During the course, students develop a grant proposal addressing the needs identified by the student in two previous courses. MS/MPH nursing students must also complete a professional portfolio begun upon

admission into the program and developed through discussion with their specialization coordinators, addressing a general area of concern related to advanced public health nursing practice. The four nursing core and the first two advanced nursing practice specialization courses include assignments designed to help build the depth and breadth of the portfolio. Additionally, during the last specialization course students complete the culminating capstone project which incorporates all aspects of acquired knowledge throughout their graduate work.

Written policies are in place, detailing the requirements of these culminating experiences. Students and faculty confirmed that students are provided with details concerning competencies and their culminating experiences when they enter their respective programs. Faculty reported that the portfolio, documenting the manner in which each student meets each competency is viewed as an important aspect of demonstrating integration of skills, and that all programs are moving toward an electronic version of the portfolio.

COMHE-BS students combine the practice and culminating experiences in COMHE 401-403 (as of fall 2011, will be the single course COMHE 412: Directed Fieldwork Practicum). In addition to supervised fieldwork, this experience requires students to prepare a pre-professional portfolio and deliver an oral presentation. These components, along with other classroom-based experiences involved in the course, require students to integrate theory and practice and to incorporate ethics.

2.6 Required Competencies.

For each degree program and area of specialization within each program identified in the instructional matrix, there shall be clearly stated competencies that guide the development of educational programs.

This criterion is met with commentary. The school defines a core set of competencies for all MPH students; concentration-specific competencies that students earn in addition to the common, core competencies; and degree- and concentration-specific competencies for each of its BS, MS and DPH degree programs.

The 13 core MPH competencies, while broad (eg, "Use basic statistical and informatics techniques"), describe an appropriate set of skills and knowledge for the degree. Faculty developed the core competencies after reviewing each of the three component programs' defined competencies as well as national competency sets. The school has mapped the core MPH competencies to the five required core courses, the fieldwork and the culminating experience, elements that are required for all MPH students regardless of concentration or campus. The school used the same process (examination of existing programs' competencies and national sets) for definition of a set of four to 13 competencies for each concentration area, and faculty have mapped required concentration courses to competencies in all areas

except the generalist MPH. While the generalist MPH has a set of defined competencies, there are no required courses to map them to (see the discussion of the general MPH in Criterion 2.1).

The school defines 10 degree-wide competencies for the DPH and a set of four to six competencies for each DPH concentration. The degree-wide competencies make reference to the school's urban public health focus and involve skill sets, such as public health ethics, that are important for public health leadership and advanced practice.

While the number of competencies may be fewer than the number outlined at some accredited schools and programs, faculty were able to articulate a logical, iterative process that involved student and stakeholder input. Faculty anticipate that competency revision will be an ongoing process. A more detailed competency mapping project is currently underway, which involves uniform presentation, on all syllabi, of the learning objectives and competencies that pertain to each identified class session and/or assignment. Faculty who met with site visitors noted that this process, along with other ongoing initiatives, is likely to yield information that may shape future competency refinement.

The school lists competencies on its website and on all syllabi. On nearly all syllabi, learning objectives are presented alongside the competencies they support, making linkages clear. Faculty also discuss competencies at new student orientation sessions for both graduate and undergraduate students. Competency updates are informed by alumni and employer survey results and faculty participation in professional meetings and conferences. Faculty have introduced some emerging areas in on-time "special topics" courses, such as GIS, food policy and mass media, and have then incorporated the topics into competency sets and formally-established coursework.

The commentary relates to the need for additional substantive revision of some competencies. Although competencies articulate well into relevant learning objectives, the limited number of competency statements means that 1) some competency sets do not explicitly mention key, commonly-valued concepts in an area; for example, the concentration competencies for the epidemiology MPH do not directly mention surveillance; and 2) some competency sets include repetition and use of compound statements; for example, a competency that appears among both the core MPH competencies and the competencies for the concentration in health policy and management is, "Demonstrate knowledge of the context of public and private health care systems, institutions, actors and environments in which health care and public policy is made and health care is delivered."

2.7 Assessment Procedures.

There shall be procedures for assessing and documenting the extent to which each student has demonstrated competence in the required areas of performance.

This criterion is partially met. The school has identified an appropriate array of procedures for demonstrating the extent to which each student has demonstrated competence. The methods differ slightly among degrees, but all assessment plans involve tracking academic progress through courses that are mapped to competencies. Assessment for MPH students also includes assessment of students' application of skills during the practicum; self-assessments in a portfolio format; and assessment of students' ability to integrate skills during the culminating experience.

For students in MS and DPH programs, examinations serve as additional assessment tools, as do doctoral students' dissertations. Bachelors degree students have a practice experience, the fieldwork course, that allows for assessment of skills and knowledge in a practice setting, and students complete a portfolio that includes competency-self assessment.

The concern relates to the graduation rates, which are lower than the required 80% and which show a declining pattern over the past three years. The program has broken out graduation rates by degree and by concentration area, but the self-study indicates that the median rate was approximately 66%. For the most recent cohort, rates range between 25% (MPH in HCPA) and 73% (MPH in CBPH). In fact, CBPH students have not yet reached the maximum time to graduation, since the first cohort entered in 2006, and time to graduation is five years, so the rate will likely surpass the 80% by the time students reach the maximum time to graduation. The bachelors degree programs have 60% (COMHE) and 68% (NUTR) graduation rates. Some of the low rates are the product of small numbers: the HCPA cohort that produced the 25% rate enrolled only four students (one graduated; two withdrew; and one is still continuing toward the degree). The self-study explains that the graduation rates are related to the program's target student population: working students, often with limited income. These students, the self-study notes, frequently take leaves of absence that delay graduation beyond the five-year time used for calculations. Attrition also appears to contribute significantly to the low graduation rates, but the self-study notes that this, too, relates to the nature of the student population—students are sensitive to cost and may leave their studies for financial reasons. The school links the recent decline in graduation rates to attrition caused by an increase in CUNY's tuition.

The school maintains some records on students who attain certification of professional competence, although the data only reflect students who were certified, not the number of students who attempted certification. In the past three years, seven graduates have achieved the CPH credential and 13 have achieved the CHES credential. Other graduates have been certified in industrial hygiene, safety, hazardous materials, environmental health and dietetics.

Employment data are strong, and alumni surveys show that 83% of respondents were employed in public health. The largest employment sectors are government, non-profit organizations and healthcare. In the most recent graduating student survey, 87% of students reported employment at the time of graduation.

The school also uses data from its 2009 alumni survey and December 2009 employer discussion group and input from the PHLC to assess student achievement. Data from these three groups reflected a generally strong view of students' competence in working with diverse communities, conducting surveys, outreach and education. They also identified the need for greater skill building in data analysis and research design. Faculty have incorporated this feedback into the review and revision of competencies and course content.

2.8 Other Professional Degrees.

If the school offers curricula for professional degrees other than the MPH or equivalent public health degrees, students pursuing them must be grounded in basic public health knowledge.

This criterion is met. The school's BS and MS degrees in nutrition aim to prepare students to work in food science and dietetics settings, though they have a population orientation.

Required coursework for the BS in nutrition includes nutrition education, institutional management, food service settings and nutrition and human development. The website and other admissions materials describe it as a degree that provides a general education in nutrition. Competencies include the following: "Use dietary guidelines to make food recommendations to individuals and communities," and "Address nutritional needs of community members at various stages of the life cycle and for diverse population groups."

Required coursework for the MS in nutrition includes nutritional biochemistry, food service and management, food service and environment and several advanced nutrition classes and labs. The website and other admissions materials noted that the degree intends to lead students to qualification for a dietetic internship and eligibility for the exam to become a credentialed registered dietitian. The program is accredited by the Commission on Accreditation in Dietetics (CADE), the accrediting arm of American Dietetic Association (ADA).

Both degrees ensure that students are grounded in basic public health knowledge. The school documents this through required coursework, through definition of competencies for each degree and through mapping competencies to required coursework and other experiences.

BS students take COMHE 330 (Epidemiology), a public health course shared with undergraduate community health students. They also attain introductory competency to the four other core public health areas through their required major classes, which map to public health competencies. Indeed, several of

the defined degree competencies for the BS explain the ways in which students are expected to acquire knowledge and skills that link public health and nutrition/food science: “Apply management principles for community assessment, program planning, implementation and evaluation to community-based public health food and nutrition programs,” and “Identify social and behavioral theories relevant to public health and nutrition.”

MS students take PH 750 (Biostatistics), a public health course shared with MPH students. They also attain introductory competency in the other four core public health areas through required classes, which map to specific public health competencies. As with the BS, several of the defined degree competencies outline knowledge and skill expectations that link the area of study to public health fields. These competencies include the following, “Use social and behavioral theories relevant to public health and nutrition,” “Compile and analyze data on nutrition and health,” and “Participate in organized advocacy efforts for health and nutrition programs.” Faculty who met with site visitors also explained that courses including NUTR 756-757 (Food Science & the Environment) and NUTR 720 have been newly designed or overhauled in recent years to directly incorporate public health perspectives and competencies. Both courses are taught by public health faculty.

2.9 Academic Degrees.

If the school also offers curricula for academic degrees, students pursuing them shall obtain a broad introduction to public health, as well as an understanding about how their discipline-based specialization contributes to achieving the goals of public health.

This criterion is not applicable.

2.10 Doctoral Degrees.

The school shall offer at least three doctoral degree programs that are relevant to any of the five areas of basic public health knowledge.

This criterion is partially met. The school offers what is described in the self-study as a single DPH program with four areas of specialization: Community, Society & Health (CSH); Environmental & Occupational Health (EOH); Epidemiology; and Health Policy & Management (HPM). This program prepares students to be researchers, teachers and senior-level managers who can meet the public health needs of urban populations both in academia and in public and community health practice. The curriculum is interdisciplinary and integrates health, natural sciences and social sciences as applied to public health. The site visit confirmed that one doctoral student specializing in CHS had received notification that she has completed all requirements for her DPH degree, which will be conferred at the next CUNY Commencement. Additional students are enrolled in all four areas of DPH specialization and appear to be making satisfactory progress toward their degrees in all specializations.

For the overall DPH program, faculty and students during the visit confirmed two primary program foci: interdisciplinary education and leadership for public health practice. Interdisciplinary education is evident in the DPH program both through the degree of common coursework taken by all DPH students, regardless of track, and the participation of faculty from multiple disciplines both in teaching and on student committees. The self-study describes the 60-hour curriculum for the DPH program and the four tracks within it. Common courses that all DPH students take include: the doctoral public health core (nine hours); PH 820, the introduction to epidemiology course (three hours); research seminars (six hours), which include PH 890 (Research Seminar I), taught by an CSH faculty member and PH 891 (Research Seminary II), taught by an epidemiology faculty member; and public health leadership development (12 hours).

The 12 hours of public health leadership development consists of: PH892.01 and PH 892.02 (Public Health Leadership Development Fieldwork), which are supervised by a faculty member in the student's track; PH893 (Public Health Leadership Development Seminar) taught by faculty from CSH and epidemiology; and an elective.

Dissertation research constitutes another 12 total hours consisting of PH 898 (Dissertation Seminar), taught by a CSH faculty member and PH 899 (Dissertation Research), supervised by a faculty member in each student's track.

Specialization requirements for the four tracks define six to nine hours of coursework which appear to be unique to each track and not covered by other aspects of the curriculum.

Finally, all students take elective hours in SPH and non-SPH GC courses, such as those in sociology and psychology. Faculty and students indicated that there are some commonly-favored elective courses for students from all tracks. Further details about the DPH curricula requested during the site visit list only five possible courses under electives for students from all tracks.

When site visitors asked the DPH program leadership about how the curricula differ between tracks during the site visit, responses focused on the specialization-specific requirements, the leadership project and the dissertation research project. Interdisciplinary education is also demonstrated by involvement of faculty from multiple disciplines in grading student exams (Exam 1 and Exam 2) and student dissertation committees.

The concern is related to the DPH program: of the required and defined coursework, few courses differentiate tracks or provide a demonstrated depth of coursework in the defined area. Further, the curricula are not sufficiently specific to be able to identify the range of unnamed elective coursework in

the different tracks to be able to discern how much potential overlap between tracks may occur in students' elective selections. The small number of students who have progressed through the program compounds the difficulty in discerning the depth of the tracks and, consequently, the school's ability to offer the required minimum of three doctoral programs. It is incumbent on the school to be more specific in ensuring that policies and procedures are in place to ensure that students receive both the desired leadership skill and interdisciplinary education, and sufficient education in the content for each track to be able to excel in their track content area and justify a different degree from students in the other tracks.

Further, when faculty were asked during the site visit about how students from different tracks would receive guidance relevant to the content of their track in leadership and research seminars taught by a CSH faculty member, the response was that doctoral faculty are still working these matters out, but that other faculty presumably would be incorporated in the seminars as the doctoral program develops. DPH student core course evaluations reviewed during the site visit also mention that core courses should be revised to ensure track-relevant content for all tracks and mention that courses could be better tailored to the different tracks. Both faculty and student comments suggest that the curricula are, perhaps not surprisingly at this very early stage of development in the DPH program, still evolving.

2.11 Joint Degrees.

If the school offers joint degree programs, the required curriculum for the professional public health degree shall be equivalent to that required for a separate public health degree.

This criterion is met. The school offers a single joint degree, the MS/MPH in Community Health Nursing. Students complete the five core MPH courses at Hunter alongside other MPH students. They complete an 18-credit concentration that is unique to the joint degree program. The 18 credits include 15 credits of nursing courses and three credits of public health (HPM 750: Public Health Management). The 18 credits, despite their origin in nursing, address public health concepts (eg, NURS 704: Urban Health Care Systems and NURS 749: Health Promotion & Disease Prevention in Diverse Populations) and map to a defined set of competencies that the school has established for students in this joint degree program. Joint degree students also complete nine defined credits (referred to as "electives," though they are prescribed) from either Hunter's community health education MPH track or Hunter's environmental and occupational health MPH track.

The school defines NURS 772: Community/Public Health Nursing II as fulfilling the practice experience requirement and NURS 773: Public Health Nursing III as fulfilling the culminating experience component. These experiences are not evaluated in terms of the core or concentration-specific competencies, as discussed in Criterion 2.7, but they do require population-based assessment and grant proposal preparation that are comparable in rigor and expectations to experiences associated with the standalone MPH degree.

2.12 Distance Education or Executive Degree Programs.

If the school offers degree programs using formats or methods other than students attending regular on-site course sessions spread over a standard term, these programs must a) be consistent with the mission of the school and within the school's established areas of expertise; b) be guided by clearly articulated student learning outcomes that are rigorously evaluated; c) be subject to the same quality control processes that other degree programs in the school and university are; and d) provide planned and evaluated learning experiences that take into consideration and are responsive to the characteristics and needs of adult learners. If the school offers distance education or executive degree programs, it must provide needed support for these programs, including administrative, travel, communication, and student services. The school must have an ongoing program to evaluate the academic effectiveness of the format, to assess teaching and learning methodologies and to systematically use this information to stimulate program improvements.

This criterion is not applicable.

3.0 CREATION, APPLICATION AND ADVANCEMENT OF KNOWLEDGE.

3.1 Research.

The school shall pursue an active research program, consistent with its mission, through which its faculty and students contribute to the knowledge base of the public health disciplines, including research directed at improving the practice of public health.

This criterion is met. The school has prioritized research that is consistent with its stated mission and goals and that complements the instructional programs' teaching and learning objectives. The self-study states and faculty confirmed during the site visit that all full-time faculty in the SPH, tenured and untenured, are expected to engage in research relevant to public health. Active engagement in basic or applied research is reportedly evaluated in the consideration of promotion and tenure decisions for all faculty members. Faculty also reported during the site visit that research is an area of evaluation during the required annual review of all faculty below the rank of full professor. The school has endeavored to provide an environment conducive to research productivity. For instance, a research committee has been convened for the past year, composed of faculty representatives from the consortial campuses to assess the capacity of the current CUNY research infrastructure and to articulate a research agenda for the school. Additionally, during the site visit, faculty confirmed that CUNY, the SPH and its constituent campuses also offer a variety of types of technical research assistance to faculty, adding to the supportive research environment.

An examination of recent extramural funding levels by campus available during the site visit indicates marked variability between campuses. For example, annual extramural funding in AY10 was: \$4.5 million on the Hunter campus among 28.3 faculty FTE; \$105 thousand among 10.0 FTE on the Brooklyn campus; and \$253 thousand on the Lehman campus among 4.8 faculty FTE. As faculty and administrators explained during the site visit, this variation has resulted from CUNY's historical teaching focus, its relatively recent shift to a more balanced emphasis on teaching/research/service and the proportion of new hires on each campus. Despite recent faculty hiring on all campuses and

proportionately more on the Brooklyn and Lehman campuses, junior faculty at the Brooklyn and Lehman campuses consistently reported during the site visit that they felt well supported and mentored by more established SPH researchers on the Hunter campus and other CUNY research workshops and programs.

Several students reported participating in faculty research projects, including both masters and doctoral students. However, faculty and students both reported that the majority of students are non-traditional (80% was estimated for MPH by faculty) and are working full-time and going to school part-time. In addition, the DPH program is also designed to accommodate both part- and full-time students. Enrolling non-traditional students, as noted by faculty and administrators during the site visit, is consistent with the school's (and CUNY's) mission; nonetheless, non-traditional students' schedules may limit their ability to participate in many research activities.

3.2 Service.

The school shall pursue active service activities, consistent with its mission, through which faculty and students contribute to the advancement of public health practice.

This criterion is met. Service is a strength of the school, which offers a community-based learning environment that emphasizes the integration of teaching, service and research. The SPH provides faculty and students opportunities to contribute to and participate in a wide variety of programs in the community. The school has tenure and promotion guidelines that include service and a multiple position policy that allows faculty to work outside the university on service or other projects under specified conditions. The university also provides a four-day-per-week class schedule to allow time for faculty to participate in service or other activities. Faculty felt that the school has been extremely generous in allowing them to be active in service.

In the last three years SPH core and affiliated faculty have been involved in more than 165 service projects and activities with municipal, state and federal government agencies; professional organizations; community organizations and other partners. This includes service projects funded through grants and contracts, as well as voluntary and paid service. During this review period, SPH faculty received a total of 14 non-research awards or contracts from 12 federal, state, municipal and other sources totaling \$2.4 million.

SPH faculty have collaborative relationships with several city, state and federal government agencies that include the New York City Departments of Health and Mental Hygiene, Environmental Protection, Aging and Corrections; the New York City Council and Mayor's Office; the National Institutes of Health; and the National Science Foundation. Faculty also provide consultation and technical assistance in designing, monitoring and evaluating public health related services and policies.

Students are also involved in a variety of service activities. For example, students provide service to a number of non-profit and local, regional and national non-profit and community organizations like the Brooklyn AIDS Project, Federation of Jewish Philanthropies, Bronx Health Literacy Collaborative and Campaign for Bronx Health. Students also worked with the Food and Fitness Partnership to help the group turn their two-year planning grant into a five-year demonstration program. Students and faculty have also been involved in international public health service; for example, six EOHS-MPH students and faculty were involved in assessing and monitoring hazardous waste in Ghana, Senegal, Panama and the Dominican Republic. Also various student organizations and clubs emphasize service. Students who met with site visitors reported that service activities have been a rewarding experience for them. They mentioned that they have not only received job offers but have been able to more carefully plan their career paths as a direct outcome of their involvement in various service activities.

3.3 Workforce Development.

The school shall engage in activities that support the professional development of the public health workforce.

This criterion is met. The school is strongly connected with the practice community in many meaningful ways that result in a large number and great variety of both formal and informal workforce development activities and opportunities. The school sponsors forums, conferences, presentations and certificate programs on a wide variety of topics that are relevant to the public health and human services workforce. Many practitioners participated in the site visit and consistently commended the school on its involvement with the practice community, including its role in providing training opportunities for their workforce.

For the past three years, the school has documented more than thirty continuing education programs provided by faculty on public health topics, reaching more than 5,000 public health or community health professionals. In addition, core faculty have participated in almost fifty funded training programs in collaboration with other organizations that include federal, state and local governmental agencies, private foundations and consortia of health professionals.

In 2009, the dean formed a Workforce Development/Continuing Education Committee to assess the school's existing activities and to identify opportunities and unmet needs of the New York City public health workforce. In December 2009, this committee convened a focus group of representatives of key employment sectors and organizations in the region to discuss skills needed by the workforce. Participants identified a number of skills that need to be developed more fully, including a number of technical areas related to data collection and use, expository and grant writing and cultural competence. Several meetings have been held within the school and with community stakeholders to explore ways to address cultural competence in future workforce development activities.

In addition to the work of the Workforce Development/Continuing Education Committee, the school has several advisory groups that include practitioners that provide information used by the school to shape and change both formal curriculum and other workforce development activities.

The school offers five certificate programs and six other somewhat extended training programs for the workforce. The certificate program topics include Aging, Aging and Mental Health, Geriatric Care Management, Dietetic Internship Certificate of Completion and Grief Counseling. The non-certificate extended training programs include two hazardous materials and emergency response trainings, one each on protective services for adults and homeless shelter administration and several trainings in administrative topics for human service workers.

As noted elsewhere, the school has a strong emphasis on engagement with the community and the clearly stated and supported expectations of service activities from faculty. Workforce development is a key component of their general approach to community engagement and service.

4.0 FACULTY, STAFF AND STUDENTS.

4.1 Faculty Qualifications.

The school shall have a clearly defined faculty which, by virtue of its distribution, multidisciplinary nature, educational preparation, research and teaching competence, and practice experience, is able to fully support the school's mission, goals and objectives.

This criterion is met. Faculty are classified as having primary responsibility and expertise in one of six areas: biostatistics (n=5), environmental and occupational health (n=7, with 1 classified as "substitute"), epidemiology (n=7), health policy and management (n=13), nutrition (n=5), and social and behavioral sciences (n=16, with 2 classified as "substitute"). All core faculty are indicated as being 100%, full-time appointees. Twenty-nine (55%) hold tenure and 22 (42%) are on the tenure track. All but one core faculty member hold a terminal doctoral degree (including the MD). Terminal degrees have been earned at highly reputable institutions across the US and represent the core disciplines of public health and related disciplines. More than 70% of the core faculty hold degrees in one of the core areas of public health. Nine (17%) of the core faculty have held major leadership positions in health-care or governmental organizations.

Interviews with core faculty indicated that this group that is very positive about working at CUNY and is dedicated to preparing students to work in urban public health. The level of direct involvement in the work of students in the New York area is impressive. There has clearly been an emphasis on hiring new faculty with research expertise to enhance the potential of the faculty to bring in external funding for the SPH that is responsive to researching public health needs in the urban setting.

Fifty-one secondary and other faculty were listed as contributing to the teaching mission of the SPH, and they were classified as having expertise in the same six areas: biostatistics (n=4), environmental and occupational health (n=1), epidemiology (n=4), health policy and management (n=9), nutrition (n=9), and social and behavioral sciences (n=23). Thirty-three (65%) held a terminal doctoral degree. The range of percent time contributed to teaching was 10 to 50%, and many of the “other contributing” faculty hold very high level positions in health-care and governmental organizations.

Core and other faculty are well equipped and dedicated to support each of the school's degree concentrations. The mission to educate public health professionals to work in urban public health settings is well-supported by this dedicated and prepared faculty.

4.2 Faculty Policies and Procedures.

The school shall have well-defined policies and procedures to recruit, appoint and promote qualified faculty, to evaluate competence and performance of faculty, and to support the professional development and advancement of faculty.

This criterion is met. Policies and procedures related to faculty have been established for the CUNY system as a whole, and these have guided faculty affairs for several years. They have proved to be efficient and effective in matters related to faculty. In addition, the policies and procedures have been reviewed and agreed upon by the collective bargaining leadership. The SPH follows these policies and procedures, making slight adjustments as needed to accommodate the consortial arrangement. The Council of Provosts plays a critically important role in facilitating the application and modification of existing CUNY policies within the school's consortial arrangement.

Each of the four institutions in the consortial arrangement has a faculty handbook that covers issues related to academic freedom, integrity and resources, ethics and legal issues, intellectual property rights, non-discrimination and personnel matters, tenure deliberation and decision policies and workload. SPH faculty-related rules are found in the SPH Faculty Handbook (Working Draft-August 2010). The SPH Handbook includes many topics of interest to faculty, but ones related to faculty policies and procedures include: the appointment process; faculty responsibilities; and evaluation, tenure and promotion. CUNY policies and procedures related specifically to faculty evaluation and promotion/tenure policies and procedures are found in the Hunter School of Health Sciences Guidelines for Tenure and Promotion (1998). These documents provide clear descriptions of faculty annual reviews procedures and criteria and procedures for granting tenure and promotion.

Faculty appointments may be initiated by the individual consortial campuses or the SPH Faculty and Student Council. The SPH Faculty Appointments Committee reviews faculty qualifications for initial appointment and faculty performance in connection with reappointment and makes recommendations to the dean regarding appointment and reappointment to the SPH. Faculty recruitment policies and

procedures for CUNY are described in the Manual of General Policy. It details conditions and procedures of recruiting and hiring new faculty. The Manual of General Policy indicates that the process is as follows:

- The primary responsibility for recruitment shall rest with department chairpersons, who in turn are responsible for the work of the personnel committees that they chair. Department personnel committees shall be accountable for their recruitment efforts, and they shall maintain written records of the recruitment process.
- Each position for which a department recruits must be justified and defined on the basis of a defined set of criteria.
- When the need for a position is clearly established on the basis of the criteria set forth in the policy, the department shall mount a recruiting effort on a national scale that includes a number of defined features, which relate to equal opportunity and fairness.

Promotion and tenure review includes review of teaching, research and scholarly writing and service, as well as general levels of expectation in each for tenure and promotion to associate and full ranks. Tenure review includes the following:

Teaching

Teaching is evaluated both through student evaluations and peer faculty evaluations. In general, peer faculty evaluations must be positive in order to qualify for tenure. Candidates are also expected to score an average of 3.0 overall in their most recent semesters on questions such as Item #16 of the College's Student Evaluation of Teaching form. These ratings should show positive growth over time.

Research and Scholarly Writing

Every candidate for tenure is expected to engage in research and scholarly activities. The candidate should demonstrate scholarly research potential as evidenced by positive evaluations from peers. Research can take many forms such as laboratory, epidemiologic, evaluative, behavioral and policy studies. Evidence of research activity is best reflected by articles accepted by refereed journals and authorship of scholarly books. Normally, four such accepted scholarly contributions are expected, at least three of which should be peer reviewed articles or authored books.

Service

Faculty should participate in professional and/or community endeavors. Policies recognize that the nature of such participation is different among the various academic disciplines. Examples of such service include: participation in professionally relevant community service projects; invited presentations or contributions to professional meetings; elected officer and/or committee membership in professional organizations; and service on professional review or editorial boards. All members of the faculty in all ranks should also fulfill necessary institutional service obligations to the school and the college.

For promotion, levels of expectation on these criteria are detailed in this document. Interviews with faculty during the site-visit validated the importance placed on service activities as a criterion for promotion and tenure.

Pre-tenured faculty are reviewed on an annual basis by the department chair. This review includes multiple sources of information including course evaluation results; peer observation results (as conducted every semester); and other evidence of program/course development, research and scholarly

writing, including performance in other duties such as administration, student guidance, mentoring and public and professional service. The department chair meets with the faculty member to review all of the information, makes an assessment of performance and makes recommendations for improvement.

Support for faculty development is considered a strength of the CUNY system and the SPH. As a part of the collective bargaining agreement, new faculty hires are given an eight-course (24 credit-hour) release to be used in the first five years to allow for time to develop research and scholarship. New hires are also provided funding to travel to conferences or to hire research assistants. Career Enhancement Fellowships are available for junior faculty for the purpose of increasing minority faculty or enhancing the work of faculty committed to eradicating racial disparities. Faculty are eligible to apply for sabbatical leave every seven years. A new program provides funding to support interdisciplinary teams to develop innovative programs in undergraduate education.

4.3 Faculty and Staff Diversity.

The school shall recruit, retain and promote a diverse faculty and staff, and shall offer equitable opportunities to qualified individuals regardless of age, gender, race, disability, sexual orientation, religion or national origin.

This criterion is met. The school has a reasonably diverse faculty, and a staff whose diversity reflects that of the New York City region. Sixty percent of the faculty are female, and 27% are racial or ethnic minorities. For the staff, 78% are female and 61% represent racial or ethnic minorities.

The SPH faculty is 12% African-American, 7% Hispanic/Latino, 9% Asian/Pacific Islander and 73% white. This represents an increase in faculty from traditionally unrepresented groups since 2007, when the faculty composition was 6% African-American and 6% Hispanic/Latino. Of the 18 new faculty hired in the past three years, five (28%) are racial or ethnic minorities. In meeting with faculty, it was apparent that a significant number of faculty members are foreign-born, although that was not presented in the school's data. School leaders and faculty noted that their composition is more diverse than that of the average for schools of public health. They expressed some frustration at not having been able to further increase the faculty diversity, noting that they had identified promising diverse candidates in the past few years whom they had not been successful in hiring, due at least part to having lower salary structure than competing institutions in New York and nearby.

Of the 18 staff, 45% are African-American, 6% Hispanic/Latino, 5% Asian/Pacific Islander, and 39% white. Of the ten administrative staff hired in the past three years, five (50%) are racial or ethnic minorities.

Diversity and inclusion are identified as core values of CUNY, and it is evident that a significant part of the identity of CUNY and of the school derives from its connection to diverse and underserved New York City

communities and populations. The school's leadership by an African-American dean also provides visibility to the school's commitment to diversity. CUNY and each of the four Consortial Campuses have adopted faculty and staff recruitment and selection policies and procedures to promote opportunity and fairness. These include detailed requirements for job descriptions, search plans, search committees and candidate evaluation and selection. Recruitments are widely publicized locally and nationally. Search committees must document that all applicable policies and procedures were followed during a search. At each hiring campus, a designated senior administrator, such as a dean for diversity, must approve each step before a position can be filled.

CUNY has a university-wide initiative designed to assist full-time untenured junior faculty that is intended in part to assist diverse new faculty to be successful. This program, the Faculty Fellowship Publications Program, sponsored by the Office of Compliance and Diversity Programs, assists in the design and execution of scholarly writing projects essential to progress toward tenure. The University Affirmative Action Committee and the vice chancellor for human resources management established the Diversity Projects Development Fund to support activities for or about populations that are traditionally under-represented within higher education. The purpose of the fund is to assist in the development of professional activities that promote diversity, multiculturalism and nondiscrimination on the basis of race, color, national or ethnic origin, religion, age, sex sexual orientation, transgender, disability, genetic predisposition or carrier status, alienage or citizenship, veteran or marital status.

There are a number of other CUNY activities that support diversity in various ways. The John F Kennedy, Jr. Institutes support a number of aspects of workforce development in health, education and human services, including the employment of persons with disabilities. The Center for Lesbian and Gay Studies provides leadership toward understanding and addressing the issues that affect lesbian, gay, bisexual and transgender individuals and members of other sexual and gender minorities. The CUNY Institute for Health Equity at Lehman College collaborates directly with fourteen community organizations to build the capacity to address health problems in their communities, to providing learning opportunities for students to work toward health equity and to strengthen multidisciplinary research on health equity issues.

Many other activities on the consortial campuses provide opportunities for discussion and scholarly activities related to diversity, including a Diversity Lecture Series (Brooklyn) and the Pluralism and Diversity Committee (Hunter).

4.4 Student Recruitment and Admissions.

The school shall have student recruitment and admissions policies and procedures designed to locate and select qualified individuals capable of taking advantage of the school's various learning activities, which will enable each of them to develop competence for a career in public health.

This criterion is met. The Office of the Dean and the SPH Admissions Committee oversee the admissions policies and procedures for the SPH, including setting admissions standards for all degree programs and specializations. Admissions subcommittees, which review applications for specific degree programs and specializations, make recommendations and forward them to the SPH Admissions Committee for approval.

Over the past two years, the SPH's recruitment efforts have been very successful. The SPH employs a full-time recruitment and admissions coordinator or recruiter who works closely with the associate dean for academic affairs, the academic services director and the campus directors to reach out and respond to prospective SPH students. The school now has a diverse student body which has been aided by the processes that have been put in place. The school uses various recruitment tools like its website and the internet to market its offerings to prospective students. Prospective students are directed to the recruiter, who in turn, invites them to register for an upcoming information session. Information sessions are designed for every SPH degree program and offered throughout the academic year. Sessions include a PowerPoint presentation that covers an overview of public health; the SPH's mission and philosophy; available degree program and specialization; goals and career opportunities; degree requirements/costs; admissions requirements; and a question-and-answer session.

The recruiter also attends career and graduate fairs, professional conferences and meetings at CUNY and other universities in the local metropolitan area to answer questions and distribute literature on SPH programs to prospective students. In addition, the recruiter and SPH faculty and staff organize targeted on-site recruitment sessions at locations where large groups of prospective applicants are likely to work or go to school. The school advertises its attractive features such as low tuition in relation to similar programs at private universities; its programs that are geared to working adults; classes that are held in the evenings; options for part-time and full-time study; and the availability of student scholarships.

Students applying to the MPH or MS programs require a bachelor's degree from a regionally accredited institution; an undergraduate major in natural or social sciences, health studies, nutrition or a related field; an undergraduate average of B in the student's undergraduate major and an average of B minus in the undergraduate record as a whole. For the DPH program, requirements for student acceptance into the program include completion of an MPH, MS or similar graduate degree in a related field and at least three years of prior relevant teaching, research and/or programmatic work experience. Students with advanced degrees in fields other than public health, such as law, medicine or nursing are also considered.

Over the past three years, applicants, acceptances and enrollments continue to grow. The self-study indicates that in 2007, the number of MPH, MS and DPH applicants was 282, 196 were accepted and 149 enrolled. In 2009, there were 512 MPH, MS and DPH applicants, 332 were accepted and 204 enrolled.

Most SPH students attend school on a part-time basis. By the fall 2010 semester, there were a total of 81 full-time MPH students and 289 part-time students.

4.5 Student Diversity.

Stated application, admission, and degree-granting requirements and regulations shall be applied equitably to individual applicants and students regardless of age, gender, race, disability, sexual orientation, religion or national origin.

This criterion is met. The recruiter, academic services director and associate dean for academic affairs meet regularly with faculty to assess recruitment targets, including the numbers of minority students being recruited. Plans are underway to meet individually with faculty in each degree program to develop outreach strategies catering to the needs of particular student populations. For instance, this fall, the recruiter met with the EOHS faculty and designed outreach to governmental agencies, and, in particular, to CUNY campuses and programs that have large numbers of minority students. In order to recruit a diverse student body, the dean and faculty are undertaking the development of pipeline programs (eg, at CUNY community colleges) for students to earn bachelors, joint bachelors-masters or masters degrees in public health.

The location of the school has been a significant factor in attracting a large number of minority students. However, Hispanic/Latino students are underrepresented compared to the New York City population as a whole. The self-study presents data that indicate that ethnic minorities made up 52% of the student population in 2009; 22% were African American, 12% Hispanic/Latino and 18% Asian/Pacific Islander. The data also show that from 2007 to 2009, there was a marked increase in the proportion of all racial and ethnic minorities among students: African American (15.7% to 22%), Hispanic/Latino (7% to 12%) and Asian/Pacific Islander (5.7% to 18%).

There is a university-wide effort to increase the number of Hispanic/Latino students at the university. For example the university is collaborating with the Latino Health Fellowship and Center for Puerto Rican Health in this effort. In fall 2011, the school will be moving into its new building in the heart of Harlem, a largely Hispanic and African American community. It is expected that the move to Harlem will contribute to an increase in the number of Hispanic and African American students. In addition to already existing ties that faculty and students have to organizations within this community, representatives from the school have already initiated outreach efforts by meeting with community groups and leaders to map out plans for future research and service.

4.6 Advising and Career Counseling.

There shall be available a clearly explained and accessible academic advising system for students, as well as readily available career and placement advice.

This criterion is met. Academic advisement is available to prospective students, matriculated students, non-matriculated students and prospective students. Academic advisement starts with a prospective student's first contact with the program; thereafter, faculty continue offering academic advice throughout the admissions process and beyond.

Initial student inquiries are handled by the SPH recruiter. The recruiter then invites the prospective student to the next information session held at the school, where faculty offer individual meetings with prospective students to discuss curricular or career goals. Matriculated students are sent information packets and the student handbook, and the school assigns an academic advisor to each person who accepts an offer of admission. Non-matriculated students may also be assigned an advisor to encourage capable students to apply for matriculation and to provide suggested courses of action for those who do not meet the necessary academic requirements but who have a strong interest in public health.

Career counseling activities such as seminars on resume writing or dressing for success are offered by the Career Services Office on each college campus. Students are encouraged to join the listserv hosted by the student's degree program and/or specializations to receive information on position openings, professional meetings and award and grant opportunities. Also specialized groups offer career counseling as one of their activities. For instance, the Latino Health Fellowship Initiative provides ongoing informational listings of organizations, field placements and employment opportunities throughout the year for Latino students and students interested in working with Latino populations. Students are also frequently invited to attend career fairs that are sponsored by CUNY campuses or by governmental agencies and private organizations.

According to the self-study, a recent survey was conducted at a student town hall meeting of all SPH students to assess students' satisfaction with advisement and career counseling. The survey showed that 34-39% of the students found advisement adequate, 16%-39% found it somewhat adequate and 11-21% found it completely inadequate. Also, during the student focus groups that were conducted at the same time, students expressed some dissatisfaction with the advising process. Students reported that they sometimes received contradictory information from different advisers. They also wanted to be provided with timely advising on fieldwork and culminating experience and asked that the school improve its website to provide regularly updated information on course offerings.

The site visit team discussed the issue with students and alumni, and the response was mixed. Some students and alumni commented on dissatisfaction with some aspects of advising, like being unable to see meet with advisors because of their busy schedules; others were very happy and thought they had great advisors who provided much-needed help and wise counsel. It appears that school leaders and faculty have taken strong and decisive actions to address the root causes of past dissatisfaction. In

discussions with faculty, they confirmed that as a response to the survey, changes were made by the Dean's Cabinet. Students are now more carefully matched with an advisor; the advisement period prior to student registration has been expanded; improved written guidelines have been produced and the associate dean for academic affairs convened a session with all faculty to review advisement procedures and faculty responsibilities.

Agenda

Council on Education for Public Health Accreditation Site Visit

CUNY School of Public Health

December 15-17, 2010

Wednesday, December 15, 2010

- 8:30 am Breakfast Meeting with Self-Study Coordinators
Susan Klitzman, Acting Associate Dean for Academic Affairs
Mark Goldberg, Associate Professor, Environmental and Occupational Health Sciences
Arlene Spark, Program Director, Nutrition
Martina Lynch, Evaluation and Assessment Coordinator
Zora Flores-Kitongo, Executive Assistant to the Dean
Robert Park, Director of Academic & Student Services
- 9:00 am Team Review of Resource File
- 9:30 am Meeting with School Leadership
Dean Ken Olden
Neal Cohen, Distinguished Lecturer
Susan Klitzman, Acting Associate Dean for Academic Affairs
Marilyn Auerbach, Acting Associate Dean
Nicholas Freudenberg, Executive Director of the DPH Program
Jane Levitt, Campus Director
Betsy Eastwood, Campus Director
Anthony Rini, University Executive Director of Academic Financial Affairs & Planning
Len Zinnanti, Acting Chief Operating Officer, Hunter College
- 10:30 am Break
- 10:45 am Meeting with Faculty Track Coordinators and Program Directors for MPH & DPH
Stacey Plichta, Program Director MPH and Track Coordinator, DPH, Health Policy and Management
Renata Schiavo, Program Director MPH, Community Health and Health Education
Lorna Thorpe, Program Director MPH, Epidemiology and Biostatistics
Jack Caravanos, Program Director MPH, Environmental & Occupational Health Sciences
Arlene Spark, Program Director MPH, Nutrition
Jane Levitt, Director, MPH Program at Lehman College (CBPHHE)
Betsy Eastwood, Director, MPH Program at Brooklyn College (GPH, HCPA)
Judith Aponte, MS/MPH Dual Degree Program – Nursing and Public Health
Diana Romero, Coordinator, DPH Community Society and Health
Jean Grassman, Coordinator, DPH Environmental and Occupational Health
Luisa Borrell, Coordinator, DPH Epidemiology
Nancy Sohler, Faculty, Epidemiology
- 12:00 pm Break
- 12:15 pm Lunch Meeting with Preceptors
Andrea Mantsios
Taeko Frost
Vasudha Reddy
Jennifer Rosen
Ken Wilson
Joel Shufro
Deborah Pointer
- 1:30 pm Break
- 1:45 pm Site Visit Team Meeting: Faculty & Staff Involved in Evaluation & Planning Efforts
Susan Klitzman
Mark Goldberg
Arlene Spark
Martina Lynch
Zora Flores-Kitongo

Jane Levitt
Betsy Eastwood
Nick Freudenberg
Neal Cohen

2:45 pm Break and Site Visit Team Meeting

4:15 pm Meeting with Students and Alumni

Zoey Laskaris
Calah Lambertson
Marlene Calvo Minarik
Marlon Joseph
Liza Fuentes
Kate Fahy
Susan O'Brien
Emmanuel Schwimmer
Alice Welch
Jen Pierre-Louis
Zena Abatzis
Marielle Hall
Harlem J. Gunness
Candida Abreu-Bido

5:15 pm Adjourn to Dinner and Team Executive Session

Thursday, December 16, 2010

8:30 am Breakfast, Team Review of Resource File

9:00 am Meeting with Faculty Associated with BS & MS Degrees

Jessie Daniels, BS COMHE
Renata Schiavo, BS COMHE
Khursheed Navder, BS NFS
Arlene Spark, MS NUTR
Jack Caravanos, MS, EOHS

10:30 am Meeting with Junior and Senior Faculty

Luisa Borrell, EPI
Jennifer Dowd, BIOS
Mimi Fahs, HPM
Jean Grassman, EOHS
Christian Grov, SBS
Shiro Horiuchi, BIOS
Tom Matte, EOHS
Renata Schiavo, SBS (COMHE)
Lorna Thorpe, EPI
Mary Schooling, EPI

11:45 am Break

12:00 pm Lunch with Employers and Community Partners

Beverly Watkins
Marie Bresnahan
Rebecca Kalin
Malcolm Pike
Paolo Boffetta
Oliver Fein
Barry Coller
Cecil Corbin-Mark
Anne-Marie Flatley
Pamela Vossen
Jean Goldberg
Jane Bedell
Adam Karpati
David Grass

1:15 pm Break

- 1:30 pm Meeting with Core Faculty
 Tracy Chu, HPM
 Mark Goldberg, EOHS
 Lydia Isaac, SBS (COMHE)
 Elizabeth Kelvin, BIOS
 Betty Wolder Levin, SBS
 Andrew Maroko, EOHS
 Denis Nash, EPI
 Marilyn Aguirre Molina, SBS (CBPHHE)
 Lynn Roberts, SBS (COMHE)
 Gerry Oppenheimer, HPM
 Ming Chin Yeh, NUTR
- 2:30 pm Executive Session/Resource File Review
- 3:15 pm Break (Travel to CUNY Central Office)
- 3:45 pm Meeting with Consortial Campus Senior Leadership
 Provost William Tramontano
 Provost Mary Papazian
 Provost Vita Rabinowitz
- 4:45 pm Meeting with CUNY Senior Leadership
 Matthew Goldstein, Chancellor
 Alexandra Logue, Executive Vice Chancellor and University Provost
 President Jennifer Raab, Hunter
- 5:45 pm Adjourn to Executive Session and Dinner

Friday, December 17, 2010

- 8:45 am Executive Session
 Review Resource File and other Documents
 Report Preparation
- 1:30 pm Exit Interview
 President Jennifer Raab
 Vita Rabinowitz
 Neal Cohen
 Dean Ken Olden
 Susan Klitzman
 Marilyn Auerbach
 Nick Freudenberg
 Jane Levitt
 Betsy Eastwood

Appendix

Strategic Plan

2012-2015

Executive Summary



from **Ann Kirschner**,
Dean of Macaulay Honors College

I envision a Macaulay Honors College that is recognized as the nation's pre-eminent honors college. Born in 2001 at a critical moment in history, Macaulay is a new college for a new century. Public higher education is vital to our nation's well-being, and we are proud to serve our students and their families.

We seek the best students from New York and around the world. We will provide them with unparalleled opportunities to learn and develop their talents both inside and outside the classroom. Our alumni are extremely well prepared, highly curious, and ready to make a positive impact on the world.

This strategic plan is structured around a set of four pillars central to Macaulay's long-term success: achievement, community, sustainability, and recognition.

Our Vision

Macaulay Honors College inspires and prepares students to solve the challenges facing New York City, our nation, and the global community.

Our Mission

Macaulay Honors College offers exceptional students the transformative opportunities to develop their potential beyond what they ever imagine.

About Macaulay Honors College

Macaulay Honors College at The City University of New York offers exceptional students the advantages of a small liberal arts college and a comprehensive research university. Selected for their excellent academic merit and leadership potential, Macaulay students receive a full-tuition scholarship, enhanced curriculum and advisement, technology tools and training, and support from the Macaulay Opportunities Fund to fund global learning, service, and research.

Macaulay students choose one of eight CUNY senior colleges—Baruch, Brooklyn, City, Hunter, John Jay, Lehman, Queens and Staten Island—and develop customized courses of study supported by our extraordinary advising system. Macaulay students engage in interdisciplinary, collaborative learning, and amplify their classroom experiences through study abroad, internships, and research projects with CUNY faculty. The four City Seminars at the heart of the Macaulay curriculum actively encourage our students to experience New York City as both classroom and laboratory.

All Macaulay students render service to their communities, and many go beyond these requirements to forge lasting relationships. Our students learn to draw meaningful connections between their scholarship, their professional aspirations, and the communities in which we live.

The Four Pillars: Strategic Imperatives

The initiatives we undertake in the next three years are vital to establish a strong foundation for our future. As we move into Macaulay's second decade, we focus on achievement, community, sustainability and recognition.



Photo credit: right: Solita Alexander



Achievement

Macaulay graduates must be flexible and adaptable thinkers with established, demonstrable skills that directly answer current and future demands in the job market. To meet the aspirations of our digitally savvy students, we pursue creative innovations in learning, teaching, research, and technology. To maintain the highest academic standards, we assess and refresh the curriculum to meet new and evolving needs.

Top Priority:

Strengthen our emphasis on STEM (Science, Technology, Engineering and Mathematics) learning, research, and advising

Community

Macaulay students study at eight different campuses across the city. While the Macaulay building provides a lively gathering place for our community, we seek to strengthen and further define the Macaulay identity for our student body. This will be accomplished through offering more of the intensive peer-to-peer and faculty interactions that enrich and deepen the academic experience and foster the kinds of enduring relationships our students can rely on for guidance, advice, and networking both before and after graduation.

Top Priority:

Create a living-learning community



Sustainability

It is imperative to diversify our sources of support by expanding our development efforts and by pursuing private funding for College initiatives. In addition, our sustainability as an institution depends on efficient and effective administration, and close collaboration with our eight campus partners.

Top Priority:

Expand funding sources for the Opportunities Fund

Recognition

Though the first decade of Macaulay's history has been a great success, the general public and higher education professionals remain relatively unaware of the College, its mission, and its place within the CUNY system. Building our reputation will bring us closer to achieving recognition equal to our success, and will further the recruitment, retention, professional development, and advancement efforts of the College, its campuses, and the University as a whole.

Top Priority:

Raise our national profile

The Four Pillars: Points of Action 2012-2015

A detailed series of actionable steps has been developed for each of the four pillars of achievement, community, sustainability, and recognition. Summarized here, these initiatives address the most critical elements of our overall strategy, and describe the scope and depth of the work ahead.



Photo credit: above, center: Lindsey Freer;
above, right: Solita Alexander
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Achievement

We will be recognized as an institution that pushes the boundaries of innovation in teaching, learning, and research; that pursues academic excellence; and that encourages and supports inquiry, critical thinking, and scholarship in our students and faculty.

- Promote and support STEM learning by requiring a multidisciplinary science course and by offering new academic honors concentrations in junior and senior years.
- Ensure Macaulay's academics remain relevant, challenging, and forward-looking. Create new curricular initiatives and expanded faculty resources with a focus on the sciences, research, and global initiatives.
- Give students adventurous and multifaceted learning opportunities through multidisciplinary courses that integrate academics, travel, and service.
- Strengthen our individual advising model by leveraging campus resources, hiring a new advisor for STEM and health professions, and providing alumni mentoring as postgraduate preparation for pre-professional students.
- Develop new platforms for teaching technology and media to enable fluency with new technologies and prepare students for careers in New York City's growing media professions.
- Further innovate the use of the city as an open classroom by creating a new City Seminar curriculum and common events.

Community

We will grow and further diversify the Macaulay community. We will develop environments and opportunities that foster enduring relationships to support the long-term success of our students, faculty, and staff.

- Plan and build a residential living-learning community to enhance opportunities for student and faculty collaboration, strengthen positive identification with the College, foster mentoring relationships, and fortify the Macaulay network.
- Support planned growth to 2,200 students by working with the enrollment team on each campus. Explore options for increasing enrollment from out of state.
- Increase the number of under-represented minority students who graduate from Macaulay. Develop enrollment and retention plans for specific student demographics and implement a plan for admitting transfer students.
- Recruit and retain a competitive and diverse staff by focusing on employee satisfaction, and setting retention benchmarks.
- Increase use of the Macaulay building as a central location for student and alumni gatherings and activities.

Sustainability

We will increase private support to fund College priorities.

- Continue to recruit dynamic and engaged members to the Macaulay Foundation Board.
- Identify and pursue private funding sources to meet the priorities of the Strategic Plan.
- Build a donor-centered individual giving program with a focus on major gifts and annual giving.
- Pursue joint fundraising initiatives with Macaulay campuses.
- Position Macaulay to undertake a capital campaign to build the endowment and fund defined priorities.
- Develop a culture of philanthropy among all Macaulay constituencies.
- Strengthen relationships with potential donors and engage volunteer leadership in development outreach efforts.

Recognition

We will communicate our story to core constituencies and new audiences and work to raise the College's local and national profile.

- Increase local, regional, and national coverage through an effective press and media strategy.
- Strengthen the Macaulay identity.
- Build strong campus collaboration and partnerships. Share goals and achievements with faculty, directors, advisors, and administration.
- Ensure that Macaulay's contributions are clearly articulated to the greater CUNY community.

Macaulay Benefits New York City, New York State, and the Country

Our students are ready for today's workplace.

A Macaulay education directly serves the needs of the workforce by developing well-rounded leaders with relevant skills and on-the-job experience.

Our students excel.

Most Macaulay graduates pursue advanced degrees at top institutions around the world. Many have received prestigious national and international scholarships, fellowships and awards. In the last five years, two Macaulay alumni have been named Rhodes Scholars.

Our students are New Yorkers.

We are proud to serve a wide cross-section of the New York population, and to continue CUNY's rich tradition of providing affordable access to excellent education for New York's resident and multi-ethnic populations.

Our students think globally.

We actively encourage and financially support study abroad for our students, and believe that the global perspective developed through these experiences makes Macaulay students better thinkers, scholars, workers, leaders, and citizens.

Our students know New York.

Macaulay uses New York City—its history, art, cultures, people, economy, governance, and physical environment—as an extended classroom, giving students new and deeper perspectives on urban challenges.

Our students contribute.

Having established a record of community service and civic engagement while at Macaulay, and aware of the investment made in them by public and private funding, our graduates are committed to giving back to society.



Photo credit: center: Lindsey Freer;
bottom center: Dan Z. Johnson

To learn more about Macaulay Honors College
and our plans for the future, please contact:

Ann Kirschner

University Dean

Macaulay Honors College

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MACAULAY
HONORS COLLEGE AT CUNY

**CU
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Appendix
Section Five

THE
GRADUATE
CENTER

CITY UNIVERSITY
OF NEW YORK

JUNE 1, 2015

Report to the
Faculty, Administration, Trustees, Students
of
CITY UNIVERSITY OF NEW YORK –
GRADUATE SCHOOL AND UNIVERSITY CENTER
365 Fifth Avenue
New York, New York 10016-4309

by

An Evaluation Team representing the
Middle States Commission on Higher Education

Prepared after study of the institution's self-study report
and a visit to the campus on April 11-14, 2010

The Members of the Team:

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At the Time of the Visit

President:

William P. Kelly, A.B., M.A., Ph.D.

Chief Academic Officer:

Chase F. Robinson, A.B., Ph.D., Provost and Senior Vice President

Chairperson of the City University of New York Board of Trustees:

Benno Schmidt, Chairperson
The City University of New York
535 East 80th Street
New York, NY 10075

TEAM REPORT

I. Context and Nature of the Visit

Institutional Overview. Founded in 1961, the CUNY-Graduate School and University Center (also known as CUNY-Graduate Center) is a doctoral/research-high research activity public university. In 2008-2009, according to the MSCHE Profile, CUNY-Graduate Center employed 315 full- and part-time faculty members and served 5507 matriculated students enrolled in undergraduate and graduate degree programs and 437 non-matriculated students enrolled in credit-bearing courses. In FY 2008, CUNY-GC awarded 195 baccalaureate, 349 masters, and 358 doctoral degrees, plus 101 certificates. In each category, at least ten percent more degrees were conferred than during the 2007-2008 academic year.

The CUNY-Graduate School and University Center is unique in the United States and has a highly complex organizational structure. When the CUNY system was created in 1961, all doctoral programs were consolidated into the CUNY-Graduate School. In 1971, a University-wide bachelor's degree was added; originally called the CUNY Baccalaureate Program, it was renamed, in 2008, the CUNY-Baccalaureate for Unique and Interdisciplinary Studies (CUNY BA/BS). The CUNY BA/BS and two recently created entities, the Graduate School of Journalism and the School of Professional Studies, constitute the University Center. The President of the GS administers the CUNY BA/BS; the Deans of the Schools of Journalism and Professional Studies report directly to the Chancellor of CUNY.

CUNY-GC's uniqueness derives both from the mission of the CUNY-GS as fundamentally a doctoral institution and from the consortial relationship of the GS with the CUNY system colleges. The GS doctoral faculty actually comprises (using 2009 figures) 142 GC-based faculty, whose appointments and tenure reside in the GC, and 1658 College-based faculty, whose appointments and tenure reside in one of the CUNY colleges. The GS administers the CUNY BA/BS, but its students take their courses and are advised in the CUNY colleges. The GS is collegially related to the School of Professional Studies, finally, which had over 1,500 students enrolled in SPS credit-bearing courses in 2008-2009.

CUNY-GS is at the center of the CUNY-GC picture, though its collateral UC units are also of high quality. Only a half-century old, the GS enjoys a national reputation for excellence in doctoral education, especially but not exclusively in humanities and social science disciplines. GS-based faculty historically have been distinguished senior scholars with outstanding records of research and publications whom the GS has successfully recruited from some of the best universities in the country. College-based faculty, some mid-rank or untenured junior faculty, are excellent scholars, carefully vetted for appointment to the GS, and are highly committed to their work in the GS. Largely because of its faculty, and despite student support packages only now becoming competitive, the GS has been successful in recruiting a very strong and diversified student body. The current leadership team of the GS has academic distinction and administrative vision, embraces innovation, and clearly enjoys the support of the faculty. CUNY-GS, in a word, is a very successful institution with a special mission and an exciting future.

Scope of Institution. CUNY-GC offers baccalaureate, masters, and doctoral degrees, and graduate certificates. According to the MSCHE Institutional Profile, it has a principal campus

(365 Fifth Avenue, New York, NY 10016), two active additional locations, and no branch campuses. The additional locations are:

1. Graduate School of Journalism, 230 West 41st St., New York, NY 10036
2. School of Professional Studies, 101 West 31st St., New York, NY 10001 (with administrative offices located at the Graduate Center, 365 5th Avenue, New York, NY 10016).

At the time of the Visit, a substantive change proposal was pending for the School of Professional Studies to address its additional location.

The Institutional Profile indicates that 4,242 SPS students enrolled in distance learning courses for credit in 2008-2009, and that two programs were offered in which 50% or more of course requirements may be satisfied by distance learning.

Self-Study Process. CUNY-GC used the comprehensive self-study model, providing documentation and analysis to demonstrate compliance with all fourteen standards. CUNY-GC made a draft Self-Study available for review by the chair of the Review Team prior to the Preliminary Visit in November 2009.

The Self-Study was guided by an eighteen-member Steering Committee that included the provost, a past provost, two associate provosts, one acting associate provost, four executive officers, and several other administrators, faculty, students, and an alumnus. The Steering Committee provided oversight for eight working groups dedicated to 1. Mission, Goals, and Integrity; 2. Planning, Resources, and Institutional Renewal; 3. Leadership, Governance, and Administration; 4. Student Admissions, Retention, and Support Services; 5. Faculty and Research; 6. Educational Offerings; 7. Related Educational Activities; 8. Institutional Assessment and Student Learning Assessment. The working groups had a total membership of 70 faculty, staff, students, and administrators. The Self-Study Report is thorough and well-written.

II. Affirmation of Continued Compliance with Requirements of Affiliation

Based on a review of the Self-Study, the institution's *Certification Statement: Compliance with MSCHE Eligibility Requirements and Federal Title IV Requirements*, and interviews, the team affirms that the institution continues to meet the requirements of affiliation in *Characteristics of Excellence in Higher Education*.

III. Compliance with Federal Requirements; Issues Relative to State Regulatory or Other Accrediting Agency Requirements

Based on a review of the institution's *Certification Statement: Compliance with MSCHE Eligibility Requirements and Federal Title IV Requirements*, the team affirms that the institution's Title IV default rate is within federal limits. The team is aware of no issues relative to state regulatory requirements or the institution's status with other accrediting organizations.

IV. Evaluation Overview

CUNY-GC is a unique and complex institution. It features a GS with outstanding leadership and sound administrative policies and practices; rigorous shared governance; a distinguished faculty with high morale; strong programs with rich educational offerings; strong students and impressive academic student support; a national reputation for excellence in doctoral education; and, its hallmark, a sometimes challenging but obviously successful consortial relationship with the other CUNY institutions. The GC also includes an innovative and entrepreneurial University Center, comprising three quality programs: CUNY BA/BS, Graduate School of Journalism, and School of Professional Studies. The GS has a clear mission and goals, and strategic planning policies and practices designed to advance them; the UC units also have clear missions and goals and appear to be achieving them. It remains for the GC as a whole to sharpen its *overall* mission further and to enhance its current assessment policies and practices.

Those final points warrant some clarification, but not belaboring. The Self-Study was written largely from the point of view of the GS, with the UC units discussed as related educational activities. Initially a question for the Review Team because of the scale and quality of these units, this became a topic of discussion during the Team Visit. As we learned, the GC has direct and primary responsibility for GS doctoral programs; administrative but not academic responsibility for the CUNY BA/BS; and no responsibility for GSJ and SPS, but collegial relations with them. Given the strong interdisciplinary direction the GS has been taking, and given the interdisciplinary foundation of the CUNY BA/BS, the Team believes that some exciting synergies are possible. The Team chair explored this idea with President Kelly, who was very receptive. The second issue, one of assessment policies and practices, has become ubiquitous in institutions of higher education, and particularly vexes doctoral education. CUNY-GS has work to do in this area, as do many graduate schools, and it is taking that work seriously.

Throughout the course of the Visit, it should be noted, the Team was struck by the frequency and degree to which the GS community expressed a sense of common identity and of membership in a unique, exciting organization. We heard many comments from administrators, faculty, students, and staff about the desirability of belonging to, working for, and studying in the GS. Members of the GSJ and the SPS show a similar pride in the recent accomplishments and successes of the two schools, as well as a genuine belief in their future. The morale of the GC, in short, suggests that the units constituting both the Graduate School and University Center represent themselves accurately and are striving to advance the missions they have identified for themselves.

V. Compliance with Accreditation Standards

Standard 1: Mission and Goals

“The institution’s mission clearly defines its purpose within the context of higher education and indicates whom the institution serves and what it intends to accomplish. The institution’s stated goals, consistent with the aspirations and expectations of higher education, clearly specify how the institution will fulfill its mission. The mission and goals are developed and recognized by the institution with the participation of its members and its governing body and are utilized to develop and shape its programs and practices and to evaluate its effectiveness.”

The Visiting Team finds that the institution meets Standard 1.

Summary of Evidence and Findings

The Self-Study acknowledges the complex organizational structure of the Graduate Center, both internally and in its relation to CUNY University Administration and the other CUNY campuses, and the challenge this presents to developing a Mission Statement that adequately and accurately reflects the GC’s mission.

Two overlapping Mission Statements preceded the current Self-Study, one developed for the Periodic Review Self-Study in May 2005 and a variation posted on the GC website. The GC reviewed these versions early in the Self-Study process; developed a collaborative process, with representatives from the various GC constituencies, for formulating a new Mission Statement; and vetted the Statement through an internal GC approval process. It is posted on the GC website.

The Mission Statement clearly defines the goals of the Graduate Center as providing graduate education, research and scholarship, and innovative programs that contribute to the community of New York City. The Mission Statement places emphasis on doctoral education, which constitutes the majority of the student body, and identifies the GC’s goals as preparing those students to become “scholars, teachers, experts, and leaders in the academy, the arts and in the private, nonprofit, and governments sectors.” It also emphasizes GC’s commitment to CUNY’s historic mission of providing access to all communities, particularly those communities under represented in higher education in a given historical moment.

The Visiting Team noted and discussed with the President and leadership team the Mission Statement’s emphasis on doctoral education and its somewhat oblique reference to the three units of the University Center (CUNY BA/BS Program, School of Professional Studies, and Graduate School of Journalism), a reference comporting with the discussion of the units as “related educational activities” in the Self-Study. Throughout the visit, the Team investigated and assessed the relationship between the Graduate School and the University Center, and the role of the latter in the GC’s mission.

As a result of the Self-Study process, the GC has developed four “key institutional goals” for the next five years. Three of the goals are clearly and directly related to the Mission Statement and the fourth is related to institutional and student learning assessments. The

President and Provost employ regular meetings to communicate strategic plans and goals. In the course of the self-study process, the GC recognized a need for even more explicit communication of institutional strategy and cites the addressing of this need as an “Action Going Forward.” References to improving communications recur in the Self-Study document, and the Team commends the efforts being taken in this area.

Recommendation:

As the GC moves forward with the Strategic Planning initiative currently underway, it should collaborate closely with CUNY University Administration (henceforth CUNY-UA) and the programs constituting the University Center to determine and define the role or roles that these programs will play in the Graduate Center and the relationship that they will have to the Graduate School. Any decision will influence the GC’s mission and should be reflected in its mission statement.

Requirements: None

Standard 2: Planning, Resource Allocation, and Institutional Renewal

Standard 3: Institutional Resources

“An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.”

“The human, financial, technical, facilities, and other resources necessary to achieve an institution’s mission and goals are available and accessible. In the context of the institution’s mission, the effective and efficient uses of the institution’s resources are analyzed as part of ongoing outcomes assessment.”

The Visiting Team finds that the institution meets Standards 2 and 3.

Summary of Evidence and Findings

CUNY-GC planning, resource allocation, and institutional renewal all take place in the context of CUNY University Administration directives, guidelines, and processes.

CUNY employs a master plan with five-year goal setting periods, and, as one of CUNY’s constituent institutions, the GC must conform to that planning process and schedule. The CUNY GC established its current decennial plan in 2001, and it appears to have provided the GC with an appropriate strategic context and to have enabled the GS to identify clear strategic directions.

CUNY and its constituent institutions use the annual Performance Management Process (PMP) to track and assess progress on strategic goals. A spreadsheet format tracking CUNY Goals, Objectives, Targets, Indicators, and Graduate Center Targets and Indicators, PMP provides for a thorough and well-documented annual progress report both narrative and metrics based. The CUNY Chancellor and GC President use PMP in consultation to track institutional progress and to make decisions on resource allocation.

The Self-Study identifies the institutional levels and positions, as well as their accountabilities and incumbents, associated with strategic planning and resource allocation, both in CUNY and in CUNY-GC. The latter body administered a survey in Fall 2008 measuring the effectiveness of the resource allocation process. Narrative responses indicate both satisfaction with the process and some areas for improvement, including more and clearer communication regarding the process.

The Self-Study indicates that “the financial structure of the Graduate Center consists of a *complex federation* (italics added) of ...seven financial entities and sources of funds.” The GC presented a clear understanding and accounting of these seven sources of funds, and provided schedules for the past three to four years. The Review Team requested and received updates to these schedules showing both the current year and multi-year projections.

Four financial management systems are in place for tracking resource expenditure and utilization at CUNY and GC levels on a periodic and annual basis. External auditors conduct annual audits of all seven fund sources. GC senior budget administrators, finally, recognize the effects of the current economic downturn on New York State tax revenues, from which 90% of the Graduate Center revenue budget is derived. They have planned for this circumstance and have available contingency dollars to help bridge gaps.

With respect to facilities, the GC belongs to a commercial condominium association that owns the principal GC location, a single building; the GC appears very satisfied with the arrangement. Occupying a city block in a vibrant neighborhood, this building is centrally located in Manhattan and easily accessible through a number of public transportation systems. A former department store that has been completely renovated, it is a large, bright, and extremely attractive facility.

The GC does foresee a time when it will outgrow the current space in the building and is developing improvement plans to use the space more efficiently. Any significant renovations or expansions of space must be approved through an evidently lengthy and difficult CUNY capital budget process. An internal operation provides security for the facility and GC students, faculty, and staff; this operation links directly to CUNY and partners with several New York City and federal public safety agencies.

With regard to information technology, both academic and administrative computing fall under the same department. The current director has been at the Graduate Center for less than four years and enjoys universal praise. While there is a backlog of needs to be prioritized and funded, the director and his team, by all accounts, have made significant improvements in the delivery of IT services.

Suggestion:

The Team commends the GC for its current plan to undertake a rigorous and comprehensive Strategic Planning initiative over the coming year and encourages the GC to make this initiative a top priority.

Recommendation:

The Team recommends that the GC develop and implement an ongoing internal system of assessment of planning and resource allocation, inclusive of or supplementary to the PMP, that will consolidate and formalize several current assessment activities.

Requirements: None

Standard 4: Leadership and Governance

“The institution’s system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.”

The Visiting Team finds that the institution meets Standard 4.

Summary of Evidence and Findings

As a multi-campus institution, CUNY has complex and robust governance systems and structures. As a member of CUNY with a distinctive and anomalous mission, CUNY-GC and CUNY-GS, its predominant unit, not only share in that complexity, but also, because of its doctoral mission and ancillary activities, itself has complex and robust internal governance systems and structures.

Comprising nineteen institutions, CUNY includes eleven senior and six community colleges, the CUNY School of Law, and the Graduate School and University Center. CUNY-UA is governed by a seventeen-member Board of Trustees and led by a Chancellor who reports directly to the Board. In consultation with the Chancellor, the Board appoints CUNY College Presidents, who report indirectly via the Chancellor to the Board. The Board comprises ten trustees appointed by the Governor of NY State and five by the Mayor of NYC; the chairs of the University Faculty Senate and University Student Senate serve as ex officio members.

The Board appears to take an appropriate interest and role in CUNY’s strategic planning and institutional assessment. CUNY, in turn, communicates its strategic goals to its constituent institutions via the Master Plan and PMP process discussed earlier. CUNY negotiates with the unions representing the GC bargaining units. The Board of Trustees of CUNY certifies CUNY-GC compliance with MSCHE policies and standards, a certification countersigned by the President of the GC.

The President of the GC has administrative responsibility for the Graduate School and one unit in the University Center, the CUNY BA/BS. Two Deans with administrative responsibility for the other two units, the Graduate School of Journalism and the School of Professional Studies, report directly to the Chancellor. Each of the three units in the University Center has its own governance system and structure, essentially parallel to each other and to that of the Graduate School. The institutional and academic relationships between the Graduate School and the two units of the University Center have a complex history and are currently under review. These relationships are discussed at length under Standard 13. .

The principal elements of the GS governance structure are the administration, the Graduate Council and its standing committees, and a group of specialized committees representing various interests and functions. Students also have an active and vocal Doctoral Students' Council (DSC). The Graduate Council, the principal governance body, comprises ~150 voting and ~40 non-voting members, including, notably, 51 voting graduate students and three co-chairs of the Doctoral Student Council. It meets four times per year and conducts most business through its nine standing committees. The DSC comprises ~70 graduate students elected by their programs, and, among other activities, charters ~40 student organizations. Seven specialized committees include the Executive Committee of the Council of Executive Officers (see Standard 5), an Academic Review Committee (charged with reviewing appointments, promotions, and tenure), and so on.

The Self-Study implicitly raises a governance question that gave the Team some concern but that was answered to our satisfaction during the visit. Since the Graduate Council By-Laws defined this body in 2009 as "the governing body of the GS," and since the President presides over the Graduate Council, it appears that the GS might not meet the Fundamental Element recommending separation of governing body and CEO. The issue is not simply one of compliance, of course, but one of clear spheres of authority and of appropriate separations of powers within a shared governance system. We understand that CUNY mandates that Presidents preside over their Councils, so the GS cannot change this arrangement. By policy then, the Council *advises* the President. By practice, however, as we are told, the current President almost always endorses the Council's decisions on matters under his jurisdiction, a *de facto* arrangement that appears to be effective and satisfactory to all parties.

The Self-Study explicitly mentions a challenge that the GS appears to have met. Since meetings of the Graduate Council fall under NY State "Open Meetings Law," requiring a majority vote of the whole membership, and not simply those in attendance, having a quorum is a necessity for any action. Despite the fact that many GS faculty and students have obligations at other CUNY campuses, the GS community commitment to shared governance evidently results in the necessary number of attendees.

Governance documents for CUNY-UA and for CUNY-GC, examined by the Visiting Team, appear to be in order and in compliance, as do processes for the communication of policies and practices and the assessment of leadership and governance described in the Self-Study and explored during the Team Visit.

One ongoing governance issue is the past, present, and future relationship of CUNY and CUNY-GC. The relationship of CUNY and its constituent institutions shares some features with a university system and others with a large public research university. It currently resembles the

latter, more integrated model, in large part because of the incumbents in leadership offices. Whichever model is preferred probably should become more institutionalized.,

Suggestion:

CUNY-GC should work with CUNY-UA to clarify the direction of the latter with regard to centralized or decentralized responsibilities and authority. It should endeavor to work with CUNY-UA to ensure that the strategic path chosen is institutionalized.

Recommendations: None

Requirements: None

Standard 5: Administration

“The institution’s administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution’s organization and governance.”

The Visiting Team finds that the institution meets Standard 5.

Summary of Evidence and Findings

CUNY-UA appears both appropriate and adequate to the responsibilities of the central administrative unit of a large and variegated institution comprising nineteen campuses spread across a very large and busy urban landscape. It comprises the Board of Trustees, the Chancellor, several vice-chancellors (including the Executive Vice-Chancellor for Academic Affairs and Provost, and the Executive Vice-Chancellor and COO), and the Senior University Dean for Academic Affairs. CUNY college Presidents, including the President of CUNY-GC, report to the Chancellor.

The President and senior administrators of CUNY-GS form a vital academic and professional leadership team whose backgrounds and credentials nicely match the primarily doctoral mission and disciplinary profile of the institution. The academic side of the team includes President Dr. William P. Kelly, Provost and Senior Vice President Dr. Chase F. Robinson, Associate Provost and Dean for the Humanities and Social Sciences Dr. Louise Lennihan, and Acting Associate Provost and Dean for Doctoral Sciences Dr. Ann S. Henderson. The more administrative side of the team includes Senior Vice President for Finance and Administration Dr. Sebastian Persico, and Vice Presidents for Student Affairs (Matthew Schoengood), Information Technology (Robert Campbell), and Institutional Advancement (Raymond Soldavin); a search for a new Executive Director of Research and Sponsored Programs is currently underway.

The leadership team is outstanding and effective. Drs. Kelly and Robinson are distinguished scholars, respectively, in English and History, an unusual pair of fields for most university president/provost combinations, but an appropriate one given the CUNY-GS emphasis

on humanities and social sciences. Faculty, staff, and student respect for these two leaders is substantial and visible. The academic team as a whole mixes individuals who have risen through the CUNY ranks with those who have brought outside perspectives. Although the Vice-Presidents have particularly broad administrative portfolios, the organizational chart of the institution suggests that the portfolios are coherent and complementary and that lines of reporting are clear. On the basis of what the Team saw on its visit, we also would characterize the senior operational administrative staff as outstanding, and we would presume that the same applies to the staff levels that they manage.

As the member of CUNY with a predominantly doctoral mission, CUNY-GS is organized neither into colleges nor departments, but rather by disciplinary doctoral “programs,” each lead by an “Executive Officer” (EO) and assisted by an “Assistant Program Officers” (APO). Each program must have governance procedures, an executive committee, and a minimum of four prescribed standing committees, comprising both faculty and students. The President and Provost interface directly with the EOs, without the administrative intermediaries usually found in doctoral institutions, and do so in a one building campus. This encourages informal and efficient problem solving and cordial faculty-administration relations. In short, the GS administrative structure is adequate and appropriate to the institution and its particular mission and appears to work very well.

The overall CUNY-GS staff in 2008, finally, comprised approximately 1,500 full- and part-time employees, including ~300 individuals with nonteaching responsibilities; slightly over 1,000 of them were part-time, including over 800 graduate assistants (the graduate assistants on the GC payroll provide teaching service on the undergraduate CUNY campuses, not at the GC). Non-teaching members of the instructional staff in the Higher Education Officer positions belong to the Professional Staff Congress/CUNY, the union that also serves faculty, and are covered by the same contract. Classified workers belong to various unions, the largest numerically being District Council 37, Public Employee Union. All employees are evaluated annually under the terms of their union contracts, excepting the president and senior administrators, who participate in the Executive Pay Plan, outside the PSC-CUNY contract.

Recommendations: None

Requirements: None

Standard 6: Integrity

“In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.”

The Visiting Team finds that the institution meets Standard 6.

Summary of Evidence and Findings

As a member of the CUNY system, the GC is governed by rules and regulations established for all faculty, students, and staff of member CUNY Colleges and Schools. CUNY publications address academic freedom; conflict of interest; research misconduct; and the procedures for fair and equitable searches, hiring, promotion, and dismissal. The GC disseminates these to the GS through its website, the *Graduate Center Bulletin*, and the *Student Handbook*; CUNY BA/BS, Graduate School of Journalism, and School of Professional Studies have similar documents. The GC and its UC units clearly take efforts to inform all members of the community about relevant policies and to engage them in review and discussion of those policies.

Oversight and implementation of these policies and of faculty, staff, and student freedoms and rights appear robust. The *CUNY Academic Commons* website addresses a full range of intellectual property considerations that apply to its constituent institutions. Searches, promotions, tenure, and other faculty appointment activities and processes have multiple layers of review and oversight to ensure fairness and equity. The GS addresses student responsibility for the academic integrity of scholarship in an outstanding booklet on plagiarism that could serve as a “best practice” for many institutions; and the Graduate School of Journalism publishes a Code of Ethics on its website and addresses major concerns of academic honesty and integrity in the context of journalistic ethics.

The Self-Study’s account of efforts to inform students of course availability and other opportunities to complete a program of study within the published program length comports with its discussion elsewhere of the GC’s focus on reducing time-to-degree for doctoral students. While the narrative only discusses the role of the executive officer in reviewing progress by doctoral students, it would appear that there are comparable mechanisms for monitoring progress of master’s degree students in the GSJ and the SPS and of baccalaureate students in the SPS and the CUNY BA/BS program.

The unique and complex consortial arrangement of CUNY-GC presents special challenges with regard to the elements of this standard. CUNY campus-based faculty teach in the GC, while GC doctoral students teach on the CUNY campuses; students in the CUNY BA/BS program take their courses and are mentored by faculty on the campuses, and receive advisement by CUNY BA/BS staff at the CUNY-UC. SPS students in degree programs take courses principally online. The GC leadership and community are alert to these challenges, and GC programs individually undertake efforts to build community and provide intellectual and social support for students and college-based faculty.

The GC leadership team, in sum, fully understands that the GC’s different units differ in purpose and in specific application of the integrity standard, but also that the applications must have consistent rigor. It recognizes the importance of remaining vigilant in this, and, especially, in any potential challenges to integrity posed by GC’s consortial arrangement. It conducts regular assessments of policies and procedures, publications, and other matters concerning integrity, and is endeavoring to integrate such assessments with institutional and student learning assessments. We commend GC for all these efforts.

Recommendations: None

Requirements: None

Standard 7: Institutional Assessment

“The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.”

The Visiting Team finds that the institution meets Standard 7.

Summary of Evidence and Findings

The CUNY annual Performance Management Process (PMP) provides the primary occasion and method for assessing institutional effectiveness. The PMP contains three institutional effectiveness goals, nine objectives, targets, and several indicators or performance measures. Administrators at various institutional levels establish goals and targets for their campuses, campus units, or areas of responsibility in the context of CUNY and campus strategic plans. In addition to participating in PMP, the GC routinely collects and analyzes data from various sources to assess institutional effectiveness. Mission appropriate areas for assessment include faculty recruitment, new program development, student financial aid, retention and graduation rates, and time-to-degree, and so on.

Academic programs are reviewed and assessed on a ten-year cycle, and some undergo additional discipline-specific accreditation reviews. Results of these reviews inform overall GC academic planning and resource allocation, as well as individual doctoral program planning.

In addition to collecting and analyzing program data, the GC conducts an annual survey of graduating seniors, an annual survey of alumni, and a biennial student satisfaction survey of currently enrolled students. Results of these surveys similarly inform planning and decision making. Finally, the Self-Study mentions that institutional assessment of administrative offices and academic support services is done “as issues arose,” or as needed, rather than on a continuous basis or regular schedule. Discussions during the Team Visit, however, suggest that assessment is not so ad hoc as that might suggest.

During planning for the Visit, the Team decided to schedule two lengthy meetings devoted, respectively, to institutional assessment and student learning outcomes assessment. In these two sessions, arguably the most intense and productive sessions of the Visit, the Team as a whole met with GC senior leadership, including the President, Provost, Vice-Presidents and Deans, Directors, and members of the Self-Study Steering Committee. Although the Self-Study provides discussion of how data resulting from various assessments informs planning and decision making and results in improvements in institutional effectiveness, program development, and student training, the Team wanted to probe further.

We conclude that the GC does have robust institutional assessment practices, but may not perceive them as such. This may come down, in the end, to fine distinctions between “review,” rigorous and ingrained in GC culture, and “assessment” in its current acceptance, a less familiar concept in university Graduate Schools in general and so, not surprisingly, in an institution that *is* a Graduate School. Overall, the Team commends the GC for its efforts in assessment of institutional effectiveness, and we offer a suggestion and a recommendation that we feel might further strengthen those efforts.

Suggestion:

In an era of public accountability and increasing demand for institutional effectiveness by most accrediting disciplines and bodies, the Team suggests that the GC develop a *comprehensive* institutional assessment plan that will draw together its many assessment practices and that will include a rigorous plan for student learning outcomes assessment.

Recommendation:

Though the Team recognizes and acknowledges the uniqueness of the GC in American higher education, we nonetheless recommend that the GC formally identify a group of peers and aspirational peers for benchmarking purposes.

Requirements: None

Standard 8: Student Admissions and Retention

“The institution seeks to admit students whose interests, goals, and abilities are congruent with its mission and seeks to retain them through the pursuit of the students’ educational goals.”

The Visiting Team finds that the institution meets Standard 8.

Summary of Evidence and Findings

The GC’s systems and procedures for recruitment and admission of new students are well-organized and are designed to meet the institution’s particular mission and educational goals. Executive officers, as well as faculty and students, for example, meet with prospective students. This is an important recruitment activity, particularly for a predominantly doctoral institution. The GC should be proud of this “best practice” and should continue and even enhance it.

The GC has a robust and inviting website, and its individual programs have websites similarly interesting and informative; the first person stories of successful students are compelling and good recruitment tools. Acknowledging the diversity and specificity of disciplines at the doctoral level, the Team still would suggest some increased effort to “brand” the homepages of the programs in a way that visually strengthens their relationship to the GC and to one another.

The Team commends the GC's usage of admissions data gleaned from the Executive Officer Survey. We particularly encourage continual review of application data in relation to subsequent student success rates in order to examine the extent to which indicators informing admissions decisions are valid, reliable, and accurate predictors of student success. Given the cost of doctoral education and the difficulty of predicting success, this seems particularly important in the context of the GC's mission. The Team concurs with the GC's plan, noted in the Self-Study, to provide prospective students with data on average time-to-degree and on placement and career potential, and we commend the GC's "one stop shopping" orientation practice as an exemplary and innovative endeavor.

The Team applauds the GC for its continued commitment to CUNY's historic mission of providing access to excellent higher education to diverse and often immigrant communities, and we encourage enhancement of recruitment and enrollment of students from under represented populations as an institutional imperative. The restructuring of the Presidential MAGNET awards should help significantly, as will the implementation of support opportunities to increase retention. Enhanced funding for minority recruitment and retention will be particularly important as competitor institutions increase their support packages and step up their efforts to recruit and enroll minority students.

In light of the financial challenges facing public higher education nationally, the GC's substantial increase in student support over the past eight years, combined with new opportunities for students to enroll in health insurance, is extraordinary. The major new initiative has been the creation of five-year Enhanced Chancellor's Fellowships (ECF). The GC anticipates that, by 2012, 1,700 students will be supported by either ECF or CUNY Science Fellowships (all doctoral students in science programs receive Science Fellowships). The ECFs represent a major step forward. To leverage the recruitment, retention, and graduation potential of these fellowships further, the Team would urge any possible reduction in the attached teaching obligations.

The GC's practices for monitoring student progress are commendable. The time limits established by the GC seem appropriate for the student cohort, although, on the basis of the Self-Study, it is difficult to determine the extent to which these limits are enforced. The Team applauds the efforts to reduce doctoral time-to-degree and urges further development of mechanisms encouraging and enabling students to complete on time, together with a set of checks and balances that allow for humane and compassionate extensions when warranted.

Finally, given the increasing emphasis nationally on the importance of outstanding undergraduate teaching, the Team commends the GC doctoral programs that have developed courses to enhance the pedagogical skills of doctoral students. This, too, constitutes a "best practice" that *all* GC programs should adopt.

Suggestions:

We applaud the GC for its efforts in recruiting and retaining students from under represented populations. To enhance the yield of admitted students from these populations, the GC should continue (and even step up) its current efforts to track admitted applicants from

diverse backgrounds who decide not to enroll, to analyze the patterns, and to adjust practices accordingly where possible.

Recommendations: None

Requirements: None

Standard 9: Student Support Services

“The institution provides student support services reasonably necessary to enable each student to achieve the institution’s goals for students.”

The Visiting Team finds that the institution meets Standard 9.

Summary of Evidence and Findings

The GC’s student affairs organizations and functions are appropriate for its mission and student body, and the institution is fortunate to have outstanding leaders in each of its student affairs offices. The Team commends the CUNY IT protocols for handling and protecting student data, as well as the mechanisms in place for training student staff members. Having these students sign information sheets with detailed FERPA requirements is a “best practice” that many institutions might adopt.

The GC has taken proactive steps to create reasonably affordable housing options for graduate students in its plans to construct a 77-unit residence at the CUNY East Harlem Campus. (A small number of units will be reserved for faculty and post-docs). Completion is scheduled for 2011. The Team encourages careful development of policies and procedures to enable access to the spaces in as fair and equitable manner as possible.

The GC also appears to take student wellness very seriously. The appointment of a full-time psychologist to support GC students is an important decision in providing a vital student life service; and the plan for hiring two additional psychologists exemplifies the GC’s commitment to serving the particular psychosocial and developmental needs of doctoral students.

The Vice President for Student Affairs and his designated staff provide effective support and service to students with disabilities. As increasingly more students who received reasonable accommodations as undergraduates enter graduate school, the GC will need adequate resources to test and identify the extent to which students have, for example, learning disabilities, and to provide appropriate accommodations. The Team encourages that resources be identified, perhaps through collaborative efforts with the colleges, for this purpose.

The Office of International Students appears adequate and appropriate for supporting the number of international students at GC. The staff is committed to its work, which appears to be regarded highly across the institution, especially by program Executive Officers. The Doctoral Students’ Council, mentioned previously as an example of shared governance, also provides

significant opportunity for students to develop organizational skills in a higher education context. The Team encourages continued support of this important group.

The GC consortial arrangement, as noted in a different context, poses particular challenges. The Self-Study, for example, includes several references to communications issues for students and faculty spread across multiple campuses and a large metropolitan area, and the Team was pleased to learn during the Visit of progress recently made in this area. GC students, in addition, gave high praise to the GC library and its administrators and staff, but express some frustration in accessing library materials and electronic databases throughout the CUNY system. Graduate student privileges and renewal periods evidently vary from college to college.

Finally, the GC subscribes to Interfolio and provides students with three years of access. While the Team regards this as an important resource for placement efforts, we also encourage enhanced placement support and service for doctoral students. Some programs are already in place, for example, for assisting students with career options outside the academy, and the Team suggests further and more widespread efforts in this area. Given the current economic conditions, particularly in higher education, career service functions have critical importance in graduate institutions.

Suggestions:

Develop clear and equitable policies and practices for the planned East Harlem housing facility, as well as plans for subsequent assessment of the degree to which those policies and practices, and the new facility itself, meet the GC's needs.

Work with CUNY-UA and the CUNY colleges to develop consistent library policies appropriate to the particular needs of doctoral students.

Assess the extent to which students are receiving adequate and appropriate job search support, particularly for careers outside of higher education, and enhance support as feasible.

Recommendations: None

Requirements: None

Standard 10: Faculty

“The institution’s instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.”

The Visiting Team finds that the institution meets Standard 10.

Summary of Evidence and Findings

The GC has a more complex faculty system than most universities. Faculty fall into two categories: GC-based faculty, whose tenure and appointments are in the GC; and College-based

faculty, whose tenure and appointments are in one of the CUNY colleges. (The GC also attracts outstanding affiliated faculty from metropolitan New York cultural and scientific institutions.) The two groups total some 1700 faculty, only 142 of whom (or fewer than 10%) have CG-based appointments. This faculty structure is the hallmark of CUNY-GC, and is widely known and respected across the national graduate community. It has great advantages and some drawbacks, the former clearly outweighing the latter.

GC-based faculty historically have been outstanding senior scholars and researchers, recruited from top institutions and departments; the current faculty, and recent appointments, are no exception. Forty-three of the GC-based faculty, moreover, hold the rank of Distinguished Professor, a distinction with both tangible and intangible benefits that the GC has employed very well over the years to recruit academic stars.

College-based faculty are drawn from the CUNY colleges and hold rigorously vetted, renewable appointments. The arrangement benefits college faculty who want to train doctoral students; colleges and departments that can recruit excellent faculty, in part, by offering the opportunity to train doctoral students; and doctoral students, who are taught and advised by a wide range of excellent scholars. The arrangement makes a rich graduate curriculum possible, and provides the GC with depth of experience in virtually any academic discipline or field.

The single drawback seems to be that CUNY colleges make appointments based on their own needs rather than on needs of the GC. The GC previously participated in a CUNY program that allowed it to make joint faculty appointments with other CUNY colleges; CUNY, however, no longer supports such a program.

The GC and College based faculties have similar demographics. Approximately six percent are black and six percent Latino; fewer than one percent are Asian; and the remainder are white. Almost two thirds are male. The GC recognizes the need for increased diversity in both faculty groups, and is making efforts to improve this. Since the GC-based faculty predominantly comprises senior full professors, it has a higher average age than the College-based faculty. Some college faculty are concerned that the hiring of mid-rank or junior GC-based faculty would reduce the opportunity for younger faculty in the CUNY system to teach in the GC. Despite these concerns, the Team believes that there are also sound academic reasons for bringing outstanding mid-level, and perhaps even junior, colleagues into the GC-based faculty.

The GC added 39 GC-based faculty between 2003 and 2009. In Spring 2009, President Kelly and Provost Robinson secured funding from CUNY for 18 new GC-based faculty lines spread over three years to establish new interdisciplinary initiatives in science, religion, and globalization and social change (funding supplemented by a \$2.4M grant from the Andrew W. Mellon Foundation to support the work of research committees in these fields). Expenditure on faculty salaries rose 22 percent in the four years between 2004 and 2008 due, in part, to new faculty lines, and the support for faculty members on sabbatical has been increased to 80% of salary.

The GC's strong tradition of departmental autonomy and faculty/shared governance provides faculty with a strong voice. Because of collective bargaining contracts, the GC has no post-tenure review as such. Because of the small size of most doctoral classes, many of its

programs choose not to administer student evaluations of teaching. While resources for expenses such as travel are currently tight, the Team heard no serious complaints about management of resources. Indeed, faculty morale is remarkably high, and faculty support for the President and Provost is visible and strong.

Although GC faculty are very active in research, finally, the amount of external funding coming to the GC is not large. The GC has historically emphasized humanities and social sciences and, because of its location and facilities, has no laboratory space. As a result, GC faculty in the STEM fields traditionally strong in external funding are College-based rather than GC-based and operate grants (together with available IDC) through their colleges. GC senior administrators are well aware of this issue, have formed joint science programs with CCNY and Hunter College, and are exploring such creative solutions as focusing GC efforts on theoretical rather than applied sciences.

Suggestions:

The Team believes that strategic and judicious appointments of truly outstanding GC-based colleagues at the associate, and even assistant, professor levels could enrich and enliven CG faculty, educational offerings, and student academic experience.

Recommendations: None

Requirements: None

Standard 11: Educational Offerings

“The institution’s educational offerings display academic content, rigor, and coherence that are appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.”

The Visiting Team finds that the institution meets Standard 11.

Summary of Evidence and Findings

The GC offers 35 research doctoral programs (plus four professional doctoral programs in health sciences), seven master’s programs, and seven certificate programs. Through its UC units, it offers a highly individualized baccalaureate degree in interdisciplinary studies and a graduate degree in journalism, as well as both undergraduate and graduate degrees in the School of Professional Studies. Instructional methods and formats range from intensive, personal dissertation advising for advanced doctoral candidates to online continuing education courses for non-degree seeking students and general members of the community.

CUNY and CUNY-GC processes for the approval of new programs are appropriately rigorous and exacting and, even with support at each level of review, can take up to three years. If possible, some streamlining would be beneficial. Each graduate program develops its own curriculum, and significant curricular changes are subject to extensive internal program

committee and by the GC Committee on Curriculum and Degree Requirements (CDR). A number of programs have undertaken major changes in the past few years.

Each program has a Curriculum Committee charged with reviewing course content and determining course offerings. Students participate actively in assessing the quality of graduate education both at the program level and, via their significant membership on the Graduate Council, at the GS level.

The GC, like many institutions currently, has made a firm commitment and very substantial investment of resources to interdisciplinary study. Many GC-based faculty hold appointments in more than one doctoral program, and most doctoral programs now require some interdisciplinary work from students. In addition to the dedicated faculty lines and the Mellon Foundation support discussed under Standard 10, the Provost has a special fund to develop new interdisciplinary courses, and also sponsors a lecture series on interdisciplinary topics.

Student academic performance is monitored and assessed first through coursework and grades and then through comprehensive examination, required in all programs and consisting of first (general field) and second (specific field) exams. Doctoral programs establish benchmarks for degree completion and with a time-to-degree of sixteen semesters as its benchmark for success. As is universally the case in doctoral education, a substantial research or scholarly dissertation that makes an original contribution to the body of knowledge in the field is the benchmark *par excellence*.

Support for student learning, finally, is robust. The Mina Rees Library, Information Technology Office, and general audiovisual services all appear to be adequate to the GC's mission. Programs have engaged increasingly in the professional development of students, and most now offer non-credit courses, for example, on pedagogical strategies and skills. One area for possible improvement is an expansion of training in languages for doctoral students; it is currently available in the Language Reading Program at the GC and in the CUNY colleges.

Suggestions: None

Recommendations: None

Requirements: None

Standard 12: General Education

“The institution’s curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.”

The Visiting Team finds that the institution meets standard 12.

Summary of Evidence and Findings

The Graduate School and University Center provide undergraduate programming in two venues: the CUNY Baccalaureate for Unique and Interdisciplinary Studies (CUNY BA/BS), a program for highly motivated and academically strong students who already have some college experience and seek concentrations not typically offered at any given CUNY college; and the online BA in Communication and Culture and BS in Business in the School of Professional Studies.

The Self-Study does not dedicate a section to Standard 12 on the argument that the Standard is “clearly focused on undergraduate education and all of the Graduate School’s programs require at least a bachelor’s degree for admission.” With respect to the GS proper, in other words, the GC correctly assumes that its students already will have completed a general education curriculum when undergraduates. The Self-Study does indicate that CUNY BA/BS “students must complete a thirteen-course liberal arts and sciences general education distribution, which is divided into five categories: literature, humanities, social science, foreign language, and math/science.” And documents provided to the Team indicate that the School of Professional Studies offers many online general education courses appropriate to its mission.

Given the special mission of the GC, it is worth adding that doctoral and masters programs in the Graduate School, Graduate School of Journalism, and School of Professional Studies report core requirements and electives, providing what in effect could be described as an advanced skills “general education” requirement appropriate to graduate study and to broad academic disciplines. In fact, one could construe the First Comprehensive Examination, in the context of doctoral study, as equivalent to an assessment of “general education.” Such efforts to establish common core knowledge in a given discipline, in short, suggest a graduate level comparability to undergraduate education.

While the Self-Study itself does not develop those lines of argument, they did emerge during the Team Visit. The Team encourages the GC not only to continue to develop its general education requirements in its UC units, but also to give perhaps more systematic thought to areas of general knowledge that might benefit all doctoral students, regardless of discipline, in an increasingly globalized informational society.

Suggestions: None

Recommendations: None

Requirements: None

Standard 13: Related Educational Activities

“The institution’s programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.”

The Visiting Team finds that the institution meets Standard 13.

Summary of Evidence and Findings

The Graduate School and University Center, as discussed previously, commonly uses the conflated name “Graduate Center.” The UC proper comprises the CUNY BA/BS, Graduate School of Journalism, and School of Professional Studies. The Self-Study elected to discuss the degree-granting components of the GC that belong to the UC and not to the GS proper under “Standard 13: Related Educational Activities.” While the GC and the Visiting Team concur, in retrospect, that the Self-Study might have been organized differently, we also concur that all of the substantive matters related to accreditation were discussed at length and to the Team’s satisfaction during the Team Visit.

The GC is attentive to basic skills acquisition in all of its programs. Students enrolling in the CUNY BA/BS, for example, must have previously completed 15 college credits, a de facto confirmation of basic undergraduate skills; and the SPS defines “Basic Competencies” that its students must acquire during course work. The GS admissions process presupposes that students have at the least basic undergraduate skills, and its doctoral programs, like all doctoral programs, are primarily designed to train students in advanced research skills, and not just in fields of knowledge.

Six doctoral-level certificates offered through the Graduate School follow the interdisciplinary emphasis long embraced by the Graduate Center. The Team commends this use of graduate certificates to broaden the horizons and to increase the interdisciplinary exposure of doctoral students in an era of increased specialization. While these programs are available to all doctoral students, however only a small percentage of students (4%) complete certificates. The Team urges the GC to examine the reasons for this low rate, and, if it concludes that completion of certificates is a desirable outcome, to take steps to increase this number. The SPS also provides a number of certificate programs through credit and non-credit coursework delivered in face-to-face and online formats, programs that respond to the UC’s goal of employing “flexible mechanism[s] for establishing, governing, and supporting new and innovative academic and public programs.”

The CUNY BA/BS has incorporated “Life Experience Credits” as a critical feature of its curriculum since the program’s inception. Oversight is rigorous: students must attend a seminar to learn how to apply for these credits and then must submit a portfolio for review by the CUNY BA/BS academic director. The SPS, as mentioned previously, offers many non-credit courses on a variety of topics; these offerings are both innovative and flexible. The GS offers a number of professional development activities for doctoral students, finally, that bear some resemblance to non-credit offerings. These activities clearly add professional value to the academic training of doctoral students, and we encourage the GS to continue and to enhance them.

The development of the Graduate School of Journalism and the School of Professional Studies represent major accomplishments for CUNY and for the Graduate School and University Center. The GSJ enjoys the extraordinary advantage of its NYC location with regard to potential faculty, programs, students, internships, and placements. The School came into existence without a prescribed structure, allowing it to develop in a time when journalism is undergoing dramatic transformation. Its current dean is a very distinguished journalist and, with careful and thoughtful

leadership, the School can establish a strong foothold in a very competitive market. CUNY strategically consolidated distance learning through the creation of the SPS. This School, too, boasts innovative leadership, and has developed programs at the bachelors and masters levels with a keen eye toward “best practices” for online programming, assessment, and student services. The SPS has formed partnerships resulting in training programs like the MTA Board Member Corporate Governance Training Program and HRA Food Stamp Performance Improvement, performing valuable outreach for the GC.

The CUNY BA/BS program is administered in the GS building, though its courses are taught in the CUNY campuses. The GSJ and SPS each have a dedicated facility, both located nearby, and SPS has administrative offices in the GS building. This overall arrangement appears to function well.

Suggestions: None

Recommendations: None

Requirements: None

Standard 14: Assessment of Student Learning

“Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution’s students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.”

The Visiting Team finds that the institution meets Standard 14.

Summary of Evidence and Findings

Since its inception, the GS has evaluated doctoral student performance through a combination of course work, seminar papers, and comprehensive examinations, all culminating in the capstone requirement of a learned dissertation that demonstrates advanced research and scholarly skills and that makes an original contribution to its field. These evaluation practices are so engrained in the lives and minds of doctoral faculty and students, at the GS as elsewhere, that the practices have become naturalized, and the assessment processes embedded in them have become invisible.

The national graduate community has come later than the undergraduate community to student learning outcomes assessment, and the GS, almost exclusively a doctoral institution, has done so as well. The GS, however, has neither neglected nor resisted either the concept or its practice. The Team Chair, the Self-Study Steering Committee, and the GC leadership team discussed student learning outcomes assessment at length during the Preliminary Visit in November 2009. The GS had already taken steps to enhance its assessment policies and practices, and the final iteration of the Self-Study document, together with the Team Visit, make clear that the CS has committed itself seriously to this effort. As mentioned under Standard 7, the Team as a whole met with a large and very senior group of GS administrators and faculty in a lengthy and very productive meeting on student learning outcomes assessment. The GS briefed

us on the steps it has taken to institute robust policies and practices, as well as a fully developed and accelerated implementation plan for the coming year; these were all amply documented.

The GS clearly recognizes the substantive importance of student learning outcomes assessment, as well as the institutional importance of conducting such assessment comprehensively, systematically, and thoroughly; the importance of publishing these results in internal and external constituencies; and the importance of using these results to improve all aspects of doctoral education, from initial coursework through dissertation defense.

The GS, in sum, has taken vigorous and important steps to make up any lost ground on student LOA. It has sent high ranking academic leaders to workshops offered by national graduate organizations and by MSCHE; brought expert consultants to campus; appointed an Assessment Officer and an Assessment Committee; and taken specific action in obligating programs to produce appropriate assessment tools, processes, and reviews. President Kelly and Provost Robinson are deeply committed to this effort and personally engaged in it. The Team believes that the GS currently meets Standard 14 and that it will accomplish far more than simply meeting it in the near future.

The Graduate School of Journalism, the School of Professional Studies, and the CUNY BA/BS, the three units in the UC, all have solid student learning assessment models appropriate to their missions.

Recommendation:

The Team commends the GC for the significant steps it has taken in student LOA. We recommend that the GC continue to move forward in this effort with imagination and without hesitation and that it develop not only an appropriate LOA apparatus, but a model one. We believe that the special mission of the GC provides not only a challenge, but a great and perhaps unique opportunity. We encourage the GC not only to make up ground on graduate LOA, but also to lead the national graduate community on graduate LOA.

Requirements: None

VI. Summary of Recommendations for Continuing Compliance and Requirements

Standard 1: Mission and Goals

“The institution’s mission clearly defines its purpose within the context of higher education and indicates whom the institution serves and what it intends to accomplish. The institution’s stated goals, consistent with the aspirations and expectations of higher education, clearly specify how the institution will fulfill its mission. The mission and goals are developed and recognized by the institution with the participation of its members and its governing body and are utilized to develop and shape its programs and practices and to evaluate its effectiveness.”

Recommendation:

As the GC moves forward with the Strategic Planning initiative currently underway, it should collaborate closely with CUNY University Administration and the programs constituting the University Center to determine and define the role or roles that these programs will play in the Graduate Center and the relationship that they will have to the Graduate School. Any decision will influence the GC's mission and should be reflected in its mission statement.

Standard 2: Planning, Resource Allocation, and Institutional Renewal

“An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.”

Recommendation:

The Team recommends that the GC develop and implement an ongoing internal system of assessment of planning and resource allocation, inclusive of or supplementary to the PMP, that will consolidate and formalize several current assessment activities.

Standard 7: Institutional Assessment

“The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.”

Recommendation:

Though the Team recognizes and acknowledges the uniqueness of the GC in American higher education, we nonetheless recommend that the GC formally identify a group of peers and aspirational peers for benchmarking purposes.

Standard 14: Assessment of Student Learning

“Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.”

Recommendation:

The Team commends the GC for the significant steps it has taken in student LOA. We recommend that the GC continue to move forward in this effort with imagination and without hesitation and that it develop not only an appropriate LOA apparatus, but a model one. We

believe that the special mission of the GC provides not only a challenge, but a great and perhaps unique opportunity. We encourage the GC not only to make up ground on graduate LOA, but also to lead the national graduate community on graduate LOA.

May 14, 2010

Performance Management Process: Goals for 2014-15

Colleges are responsible for making annual progress on the nine university goals (section A), the relevant sector goals (section B), and a set of focus area goals to be determined by each college (section C). Beneath each numbered goal in sections A and B are the indicators which will serve as the standard measures of progress for that goal. Standard indicators that do not apply to a particular college will be replaced by alternate metrics to be developed by the college in collaboration with the central office. Standard metrics will be prepared by the Central Office of Institutional Research and Assessment (OIRA). Alternate metrics and other college-specific evidence are to be provided by the college.

A. University Goals

- 1. Increase opportunities for students to be taught by full-time faculty¹**
 - a. Percentage of instruction delivered by full-time faculty
 - b. Ratio of Student FTEs to Full-time Faculty
- 2. Increase faculty scholarship and research impact²**
 - a. Average number of publications and creative activities (3-year weighted rolling average)
 - b. Number of funded research grants
 - c. Total dollar amount of research grants (3-year weighted rolling average)
- 3. Ensure that students make timely progress toward degree completion**
 - a. Average number of credits (equated credits) earned in one year
 - b. Percentage of students who earn 30 credit (equated credits) per year
 - c. One-year retention rate of first-time freshmen (actual and regression-adjusted)
- 4. Increase graduation rates**
 - a. Four-year graduation rate of first-time freshmen (actual and regression-adjusted)
 - b. Six-year graduation rate of first-time freshmen
- 5. Improve student satisfaction with academic support and student support services**
 - a. Even years: Colleges will report on policies, practices, and activities intended to increase student satisfaction with academic and student support services
 - b. Odd years: Student satisfaction with *Academic Advising Effectiveness* and *Campus Support Services* as measured by Noel-Levitz SSI
- 6. Improve student satisfaction with administrative services³**
 - a. Even years: Colleges will report on policies, practices, and activities intended to increase student satisfaction with administrative services
 - b. Odd years: Student satisfaction with *Recruitment and Financial Aid Effectiveness*, *Registration Effectiveness*, and *Service Excellence* as measured by Noel-Levitz SSI
- 7. Increase revenues**
 - a. Voluntary contributions (3-year weighted rolling average)
 - b. Grants and contracts (3-year weighted rolling average)
 - c. Alternative revenues (e.g., rentals, licensing, ACE) (3-year weighted rolling average)
- 8. Use financial resources efficiently and prioritize spending on direct student services**
 - a. Spending on instruction, research, and student services as a percentage of tax-levy budget
 - b. Percent of budget in reserve (colleges should target 1-3%)
- 9. Increase the proportion of full-time faculty from under-represented groups⁴**
 - a. Percentage of full-time faculty from under-represented groups (total minority, women, Italian Americans)

¹ University Goal 1 does not apply to the Graduate Center, the School of Professional Studies, the Law School, the School of Journalism, or the Macaulay Honors College.

² University Goal 2 does not apply to the Macaulay Honors College.

³ University Goal 6 does not apply to the Macaulay Honors College.

⁴ University Goal 9 does not apply to the Macaulay Honors College.

B. Sector Goals

1. Goals for Senior Colleges

1. Increase faculty satisfaction
 - a. COACHE⁵ satisfaction measures (specific measures to be determined)
2. Increase enrollment in master's programs⁶
 - a. Total enrollment in master's programs
 - b. Recruitment for new master's programs (new master's student enrollment)
 - c. One-year retention rate in master's programs

2. Goals for Community Colleges (and senior colleges with associate degree students)

1. Create more efficient remediation pathways
 - a. Percentage of students fully proficient by the end of the first year (of those initially needing any remediation)
2. Prepare students for transfer to baccalaureate programs
 - a. Percentage of first-time freshmen transferring to any baccalaureate program within 6 years
 - b. Transfer rate of AA/AS graduates to any baccalaureate program
 - c. Mean first-semester GPA of baccalaureate transfers from CUNY community colleges
3. Increase (or maintain high) pass rates on professional licensure exams
 - a. Professional licensure pass rates (Nursing [NCLEX], Occ. Therapy Asst. [NBCO-COTA], Resp. Therapy Asst.[NBRT-CRT/RRT], etc.)

C. College Focus Area Goals

1. **Colleges will consult broadly with campus constituencies, including elected faculty representatives, to identify important priority areas for the college not already addressed by the university or sector goals**
2. **Colleges will articulate three to five goals, each of which should have a stated outcome by year's end for which evidence of progress can be demonstrated (qualitatively or quantitatively)**
3. **Some suggestions for college focus area goals are shown below as examples. Colleges are *not* required to select from these suggestions.**
 - Increase access to online/web-enhanced course offerings
 - Indicator: Number of web-enhanced and/or online sections
 - Indicator: FTE enrollment in web-enhanced and/or online sections
 - Increase opportunities for undergraduates to engage in _____ (faculty directed research, internships, fieldwork, service learning, etc.)
 - Indicator: Number of students engaged in _____ (compared to prior year, and five year trend)
 - Partnerships with area businesses, organizations, programs, etc.
 - Indicator: Number of available openings for student participation in _____
 - Increase the number of STEM graduates
 - Indicator: Number of graduates from STEM programs in the last complete academic year (compared to prior year, and five year trend)
 - Increase summer course-taking as a means for enhancing students' early momentum
 - Indicator: Percentage of freshmen and transfers taking one or more courses the summer after entry
 - Attain, maintain, or improve accreditation status of professional programs
 - Indicator: accreditation of individual programs by end of year (or outcomes demonstrating progress toward attaining accreditation)

⁵ COACHE is the Collaborative on Academic Careers in Higher Education (<http://isites.harvard.edu/icb/icb.do?keyword=coache>), a research unit at the Harvard Graduate School of Education that focuses on improving recruitment, retention, and work/life quality of faculty at four-year institutions. CUNY is exploring the possibility of developing a community college faculty survey with COACHE.

⁶ Sector Goal 2 does not apply to Medgar Evers or NYCCT. 425

Goals	Objectives	2013-2014 University Targets	Indicators
Raise Academic Quality	1. Strengthen CUNY flagship and college priority programs, and continuously update curricula and program mix	1.1 Colleges and programs will be recognized as excellent by all external accrediting agencies. 1.2 Colleges will improve the use of program reviews to shape academic decisions 1.3 Colleges will use technology to enrich courses and improve teaching	1.1.1 Colleges will report Middle States accreditation activity and status for the current year, including any public statements by Middle States 1.1.2 Colleges will report on program accreditation activity for the current year, including any change in status 1.1.3 Colleges will submit updated professional accreditation information (template to be provided) 1.2.1 Colleges will submit a program review calendar indicating schedule of self-study, external review, and/or first year implementation of recommendations for all programs not otherwise separately accredited; to be updated each year (template to be provided) 1.2.2 Colleges will submit documentation for a departmental program review for which the current or the prior academic year was the first year of recommendation implementation (self-study, external review report, summary of recommendations/implementation plan, and resulting actions by the college) 1.2.3 Colleges will provide evidence that all program planning aligns with college strategic plan and mission 1.3.1 Percentage of instructional FTEs offered fully or partially online
SPS Goals & Targets Objective 1: Strengthen CUNY Flagship and College Priority Programs, and Continuously Update Curricula and Program Mix.			
<p>Indicator 1.1.1: Contribute SPS data to the Graduate Center’s Middle States Periodic Review. SPS has submitted its Periodic Review Report draft (final document due 2015), a curriculum mapping process for each program has begun, and a timeline for program assessment has been established with Fall 2014 due dates for written assessment reports and improvement plans from each program.</p> <p>Indicator 1.1.2: Complete the accreditation process for the Online Bachelor of Science in Health Information Management degree with the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). Pending CAHIIM scheduling of site visit.</p>			

Target 1.1a: Expand the number of Grants and Contracts included in the electronic Sponsor Satisfaction Assessment Survey from 6 to 15. We have expanded the number of Grants and Contracts included in the electronic Sponsor Satisfaction Assessment Survey to 15.

Target 1.1b: Create a General Education Assessment Plan. We have created a General Education Assessment Plan, with a five-year course assessment schedule that began in January 2014.

Target 1.2a: Receive a 4.0 or higher rating on the quality of SPS deliverables and on the overall quality of instruction, as measured by the Sponsor Satisfaction Assessment distributed to organizational partners in its grant and contract programs. CUNY SPS achieved a score of 4.44 on the overall quality of deliverables and a score of 4.25 on the overall quality of instruction on the Sponsor Satisfaction Assessment.

Target 1.3a: Develop all online General Education course sites. 42 out of 43 General Education course sites have been developed, and we expect to have a new Chemistry course approved for Fall 2014.

Target 1.3b: Implement course site templates in all online degree courses. Course site templates have been implemented for all new online degree course sites, and universal standards have been applied to existing course sites.

Target 1.3c: Develop at least one faculty development workshop focused on instructional design, for multiple implementations throughout the year. The "Essential Instructional Design for Faculty" workshop launched in late June 2013 and was repeated in October and November 2013, with 71 faculty attending (18 representing SPS, and 53 from 11 other colleges). The workshop is scheduled to run again in the summer semester. In addition, both the new Collaborate workshop, which ran in March 2014, and a new multimedia workshop, which ran in April, included instructional design as a prominent topic.

Target 1.3d: Enroll all new course site authors in Preparation for Teaching Online workshop sessions. All new course site authors who have not previously taught online at CUNY are enrolled in the Preparation for Teaching Online workshop.

Objective 1a: Complete the development of and receive State approval for the BS in Information Systems. The NY State Department of Education has approved the BS in Information Systems.

Objective 1b: Implement the BA In Urban Studies, approved and registered in 2012-13, and register the online BS in Nursing. The BA in Urban Studies and the BS in Nursing have both been implemented.

Objective 1c: Develop a business minor and at least 3 electives in the business programs. The General Business minor has been implemented. Four electives have been developed: BUS 350: Business Law II and BUS 415: Essentials of Marketing Research will be offered in Fall 2014. Two other courses,

originally developed as part of the BS in Information Systems, have been added as business electives: BUS 321: Human Resource Management and BUS 306: Managerial Accounting.

Goals	Objectives	2013-2014 University Targets	Indicators
Raise Academic Quality	2. Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship and creative activity	2.1 Colleges will continuously upgrade the quality of their full- and part-time faculty, as scholars and as teachers 2.2 Colleges will increase creative activity and research productivity, including for pedagogical research 2.3 Instruction by full-time faculty will increase incrementally 2.4 Colleges will recruit and retain a diverse faculty and staff	2.1.1 Colleges will provide evidence that investments in faculty hiring and development align with college strategic plan and mission 2.2.1 Colleges will report faculty scholarship and creative work (summary data to be prepared by OIRA) 2.3.1 Percentage of undergraduate instructional FTEs delivered by full-time faculty 2.3.2 Mean hours taught by full-time veteran faculty 2.4.1 Faculty and staff affirmative action reports prepared by OHRM

SPS Goals & Targets Objective 2: Attract and Nurture a Strong Faculty that is Recognized for Excellent Teaching, Scholarship, and Creative Activity

Target 2.1a: Maintain a faculty satisfaction rate of 90% with the Growing Online Instruction at CUNY (GOIC) workshops. The Fall 2013 (July '13 – January '14) faculty satisfaction rate for the GOIC workshops is 95%.

Target 2.1b: Working with the University Director of the PMP, assess the number of GOIC workshop participants who go on to teach an online or hybrid course at another CUNY college the following year. As of Spring 2014, non-SPS participants in the GOIC workshops must now have their participation paid for by their campuses, which can be reimbursed by the University once participants have taught six or more hours of online or hybrid courses; the University Executive Director of Academic Financial Affairs and Planning notes that figures regarding these reimbursements (and thus the number of online/hybrid courses taught on the campuses) will be available during Summer 2014.

Target 2.1c: Monitor and continue to build the Faculty Community site on the CUNY Academic Commons as a knowledge base and arena for all online faculty to exchange information, pose questions, and take part in new faculty orientation. Produce metrics based on how many faculty join the group and how many post in the Forum. There are 48 members of the Faculty Community site, of which 31 are faculty (exclusive of those who are directors and also faculty). There have been eight new posts since January '14 on the topic of the Blackboard upgrade. A CUNY Innovation Survey, focusing on teaching, faculty development, and scholarship, is underway, with 22 campuses reporting.

Target 2.1d: Enroll a minimum of 250 faculty from across academic programs and across CUNY campuses in "Growing Online Instruction at CUNY" through the Preparation for Teaching Online workshop and other faculty development offerings focused on hybrid and fully-online instruction. 300 faculty from across CUNY enrolled in "Preparation for Teaching Online" (229) and "Instructional Design for Faculty" (71).

Target 2.1e: Create at least three advanced professional development workshops targeting key areas for instructional improvement for faculty teaching in all delivery formats. Three new online workshops have been developed: "Writing is Thinking," "Blackboard Collaborate," and "Multimedia Workshop."

Target 2.2: Monitor faculty participation in the Faculty Research site on the CUNY Academic Commons, and report participation. The Faculty Research Site was renamed the Innovative and Disruptive Technologies Group, which includes members of the original Faculty Research Site and an additional 17 members representing 15 campuses and CUNY OAA. Its most important project to date is the Innovation Inventory, an inter-CUNY collection of faculty development, scholarship, and teaching projects: <http://bit.ly/PUDqbB>

Indicator 2.4.1: Provide faculty and staff affirmative action reports (if not prepared by OHRM). CUNY SPS affirmative action reports are submitted to OHRM by the Graduate Center's Office of Compliance and Diversity.

Goals	Objectives	2013-2014 University Targets	Indicators
Improve Student Success	3. Ensure that all students receive a quality general education and effective instruction	3.1 Colleges will improve basic skills and ESL instruction to prepare students for success in remedial and credit-bearing courses 3.2 Colleges will improve student academic performance, particularly in the first 60 credits of study 3.3 Colleges will reduce performance gaps among students from underrepresented groups	3.1.1 Percentage of SEEK students passing freshman composition/gateway math courses with a C or better (bacc.) 3.1.2 Percentage of ESL students passing freshman composition (bacc.) 3.1.3 Percentage of remedial students who have passed all basic skills tests by 30 credits (assoc.) 3.1.4 Percentage of students exiting from remediation in reading, writing, and math (assoc.) 3.1.5 USIP participation rate 3.2.1a Percentage of students passing freshman composition courses with a C or better 3.2.1b Percentage of students passing gateway math courses with a C or better 3.2.2 Institutional value-added as measured by the CLA 3.3.1 1-yr retention rates by group status
SPS Goals & Targets Objective 3: Ensure that all Students Receive a Quality General Education and Effective Instruction			
<p>Indicator 3.2.1a.1 & 3.2.1b: Maintain pass rates of students in the General Education courses and in core courses in the online undergraduate degrees at at least 85%. Bachelor's degree students passed General Education courses at a rate of 89%, and core courses in the majors at a rate of 90%.</p> <p>Indicator 3.2.1a.2: Launch SPS College Option course <i>Quantitative Reasoning in Society</i>, to strengthen the writing and quantitative reasoning skills of entering students. <i>Quantitative Reasoning in Society</i> was launched, and pre- and post- tests are used to assess students' gains in quantitative reasoning skills.</p>			

Indicator 3.2.1a.3: Complete the formal rubric for evaluating the essay portion of the online undergraduate application, to assess the writing and reasoning skills of entering students. A formal rubric for evaluating the essay portion of the online undergraduate application has been created and a pilot group that includes all Nursing and Urban & Community Studies applicants is being rated. A protocol for actions based on these ratings has also been developed. At the end of this current application period, the results will be reviewed and the process applied to all programs' applications.

Goals	Objectives	2013-2014 University Targets	Indicators
Improve Student Success	4. Increase retention and graduation rates and ensure students make timely progress toward degree completion	4.1 Colleges will facilitate students' timely progress toward degree completion 4.2 Retention rates will increase progressively 4.3 Graduation rates will increase progressively in associate, baccalaureate, and master's programs	4.1.1 Percentage of freshmen and transfers taking a course the summer after entry 4.1.2 Ratio of undergrad FTEs to headcount 4.1.3 Average number of credits earned in first 12 months (baccalaureate) 4.1.4 Percentage of freshmen who complete freshman composition/credit-bearing math within two years of entry (associate) 4.2.1 1-yr retention rates 4.2.2 Difference between actual and predicted 1-yr retention rates "value-added" 4.3.1 4-yr graduation rates (associate, baccalaureate, master's) 4.3.2 Difference between actual and predicted 4-yr graduation rates

SPS Goals & Targets Objective 4: Increase Retention and Graduation Rates and Ensure Students make Timely Progress toward Degree Completion

FOCUS AREA: Target 4.1: Plan and pilot at least two interventions for at-risk students designed to improve retention and academic success in their programs. The following interventions have been piloted: 1) the academic director of business programs has developed guidelines on the importance of timely feedback and responsiveness. This message has been reinforced at the mid-semester roster review, and at the closing of the semester; 2) a 13-page *Guide for Online Psychology Instructors at SPS* was distributed to all instructors in the program. This guide included specific new policies, agreed upon by all online directors, for responsiveness of instructors and for instructor presence and availability in online courses, 3) a new Blackboard site, *Psychology Circus*, was established in Summer 2013 and will serve as an online meeting and activity site for all students in the online BA in Psychology. The site will be piloted in late Spring/Summer 2014 and will include career information, a book-of-the-month discussion group, introductions and a welcome area for new students, and other features designed to connect students in the program with one another and to foster a greater sense of community, 4) the MA in Applied Theatre has required all incoming students to attend an introductory writing workshop, offered increased availability of one-on-one writing tuition to students identified as needing additional support, and added writing support to the Project Thesis preparation course (APTH 690), among other initiatives.

Target 4.2a: Increase 1-year retention rates for undergraduate degree programs by 1 percentage point to 64%. The one-year undergraduate degree retention rate decreased by 4 percentage points to 59%.

Target 4.2b: Increase 1-year retention rates for graduate degree programs by 1 percentage point to 72%. The one-year master's degree retention rate decreased by 5 percentage points to 66%.

Target 4.3a: Reach 25% 4-year graduation rate baseline for Fall 2009 bachelor's cohort. Establish a 30% 6-year graduation rate for bachelor's students.

The four-year graduation rate for the Fall 2009 bachelor's degree cohort is 29%. A 33% graduation rate has been achieved for the Fall 2007 bachelor's degree cohort, meeting the six-year 30% graduation rate baseline.

Target 4.3b: Reach 65% 4-year graduation rate for Fall 2009 master's cohort, and increase baseline to 45%. The four-year graduation rate for the Fall 2009 master's degree cohort is 66%. The Fall 2010 cohort will exceed the 4-year baseline of 45%, having reached a graduation rate of 56% at 3 years.

FOCUS AREA: Establish an Admissions team for more effective management of the students' point of entry. CUNY SPS restructured its Admissions and Advisement Office, by instituting two new ECP positions: the Assistant Dean of Registrar and Student Services, and the Assistant Dean of Admissions and Enrollment Management. The Assistant Dean of Admissions and Enrollment Management was hired in April 2014, and among her first responsibilities is the establishment of a discrete Admissions team.

FOCUS AREA: Use targeted data-gathering by CUNY SPS's Institutional Research office, now with full-time staff, to guide student interventions at all critical points. A major retention report has been reviewed by all academic directors and senior staff. Actions related to targeted areas (such as the connection of summer enrollment to degree completion, and longitudinal patterns for first-year retention) are underway. The most significant of these is a thorough overhaul of orientation, helped by a \$150,000 "Student Success" grant.

FOCUS AREA: Improve communication between advisors and academic directors (including using Hobson's Retain and taking on the extra staffing and training demands that will entail). Two Hobson's products, "Retain" and "Connect," are in the process of being superseded by a new student life-cycle product, "Radius." CUNY SPS is exploring the possibility of piloting its implementation at the University in the coming year. Further, the new Assistant Dean of Admissions and Enrollment Management has automated 93% of the communications sent to applicants and incoming students to decrease the advisors' administrative work and provide consistent and timely information, using Hobson's Connect.

FOCUS AREA: Extend our efforts to provide an early alert system for academic directors and instructors, reaching out to students who are slow to engage. Academic directors have now been given direct access to Blackboard’s monitoring tools, and have begun to use them.

FOCUS AREA: Focus on improved instructor feedback and responsiveness, with clear guidelines for instructors and monitored observance by academic directors. Academic directors now circulate guidelines and monitor instructors as well as student engagement; faculty observation forms are keyed to the guidelines.

FOCUS AREA: Increase scholarship opportunities to support working students. The CUNY SPS Foundation now offers five named scholarship opportunities for CUNY SPS students, including the newly-instituted Joseph S. Murphy Scholarship for Diversity in Labor, which will award scholarships in the 2014-2015 academic year. This past year, CUNY SPS awarded seven scholarships to support seven students in the 2014-2015 academic year, from the Founding Dean’s Scholarship Fund, the Bob Martin Memorial Scholarship Fund, the Stephen M. Rossen Memorial Scholarship Fund, and the Timothy Meade Scholarship Fund.

FOCUS AREA: Establish and support students’ access to Prior Learning Assessment credit, particularly in light of a recent study showing students who have access to such credit are twice as likely to complete their degrees as students who don’t. Advisors have participated in an initial workshop on *PLA 300: Portfolio Development for Prior Learning Assessment*, the Fall 2014 PLA course that is to be offered in partnership with the Council for Adult and Experiential Learning (CAEL).

Goals	Objectives	2013-2014 University Targets	Indicators
Improve Student Success	5. Improve postgraduate outcomes	5.1 Professional preparation programs will improve or maintain the quality of successful graduates 5.2 Job and education rates for graduates will increase	5.1.1 Pass rates on licensure/certification exams (nursing, teaching) 5.2.1 College will report on job placement rates of their graduates and efforts to prepare students for employment and/or graduate education 5.2.2 Percentage of associate graduates working or continuing their education

SPS Goals & Targets Objective 5: Improve Postgraduate Outcomes

Indicator 5.1.1: Evaluate the results of the annual CAHIIM Annual Program Assessment Report, and, using this data, establish a target pass rate for HIM students on the RHIA exam. The target pass rate for SPS HIM students on RHIA exam has been established at 76%, the 2013 national pass rate.

Indicator 5.2.1 and 5.2.2: Survey graduates to determine a) the effect of earning a degree or certificate at SPS on their employment and b) if they are continuing their education. A survey of graduates from June 2013, September 2013 and February 2014 was conducted to determine the early impact of earning a degree from CUNY SPS on employment status and interest in pursuing additional academic programs. Results indicate that earning a degree at CUNY SPS has had a clear impact on graduates' plans to further career and academic interests. While 45% of the respondents are still working with the same organization as at the time of their graduation, 6% have earned a promotion, and 22% have received a salary increase. 7% have changed industries. 87% of the respondents are planning to enroll in a master's or doctoral program.

Target 5.1b: Offer three workshops in varied formats, designed to help students refine their ePortfolios towards developing electronic resumes/CVs. Workshops will be open to all SPS students, but will target those who are within 30 credits of graduation and who have used ePortfolios in more than one course. We have held four ePortfolio workshops, three for students and one for faculty.

Target 5.2a: Hold a networking event for students, alumni, faculty, staff and employers, to increase understanding and preparation for diverse employment opportunities. Career Services hosted "An Evening With Employers: A Career Panel and Alumni Networking Event" for 48 attendees.

Target 5.2b: Hire an additional Career Services staff member to provide service for the growing student population, particularly those entering in health related majors. A Career Advisor was hired in July 2013.

Target 5.2c: Increase web-based career advising sessions from 32 to 50. 52 web-based career advising sessions have been conducted this year.

Goals	Objectives	2013-2014 University Targets	Indicators
Improve Student Success	6. Improve quality of campus life and student academic support services	6.1 Colleges will improve the quality of student life and campus climate. 6.2 Colleges will improve the quality of student and academic support services, including academic advising and use of technology.	6.1.1 Colleges will present evidence of improved quality of life and campus climate 6.1.2 Noel-Levitz will not be administered this year – colleges will report on efforts to utilize baseline results 6.2.1 Colleges will present evidence of improved delivery of student, academic, and technological support services 6.2.2 Noel-Levitz will not be administered this year – colleges will report on efforts to utilize baseline results

			6.2.3 Percentage of degree students using DegreeWorks for degree audit
SPS Goals & Targets Objective 6: Improve Quality of Campus Life and Student Academic Support Services			
<p>Indicator 6.1.1a: Host an “open house” to introduce students to the School’s new facility at 119 W. 31st St., and its services. Survey students for feedback. Upon the building’s opening, the Office of Student Services hosted “welcome” tables in the lobby and on the floors on which classes were scheduled. Handouts about the building facilities, directory information, and upcoming events were distributed. In addition, ten tours of the building for students and faculty were conducted throughout the year. Students were surveyed for feedback. Their assessments of the facilities and services are being used to refine our offerings and make recommendations for additional and enhanced services.</p> <p><u>FOCUS AREA: Indicator 6.1.1 b:</u> Offer six in-person events for all students, including those who study in online programs, with the goal of fostering community and increasing retention. Conduct attendee surveys to ascertain and improve community-building effectiveness. Fourteen in-person events were held for all students with the goal of fostering community and increasing retention (career planning workshops, math workshops, social events). Surveys were conducted at the end of each event to determine effectiveness and student satisfaction as well as recommendations for future community-building programming.</p> <p><u>FOCUS AREA: Indicator 6.1.1c:</u> Host two workshops for students who contribute to our social media (Facebook, Twitter, the Community Blog, Linked in, etc.) that will focus on planning and supporting their contributions through the year. Three workshops for students who regularly contribute to SPS social media were held. A fourth, to review plans for the coming academic year and introduce student contributors replacing graduating contributors, was also held.</p> <p>Indicator 6.1.1d: Develop three service, marketing, and community-building videos to extend outreach to current and potential students. The videos will be similar to the School’s “5 Ways to Give Back” video aimed at alumni, and will be posted on the School’s YouTube channel, website, and social media outlets. SPS Student Services launched a project to make short videos of graduating students at all CUNY colleges and to make them available both to the Central Administration and to their own colleges through Instagram. 25 videos were made, two of them of CUNY SPS candidates for graduation. In addition, the student speaker at Commencement was also videoed describing her academic experiences. CUNY SPS students also participated in a “‘Happy’ in New York” video, filmed at 119 W. 31 St.</p> <p>Indicator 6.1.2: Report on efforts to use baseline Noel-Levitz results. Upon analysis of the baseline Noel Levitz survey results, we have implemented: 1) course site templates, 2) syllabus standards, 3) instructor guidelines, and 4) online instruction training for all new online instructors.</p>			

Indicator 6.2.1a: Expand the SPS online orientation to include traditional classroom-based students in addition to online students. All new students in online and in-person programs are now enrolled in an online orientation suitable to their level of study.

Indicator 6.2.1b: Achieve a 65% participation rate for new Fall 2013 bachelor's degree students in the Online Orientation core tasks of Technology Competency, Blackboard Basics, and the Online Learning Readiness Survey[®]. 62% of new Fall 2013 bachelor's degree students completed all three core tasks; 74% completed the OLRS and Tech Competency (first module). After increasing SPS's communication with students, the Spring 2014 new cohort of online bachelor's students completed the core tasks at a rate of 78%.

Indicator 6.2.1c: Design a course evaluation solution to replace Survey Monkey, using the Yii framework. Version 1.0 of the application will launch in mid-June. This solution is based on LimeSurvey, a popular survey tool and open-source competitor to Survey Monkey.

Indicator 6.2.3: Launch DegreeWorks for all degree and certificate students for Fall 2013 registration. Monitor students' use of DegreeWorks to determine the benefits of remaining with the current curriculum or electing the Pathways option. DegreeWorks is in use for all degree students.

Goals	Objectives	2013-2014 University Targets	Indicators
Enhance Financial and Management Effectiveness	7. Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses	<p>7.1 Colleges will meet and not exceed established enrollment caps for degree programs; mean SATs/CAAs of baccalaureate entrants will rise</p> <p>7.2 Colleges will achieve and maintain high levels of program cooperation with other CUNY colleges</p> <p>7.3 Colleges will meet 95% of enrollment targets for College Now and will enroll adult and continuing education students so as to promote the college's mission</p>	<p>7.1.1 Percentage difference between target and actual FTE enrollment</p> <p>7.1.2 Mean SATs/CAAs</p> <p>7.2.1 Colleges will report on outcomes related to efforts to establish, update or grow joint degree programs</p> <p>7.2.2 Colleges will report on outcomes related to articulation agreements (transfers under existing agreements, establishment of new agreements)</p> <p>7.3.1 Percentage of College Now enrollment target achieved</p> <p>7.3.2 Colleges will provide data to demonstrate how ACE programs are aligned with institutional priorities</p>

SPS Goals & Targets Objective 7: Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses.

Target 7.1a: Increase enrollment in undergraduate online degree programs by 2% (from 950 in Fall '12 to 969 in Fall '13). 938 bachelor's degree students enrolled in Fall 2013 (a 1% decrease from Fall 2012 enrollment).

Target 7.1b: Increase enrollment in master’s degree programs by 2% (from 428 in Fall ‘12 to 436 in Fall ‘13). 443 master’s degree students enrolled in Fall 2013 (a 4% increase from Fall 2012 enrollment).

Indicator 7.2.2: Monitor enrollments related to existing articulation agreements. We have compared enrollment data to existing articulation agreements and we are planning to promote and develop recruitment strategies to increase enrollment in programs for which agreements exist.

Goals	Objectives	2013-2014 University Targets	Indicators
Enhance Financial and Management Effectiveness	8. Increase revenues and decrease expenses	8.1 Colleges will increase revenues 8.2 Colleges will prioritize spending for student academic and support services	8.1.1 Alumni/corporate fundraising (CAE-VSE report) – 3-year weighted rolling average 8.1.2 Contract/grant awards (including for research) – 3-year weighted rolling average 8.1.3 Tuition and fee collection rate – 3-yr weighted rolling average 8.1.4 Alternative revenue sources (ACE, licensing, rentals, etc.) – 3-yr weighted rolling average 8.2.1 Spending on instruction and departmental research as a percentage of tax-levy budget 8.2.2 Spending on student services as a percentage of tax-levy budget 8.2.3 Spending of technology fee as percentage of technology fee revenue

SPS Goals & Targets Objective 8: Increase Revenues and Decrease Expenses

Indicator 8.1.1: Provide 3-year weighted rolling average for Fundraising. The 3-year weighted rolling average for Fundraising is \$195,789.

Indicator 8.1.2: Provide 3-year weighted rolling average for Grants and Contracts. The 3-year weighted rolling average for Grants and Contracts is \$8,422,203.

Indicator 8.1.3: Provide 3-year weighted rolling average for Tuition and Fee Collection rate. The 3-year weighted rolling average for Tuition and Fee Collection is 95%.

Indicator 8.2.1: Measure spending on instruction and curriculum development as a percentage of tax-levy budget. In 2013-14, spending on instruction and curriculum development comprised 19% of the tax levy budget. (In FY2014, the University invested \$4.6 million in funds for the one-time build-out and

staffing of a new leased facility for the School, significantly increasing administrative costs for the School as a proportion of its overall budget. Excluding these investments, spending on instruction and curriculum development would increase to 25%.)

Indicator 8.2.2: Measure spending on student services as a percentage of tax-levy budget. In 2013-14, spending on student services comprised 6% of the tax levy budget. (In FY2014, the University invested \$4.6 million in funds for the one-time build-out and staffing of a new leased facility for the School, significantly increasing administrative costs for the School as a proportion of its overall budget. Excluding these investments, spending on student services would increase to 9%.)

Indicator 8.2.3: Measure spending of technology fee as percentage of technology fee revenue. In 2013-14, spending of technology fee revenue was 42%.

Goals	Objectives	2013-2014 University Targets	Indicators
Enhance Financial and Management Effectiveness	9. Improve administrative services	<p>9.1 Colleges will improve the delivery of administrative services to students</p> <p>9.2 Colleges will improve space utilization with space prioritized for degree and degree-related programs</p> <p>9.3 All colleges will make progress on the goals and initiatives identified in their multi-year sustainability plan</p>	<p>9.1.1 Colleges will present evidence of improved student satisfaction with administrative support services</p> <p>9.1.2 Noel-Levitz will not be administered this year – colleges will report on efforts to utilize baseline results</p> <p>9.2.1 Percentage of instruction delivered on Fridays, nights, weekends</p> <p>9.2.2 Colleges will present additional evidence of space prioritization for degree and degree-related programs</p> <p>9.3.1 Energy Use Intensity (EUI) as BTUs of gas, electricity, steam per square foot</p> <p>9.3.2 Recycling to regular waste ratio and total waste per FTE</p>

SPS Goals & Targets Objective 9: Improve Administrative Services

FOCUS AREA: Indicator 9.1.1 & 9.2.2: Launch daily academic, student services, and administrative operations at SPS’s new dedicated facility at 119 West 31st Street. Daily academic, student services, and administrative operations have been launched at SPS’s new dedicated facility at 119 W. 31st St.

Indicator 9.1.2: Report on efforts to use baseline Noel-Levitz results regarding administrative services satisfaction. SPS received positive feedback regarding administrative services satisfaction on the Noel-Levitz survey. Even so, as part of establishing Registrar, Bursar, Admissions, and Advisement offices in our new location at 119 W. 31st St., we have improved these services by creating a discrete Admissions office (in process), hiring additional Bursar staff and expanding Bursar hours, and reorganizing our Inquiry practices and reporting structure in alignment with the Advisement office.

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Example 1: Program Learning Goals, PhD Program in Political Science

Graduates from the Doctoral Program in Political Science will demonstrate that they have achieved the Graduate Center's Learning Goals as indicated by the following program-specific objectives and assessment measures:

GC Objective: Demonstrate broad and specialized knowledge of the discipline.

Learning Goals: Students are required to complete core courses in both their major and minor subfields, as well as three additional courses outside those areas of specialization, so that they may learn to describe, explain, and evaluate political institutions, processes, and policies.

Assessment: Students must achieve a grade of B or better in each of the courses described above; at least one course in both the major and minor fields must be at the 700-level (i.e., culminating in a final examination). Doctoral students must pass written comprehensive exams in both their major and minor areas of study. These examinations test students' understanding of major scholarship and of their ability to use key concepts.

GC Objective: Oral and written communication skills, other skills and experience appropriate to the discipline as required for career success.

Learning Goals: Students are required to complete five 800-level graduate seminars which require major research papers and are designed to test their written communication, analytical, and rhetorical skill. Such research projects provide students an opportunity to hone their data collection skills and to comprehend and synthesize the interrelatedness of economic, cultural, social, psychological, historical and political phenomena.

Assessment: The first examination measures students' written communication skills and is administered in two sections: major (3-questions, 6-hours) and minor (2-questions, 4-hours). The second examination, a defense of the dissertation proposal, as well as the dissertation defense provide an opportunity to assess students' oral communication skills. The program's language exam (a translation exercise), allows an additional opportunity to test students' written competence in a language other than English.

GC Objective: A grounding in professional ethics

Learning Goals: All students who are not specializing in Political Theory must take one course in that field; all students are required to take a course in either qualitative or quantitative methods.

Assessment: Each of the required courses listed above assigns readings and exercises that allow faculty to assess students' understanding of professional ethics and research protocols in addition to those requirements included in IRB training.

GC Objective: A substantial and original contribution to their field

Learning Goals: In order to demonstrate original research and scholarly contribution to their fields of expertise, students are required to write and defend a dissertation.

Assessment: Students draft and revise their dissertations in close consultation first with their dissertation sponsors, then with the other members of the dissertation committee. These exchanges insure that the written project makes an original and substantial contribution to the field. The oral defense of the finished product allows faculty a final opportunity to evaluate the student's contributions and communication skills. - See more at: <http://www.gc.cuny.edu/Page-Elements/Academics-Research-Centers-Initiatives/Doctoral-Programs/Political-Science/Learning-Goals#sthash.rXYqVuz4.dpuf>

Example 2: Program Learning Goals, PhD Program in Criminal Justice

Students completing the PhD Program in Criminal Justice will:

(1) Demonstrate knowledge of the (i) key classical, positivist, critical and cultural conceptual frameworks that explain the causes and correlates of criminal behavior; (ii) methods of maintaining crime statistics, and (iii) key theories of punishments. Students will be able to read, discuss (orally and in writing) and critique the relevant literatures.

Assessment: The first examination (Criminology)

Required Courses: (i) CRJ 704; (ii) CRJ 705 (Criminology I & II)

(2) Demonstrate knowledge of the key frameworks that explain the causes and correlates of the criminal justice system's response to criminal behavior including how and why the police, courts and corrections systems function; and analyze the advantages and disadvantages of particular policies. Students will be able to read, discuss (orally and in writing) and critique the relevant literatures.

Assessment: The first examination (Criminal Justice Process & Policy)

Required Courses: (i) CRJ 706; (ii) CRJ 707 (Criminal Justice Process & Policy I & II)

(3) Demonstrate the ability to identify the strengths and weaknesses of different research designs used in criminology and criminal justice, identify under what circumstances specific research designs are appropriate, and analyze and interpret empirical research.

Assessment: The first examination (Statistics & Research Methods).

Required Courses: (i) CRJ 700; (ii) CRJ 701 (iii) CRJ 702 (iv) CRJ 703 (Statistics I & II and

Research Methods I & II)

(4) Develop a scholarly specialization that provides a foundation for dissertation research. Explore a variety of subjects and methodologies that spark further and deeper inquiry.

Assessment: Complete elective courses.

Elective Courses: Students may choose doctoral-level elective courses in subjects broadly related to criminology and/or criminal justice offered in any department of the CUNY Graduate

Center, including the program in Criminal Justice, or courses from the consortium of doctoral programs of other universities located in the New York City metropolitan area.

(5) Demonstrate the ability to formulate an original research project that satisfies ethics requirements, identify pertinent data sources or present an innovative conceptual framework and construct an appropriate research design or conceptual argument for a written proposal.

Assessment: The dissertation proposal defense

Learning Opportunity: A series of professional development seminars for the Criminal Justice doctoral students is offered each spring semester. The nine-part colloquium is mandatory for first year doctoral students and voluntary for other students. Topics include writing the dissertation proposal, the IRB process, writing the dissertation and research ethics and accountability. Students are assigned a mentor for their first year in the program and subsequently mentored by their dissertation advisor and members of the dissertation committee.

(6) Demonstrate the ability to write an original scholarly work, using primary or secondary sources; or present an original conceptual framework, or extend an existing conceptual framework in an innovative way and thereby make a unique and significant contribution to the field.

Assessment: The dissertation defense

Learning Opportunity: A series of professional development seminars for the Criminal Justice doctoral students is offered each spring semester. The nine-part colloquium is mandatory for first year doctoral students and voluntary for other students. Relevant topics include writing a dissertation proposal, writing the dissertation, and getting published. Students are assigned a mentor for their first year in the program and subsequently mentored by their dissertation advisor and members of the dissertation committee

Example 3: First Examination Learning Goals, PhD Program in English

Students who complete the First Examination will be able:

1) to demonstrate the range, depth, and particularity of their knowledge of British, American, and other Anglophone literatures.

Corresponds to Program-Level Learning Goal #1 [see below]

2) to demonstrate knowledge of a variety of critical theories, and to use these theoretical approaches effectively to elucidate different features and meanings in specific texts.

Corresponds to Program-Level Learning Goals #1 and #4

3) to demonstrate analytical ability and knowledge of poetic language and form by producing a “close reading” of a short poetic text.

Corresponds to Program-Level Learning Goal #4

4) to demonstrate an ability spontaneously to improvise and organize an engaging and coherent written response to perennial literary issues and problems.

Corresponds to Program-Level Learning Goal #4

5) to demonstrate depth of knowledge and historical perspective in a particular field of interest by writing an essay that focuses on a single author, period, movement, or problem.

Corresponds to Program-Level Learning Goals #4 and #9

6) to demonstrate historical range of literary knowledge by writing an essay that analyzes works from three or more distinct periods of literary history, including at least one work from before 1800.

Corresponds to Program-Level Learning Goals #1 and #4

PROGRAM LEVEL LEARNING GOALS: □ Students who complete the Ph.D. in English will be able:

1. to demonstrate broad knowledge of major works of Anglophone literature, literary history, and influential critical approaches within literary studies;

4. to analyze literary and cultural texts with originality and precision, and with reference to relevant theories and methodologies;

9. to demonstrate specialized competence in the primary and secondary literatures of a particular field within literary studies or Composition/Rhetoric studies, and to position themselves as contributing members of their professional community of scholars and writers.

Example 4: First Examination and Second Examination Learning Goals, PhD Program in Social Welfare

Short Description of Review Process

All doctoral faculty members participate in periodic reviews of the First and Second examinations to ensure they meet the overall learning goals of the program. During the 2008-09 and 2009-10 we reviewed and revised the First and Second examinations in a series of meetings with the full doctoral faculty. In addition, faculty members who teach in the areas of research, social policy, and organizational theory proposed revisions to the parts of the examinations in their substantive areas. They presented the proposed revisions to the faculty as a whole, who in turn reviewed the revised examinations and voted to approve them. Research faculty consisted of Professors Epstein, Rosenthal, Hadden, Smith, Goodman, and Fabricant. Social Policy faculty consisted of Professors Dodd and Abramovitz. Organizational Theory faculty consisted of Professors Kurzman and Tolliver.

Learning Goals Assessed by the First Examination

Broad and Specialized Knowledge in the Discipline

(1) Development of broad knowledge of the field in first year research, social policy, and organizational theory and administration courses (*Program Design and Administration I, 71000; Social Welfare Policy and Planning, 7100; Development of Practice Knowledge in Social Work, 75000; Program Design and Administration II, 70100; Social Welfare Policy and Planning II, 71100, First Examination*)

(2) Develop knowledge of qualitative and quantitative methods of inquiry (*Methods of Quantitative Research, 75100; Methods of Qualitative Research I, 77000 and II, 77100; Mixed Methods in Social Science Research, PSYC 80103; Dissertation Seminar, 89900, Second Examination*)

(3) Ability to conceptualize research methodology (*Development of Practice Knowledge in Social Work, 75000; Methods of Quantitative Research, 75100; Methods of Qualitative Research I, 77000 and II, 77100; Mixed Methods in Social Science Research, PSYC 80103; Dissertation Seminar, 89900; electives, i.e., GC Narrative Analysis, 80103, First and Second Examinations*)

(4) Identification of micro, macro, and organizational units of analysis (*Methods of Quantitative Research, 75100; Methods of Qualitative Research I, 77000 and II, 77100, Program Design and Administration II, 70100; Social Welfare Policy and Planning II, 71100, Second Examination*)

(5) Critical examination of the disciplinary literature in three required curriculum areas (*Program Design and Administration I, 71000; Social Welfare Policy and Planning, 7100; Development of Practice Knowledge in Social Work, 75000; Program Design and Administration II, 70100; Social Welfare Policy and Planning II, 71100, First*

Examination)

Oral and Written Communication Skills, Other Skills, and Experience Appropriate to the Discipline

- (1) Research modeling skills (*Methods of Quantitative Design, 75100, Methods of Data Analysis, 76000, Advanced Statistical Analysis, Dissertation Seminar, 89900, First and Second Examinations*)
- (2) Demonstrate mastery of course concepts and literature in social policy, organizational theory, and research through written and oral presentations (*Program Design and Administration I, 71000; Social Welfare Policy and Planning, 7100; Development of Practice Knowledge in Social Work, 75000; Program Design and Administration II, 70100; Social Welfare Policy and Planning II, 71100; Theories of Change for Social Work Practice, 85300, First and Second Examinations*)
- (3) Ability to synthesize research literature (*Program Design and Administration I, 71000; Social Welfare Policy and Planning, 7100; Development of Practice Knowledge in Social Work, 75000; Program Design and Administration II, 70100; Social Welfare Policy and Planning II, 71100; Dissertation Seminar, 89900, First Examination, Second Examination*)
- (4) Demonstrate control of written language to communicate theoretical concepts, knowledge of social policies, and organizational theories (*Program Design and Administration I, 71000; Social Welfare Policy and Planning, 71000; Development of Practice Knowledge in Social Work, 75000; Program Design and Administration II, 70100; Social Welfare Policy and Planning II, 71100. Theories of Change for Social Work Practice, 85300; elective, i.e., Issues in Contemporary Immigration GC SOC 85800; Sexuality, Gender, Health and Human Rights, Columbia, SOCS-P8709, First and Second Examinations)*

Professional Ethics

- (1) Demonstrate the use of evidence in practice and policy decision making (*Program Design and Administration I, 71000; Social Welfare Policy and Planning, 71000; Development of Practice Knowledge in Social Work, 75000; Program Design and Administration II, 70100; Social Welfare Policy and Planning II, 71100. Theories of Change for Social Work Practice, 85300, electives, i.e., Economics of Social Welfare, New School, 70150; First and Second Examinations*)
- (2) Demonstrate ethical implications of fiscal austerity on social policy (*Social Welfare Policy and Planning, I 71000 and II, 71100, Program Design and Administration II, 70100, Theories of Change for Social Work Practice, 85300 electives, i.e., Economics of Social Welfare, New School, 70150, First and Second Examination*)
- (3) Demonstrate understanding of the effects of emerging technology on program and policy decision making (*Social Welfare Policy and Planning II, 71100, Program Design and Administration II, 70100, Theories of Change for Social Work Practice, 85300,*

Development of Practice Knowledge in Social Work, 75000, Second Examination)

Learning Goals Assessed by the Second Examination

Broad and Specialized Learning Goals

- (1) Demonstrate specialized expertise in an area of emergent inquiry acquired through integration of social policy, organizational theory, and research literature
- (2) Demonstrate use of expert knowledge from the empirical and theoretical literature applied to an area of emergent inquiry
- (3) Demonstrate a complete arc of learning from conception to design of research in an area of emergent inquiry
- (4) Demonstrate understanding and capacity to articulate the complex relationship between research, theory, and concepts associated with emergent inquiry
- (5) Surface and elaborate the logic of fit between an emergent research methodology and relevant theory and empirical research

Oral and Written Communication Skills, Other Skills, and Experience Appropriate to the Discipline

- (1) Demonstrate coherent presentation of theoretical material, synthesis of research literature and qualitative or quantitative methodology with instructors in the classroom
- (2) In the oral portion of the Second Examination, demonstrate evidence of professional-level presentation skills
- (3) Demonstrate oral mastery of the area of emergent inquiry in the dissertation seminar and during the second level exam.

Professional Ethics

- (1) Propose research methods that account for the protection of human subjects□(2) Resolve any tensions between the proposed inquiry and violation of human subject's rights
- (3) Illustrate sensitivity to ethical dilemmas surrounding the effects of research findings on organizational practice

A Substantial and Original Contribution to Their Field

- (1) Demonstrate the connection between the proposed inquiry and gaps in practice issues and knowledge relevant to the field
- (2) Situate the proposed inquiry in a relationship to vexing problems having an current impact on social welfare policy, organizational programming and direct practice

- (3) Propose research designs or methodologies that represent subtle and original approaches to framing and implementing an inquiry
- (4) Demonstrate the capacity to develop a proposal that represents original and persuasive research on important questions
- (5) Demonstrate control of and imagination in the use of written language to communicate theoretical concepts, knowledge of social policies, and organizational theories that support an original contribution to social welfare scholarship

Example 5: Second Examination Learning Goals, PhD Program in French

The French Program's second exam measures general knowledge of literary history, foundational critical concepts, and the ability to interpret texts in a meaningful and scholarly manner. It consists of four written examinations and an oral exam. The written component of the second exam is comprised of four distinct exams in periods of French and Francophone literature, chosen by the students from the seven they must fulfill as course work. A minimum of one exam must be in the pre-modern period, defined as Middle Ages, Renaissance, and seventeenth century. A minimum of two must be in the modern period (eighteenth to twentieth century and Francophone). It is assumed that only one period corresponds to the student's prospective specialization and that by taking four exams, students attain the ability to teach broadly-based literature courses to their future undergraduate students. Students are sent the exam electronically forty-eight hours beforehand. This gives them time to prepare the question, think their answer through, and pick their illustrating texts. They then take the exam on campus during the intersession (January) or immediately previous to the Fall semester, in late August.

The written component of the second exam is reviewed and graded by two faculty members who are unaware of the name of the student. The grade given for any written exam is pass or fail. In the event of a disagreement, a third faculty member reads the exam under the same conditions. The Program provides students with the written feedback from the examining faculty member when the examination is ranked as a fail. A command of the language in which the exam is written is essential. Two of the four examinations must be in French, two in English, at the student's choice.

Fulfills: Program Learning goals 4 and 7 **and** Institutional Learning goals 1 and 2.

The second part of the second exam, the oral examination, must be taken by the end of the semester following completion of sixty credits of course work, but may be taken following completion of forty-five credits. The purpose of the oral examination is to help the candidate acquire a competent grasp of those areas in which s/he has specialized or wants to specialize with a view to defining the dissertation topic. The oral examination is structured around three distinct questions that either address directly or provide background for the prospective dissertation. The oral examination should ideally be a stepping stone for the formulation and timely writing of the dissertation proposal. At minimum, the candidate should display his or her ability to articulate, clearly and cogently, theoretical approaches and methods of textual interpretation pertinent to the

field and subfields of choice, and to do so both in French (two questions out of three) and in English (one question out of three). As such the oral exam functions as an assessment tool for one of the Program's main learning goals.

Fulfills: Program Learning goals 1, 2, 4, 5 and 7 **and** Institutional Learning goals 1, 2 and 4.

Example 6: Program-Level First Exam, Second Exam, and Dissertation Learning Goals, PhD Program in Psychology-Cognition

A student in Cognition, Language, and Development (CLD) who has successfully achieved a doctorate in Psychology will show competencies in the domains of understanding, contributing to, and communicating scientific knowledge. In particular, a student will:

- Demonstrate broad and specialized knowledge in the student's chosen area within Cognition, Language, and Development, including the ability to
- Read and critically evaluate the research literature
- Describe current and classic theories and findings within a specific sub-field, and explain how theories accommodate available findings
- Design a study to address a major unresolved research problem
- Demonstrate appropriate quantitative and computational skills for data-generation (conducting experiments) and data-analysis.
- Make a substantial and original contribution to the field.
- Demonstrate clear communication abilities to explain theory and data in written and oral forms, including:
 - Writing a journal-quality manuscript and submitting it for publication to a peer-reviewed journal
 - Delivering a conference presentation
 - Giving an undergraduate lecture
 - Writing a grant application for external funding
 - Completing a doctoral dissertation
 - Interact effectively and collegially with others in the field and conform to the fundamentals of ethical research conduct.

Assessment of Learning Goals

Each of the five principal learning goals are assessed across three major examinations taking place throughout a student's doctoral career. The following sections describe how each examination measures each of the learning goals. Each examination is assessed by a committee of faculty members assembled by the student.

First Examination

The First Exam is a written exam taken by the end of the student's third semester (and no later than the accrual of 45 credits). The student writes a publication-quality empirical

paper, preferably in APA style. Since some projects require more preparation than others, students may submit an examination that involves analysis of existing data sets. In that event, the student must separately write up a methods section detailing the methods they have been learning, discuss how their data analysis dovetails with their planned research, and present the implications of the findings. Every portion of the writing of the exam must be original, even if existing data sets are used. Students may also write up experiments with null results. A rubric is provided for the First Exam to guide the student and the advisory committee that will grade the exam and determine whether the student has passed or failed.

Learning goals assessed (1,3,4,5)

Learning goals #1 and #3. To complete the First Examination, students spend at least one year reading and critically evaluating the literature (1.a), determining a specific research question that addresses a debate in the field (1.b), and then designing and conducting an experiment to test the research question (1.c).

Learning goal #2. The successful completion of a first doctoral exam entails appropriate statistical analysis of collected or existing data.

Learning goal #4. Students are required to produce a journal quality manuscript (4.a), and to give an oral presentation to communicate their findings (4.b).

Learning goal #5. Students will form their committee in consultation with their primary advisor and have their proposed research approved by the Institutional Review Board in order to conduct the planned research. Students will meet periodically with their advisor and committee to assess their progress.

Second Examination

The Second Exam is written between the student's fifth and sixth semester. The Second Exam is in three parts. 1) The student writes an integrative literature review (which in the ideal case will serve as basis for the introduction to the student's thesis). The review is approximately 30-50 double-spaced pages using 12-point type and 1-inch margins. 2) The student writes an NIH NRSA grant proposal that is 6 single-spaced pages in length and follows NIH guidelines; the student proposes at least two feasible new experiments. A 6-page proposal to another funding institution may be substituted for an NRSA proposal with the agreement of the student's advisor and committee. 3) The student orally presents and defends the material written for the Second Exam.

Learning goals assessed (1,3,4,5)

Learning goals #1 and #3. The review portion of the second exam establishes the student's ability to summarize and critically evaluate a specific topic in depth (1.a, 1.b), and integrate their view of the topic within the broader scope of the literature. The grant

proposal and experiment proposal sections establish the student's ability to identify an area in the literature where a contribution to new knowledge would be valuable, and to motivate an appropriate study that will fill the gap in knowledge.

Learning goal #2. In performing the tasks of grant writing and proposing new experiments, students will demonstrate their ability to plan a strategy for data-handling and statistical analysis before conducting the experiments.

Learning goal #4. Students are required to produce a journal quality review paper (4.a), and to give an oral presentation to communicate their findings (4.b), and to produce a grant proposal for external funding (4.d).

Learning goal #5. The grant-writing requirements assess the student's ability to motivate their research to their peers.

Dissertation Proposal

A dissertation proposal must be defended in the semester following the passing of the Second Exam. The student must select a dissertation committee of at least 3 Graduate Center faculty. One of these will be the dissertation supervisor. The proposal lays out the basic plan of the thesis in enough detail for the committee members to determine the feasibility of the project, the appropriateness of the proposed methods and scope, and the suitability of the research questions. The committee may recommend changes to improve the progress of the thesis work. Students are expected to continue to work closely with their supervisor and dissertation committee.

Dissertation

The dissertation, or thesis, is expected to be completed no later than the end of the student's fifth year in the Psychology Program. The thesis may take one of two forms: a) 2-3 individual publishable papers on a theme (the number to be determined by the complexity and number of experiments in each paper); b) a conventional thesis.

Under the 2-3-paper model, the thesis reflects the student's body of work over the course of their doctoral studies. Although 3 is the typical number of expected papers, 2 may be sufficient in the cases of multi-study papers, longitudinal studies, studies with very complex designs, and so on. Students are expected to write a general introduction and discussion that links the papers.

Under the conventional model, the thesis asks a coherent set of questions and follows a traditional format consisting of a series of studies investigating those questions and the overall conclusions.

Dissertation Defense

Dissertation defenses are arranged once the dissertation committee has determined that the student is ready to defend their thesis. Defenses are open to the public. In addition to the 3-member committee, the student may have an internal reader and an external reader. Readers are arranged in consultation with the dissertation supervisor. The defense typically takes the form of a 30-minute presentation by the student, followed by questions from anyone attending the defense. The committee may ask some questions in public and others with only the student in the room.

Learning goals assessed (1, 2, 3, 4, and 5)

In successfully completing the dissertation the student will have accomplished the following

In order to have successfully completed the dissertation the student will have:

1. Designed an experimental or theoretical approach to a significant, unresolved research problem in cognition, language, or development (1.a, b, c, & 3).
 2. Identified and initiated a research design appropriate to that approach, including critical controls. (1.c & 2)
 3. Mastered the methodologies required for data collection. (1.c & 2)
 4. Organized and presented the research data effectively in both oral and written forms. (4.a, b, e)
 5. Published one or more first-author papers in peer-reviewed journals. (4.a)
 6. Effectively defended the thesis and displayed an understanding of the current state of research in areas cognate to the thesis topic. (1.a, b, 4.e, & 5)
- See more at: <http://www.gc.cuny.edu/Page-Elements/Academics-Research-Centers-Initiatives/Doctoral-Programs/Psychology/Training-Areas/Cognition,-Language,-and-Development/Learning-Goals-for-Examinations#sthash.YmQGIDSu.dpuf>

Example 7: Dissertation Learning Goals, PhD Program in Anthropology

The Dissertation Defense in Anthropology is a capstone demonstration of a student's success in meeting the Program's learning goals. It requires skills and knowledge specified in all the learning goals of the Program, but it is especially appropriate to assess Program Learning Goals 7 and 8:

- 7) Capacity to design an independent research project that constitutes a significant contribution to knowledge in the relevant field(s)
 - 8) Ability to convey knowledge clearly in oral and written form.
- These goals map onto three Institutional Learning Goals: specialized knowledge in the discipline (part of goal 1), oral and written communication skills as well as other skills and experience appropriate to the discipline (goal 2) and a substantial and original contribution to the field of study (goal 4).

The dissertation also assesses student's ability to carry through on the promise of the proposal which is evaluated in the Second Examination prior to the research itself.

General Description and Process

The dissertation is the written presentation of the results of an original research project. The validity and feasibility of the project are evaluated prior to the actual research through the program's Second Examination which includes a presentation/defense of the dissertation proposal (see program's Second Examination Assessment and Learning Goals). This review is managed by each student's advisor and Second Exam committee. The committee is selected by the student in consultation with the advisor and EO, on the basis of expertise relevant to the proposed project. The committee consists of four members, three of whom must be from the Anthropology doctoral faculty. The proposal is expected to be of fundable quality and should represent a realistic plan for dissertation research.

The proposal is usually deemed ready for examination by committee members prior to the exam, and this requires students to submit drafts of the proposal to the evaluators, solicit feedback, and revise accordingly until all four members of the committee are satisfied that the proposal meets minimal standards and expectations in the field. This provides a mechanism for broad input and mentoring of students on the dissertation project. The exam itself may produce additional suggestions for revision. Once approved, the student is free to embark on the research.

The dissertation committee consists of three CUNY Doctoral Faculty, two of whom (including the supervisor), must be members of the Anthropology Doctoral Faculty, and an external evaluator from outside the CUNY system. The student is expected to consult with the internal members of his/her committee during the period of research and writing (this is insured by the requirement that students acquire their advisor's approval for registration each semester, insuring at least two communications annually on the progress of the research (although many more communications are the norm). The student is also in constant communication with the supervisor as he/she writes up the research results as a dissertation. Should the student exceed the time limit established by the Graduate Center for completion of the degree, semester-by-semester contracts approved by the supervisor are required for continued registration, specifying the work to be completed on the dissertation during the coming semester, and confirming that the work contracted for the previous semester has indeed been completed. This process insures close communication between the supervisor and student. In addition, the program runs a weekly no-credit seminar each semester for students writing their dissertation. This provides a structured context for another faculty member to give students feedback on their work and provides for peer evaluation and support from other students. Upon completion of a draft of the thesis the dissertation committee convenes for a first draft meeting with the student at which time they collectively discuss all dimensions of the dissertation: structure, content, significance, style, etc. The committee decides as a group upon a strategy and timetable for any revisions needed prior to the defense. This insures that the student gets a single coherent set of guidelines for subsequent revisions. Following completion of the specified revisions the student submits the thesis to the external reader and schedules a defense.

Evaluation

The dissertation is expected to clearly present a contribution to knowledge in anthropology based on original research, detailing the methods used in the research and confirming the research's contribution by situating it within prior related research. The defense requires the student to orally and extemporaneously address questions and challenges/criticisms of the dissertation (including its conceptualization, methods, theory, logic, and style) from the dissertation committee members for a period of approximately two hours. The external evaluator may either be present or provide his/her questions and evaluation to the supervisor in written form. Performance is assessed by the members of the committee, which may either accept the dissertation as is, accept the dissertation contingent upon the completion of minor changes to be approved by the supervisor, require major revisions to be approved by the entire committee, or decline to approve the dissertation. In the latter case the student is deemed to have failed the defense and the committee makes specific recommendations depending on the severity of the concerns/problems. As a result of the required draft meeting prior to the defense and the requirement that internal committee members approve the dissertation prior to its submission to the external evaluator, it is very unlikely that a student would fail the defense and the final evaluation operates in practice to provide a final polishing of the thesis and often to provide professional guidance to the student on steps toward publication.

Example 8: Dissertation Learning Goals, PhD Program in Theatre

The primary learning goal of the dissertation is for a student to conduct original research and make a substantial and original contribution to theatre studies.

A. Learning Goals

1. Dissertation Learning Goals

Students who complete the dissertation will be able:

1. To produce a scholarly work that analyzes theatre and performance texts, traditions, artists, archives, and collections, with originality and precision, and that engages theories and methodologies relevant to the aims of the project.
2. To produce a scholarly work that enters into dialogue with relevant scholarship, that acknowledges the work of others, and that demonstrates familiarity with professional protocols of citation.
3. To produce a scholarly work of sufficient originality, substance, and persuasiveness such that ideally it can be revised to become a book.
4. To produce a scholarly work that demonstrates specialized competence in the primary and secondary literatures of a particular field and that contributes to the development of knowledge within that field.
5. To make responsible use of evidence in developing arguments.

6. To demonstrate familiarity with using digital media forms for conducting and sharing research.

2. Program Level Learning Goals

Graduates are expected to make a substantial and original contribution to theatre studies in the form of critical essays and a book-length dissertation; and to prepare such work for publication or public presentation.

B. Dissertation Prospectus Approval Process

Within four months of passing the Second Examination, a student should submit a draft of a dissertation prospectus to the Chair of his or her dissertation committee. The prospectus provides a concise blueprint for the dissertation by including a summary of the project, an examination of previous scholarship in the field, a statement of how the dissertation will intervene in the field, and a description of the content of individual chapters. Additionally, each prospectus must include as supplementary pages a working bibliography for the project and schedule for completion.

When the prospectus is approved by the Chair, it is circulated to the rest of the committee and if it is deemed satisfactory, a dissertation prospectus defense is scheduled with the Executive Officer.

C. Mentoring Process

Following the approval of the prospectus, the student works on individual chapters with the Chair and then circulates the approved drafts to the other members of the dissertation committee.

Unless they have an approved leave of absence, dissertating students must continue to maintain their status by registering each semester for Theatre 90000 ("Dissertation Supervision"). To get a satisfactory grade ("SP") in this course, students must submit written work—ideally, a draft of a chapter—each term. Supervisors are expected to provide prompt, concrete advice on work submitted.

Students who submit no work during a semester risk receiving a grade of "NRP," signifying "no record of progress."

D. Final Examination Committee

After the Chair has approved the complete dissertation and the committee of readers has determined that it is of a quality that will permit its formal defense, the student is permitted to schedule the Third Examination, an oral dissertation

defense at which he or she answers questions about the work posed by all three readers.

The committee members must then determine if the dissertation is acceptable as presented (the work is then submitted to the Executive Officer for final approval); acceptable with minor corrections (after making these changes, the student presents the document to the Chair and the Executive Officer for final approval); or in need of more substantial revision (after making these changes, the student must secure the three readers' full approval of the revised dissertation before it can be given to the Executive Officer).

When the dissertation has won the committee's (and Executive Officer's) approval, the Program submits a Report of Final Examination to the Provost.

Example 9: Professional Development and Ethics Goals, PhD Program in Urban Education

Assessment Request: Professional Development and Ethics Goals – Assessment Request Dated September 2, 2011

The Ph.D. Program in Urban Education has an on-going process for reviewing its curriculum and degree requirements. The Curriculum and Examinations Committee, consisting of three faculty elected by the faculty at large, three students elected by the students at large and the executive officer (ex-officio), meets regularly and reviews among other things student learning goals and their assessments as part of its deliberations. The three major assessments consist of the First Examination, the Second Examination, and the Dissertation Development and Defense. Appendix A outlines the student learning goals for the program.

This response is presented in the order of the three issues raised in the Assessment Request dated September 2, 2011.

I. Question 1: A description of your professional development goals and ethics goals.

A. Professional Development

The preamble to our institutional learning goals statement specifies what we expect to accomplish with our students including their professional development as teacher/scholars in urban education. Quoting the pertinent language in our preamble:

“The Ph.D. Program in Urban Education is designed to prepare leaders in education with strong skills in research and policy analysis and who have a broad understanding of the complex issues facing urban education...[to this end] the Ph.D. Program in Urban Education strives to prepare scholars for the world of educational research and policy analysis and to foster scholarship that produces new knowledge about a mosaic of urban

education issues related to social justice, culture, language, race, gender, political economy, science and mathematics, leadership, higher education, technology, teacher education, and the multiple roles that public education plays in a democratic society.”

The goals that align most closely to professional development are as follows:

Program/Student Learning Goals: See Roman Numerals 1A through 1G in Appendix A. Methods of Assessment are integrated into our Second Exam and the Dissertation Defense

It is also important to mention that in 2006, the program developed a seminar entitled, *Educating Educators*, (see Appendix B) which is designed specifically to provide greater depth into the role and skills of a teacher/scholar who pursues a position in a school/department of education. Approximately sixty-six percent of our graduates will seek employment as an academic in a teacher education program upon graduation. This seminar is offered once a year and is taught by Professor Nick Michelli. Professor Michelli has extensive experience in this area and has held positions as dean of education at Montclair State University and the City University of New York. All students in the program are advised to take this seminar. A review of the transcripts of recent graduates indicates that sixty percent of them enrolled in this seminar.

In addition to the above, the program conducts informal professional development seminars designed to assist students in writing for publication, grantsmanship, and career decisions, all of which have been well-attended.

Each student also has an adviser who is assigned at admission and who continues through graduation. Advisement includes career advisement and assistance. The program maintains an updated database on its graduates. Of the sixty-one graduates of our program to date, ninety-five percent are employed in positions appropriate for someone who has earned a Ph.D. in Urban Education. The advisement program has been an important factor for this success.

B. Ethics

Ethics in research is of growing importance in our program. In the past, it was essentially relegated to students completing their Institutional Review Board (IRB) training and reminding them that IRB approval was required for any and all work done with human subjects. In 2010 and 2011, as a follow-up to an External Review in 2009, the Curriculum and Examinations Committee undertook a careful analysis of our core course requirements. As a result, a new core course, *Introduction to Research in Urban Education*, was designed and is required for students to take and complete in their first semester in the program. One of the modules of the course focuses entirely on the issue of ethics in educational research (see Appendix C for course description). An assignment requires students to write a 1,000 word review essay on one of the reading assignments related to ethics.

In addition, in all phases of the Second Exam as well as the Dissertation Development and Defense, students review with their committee any aspects of their research that

relate to ethics especially with regard to the study of human subjects.

II. Question 2: A short description of the process you used to create your program's professional development and ethics goals.

As mentioned earlier, the PhD Program in Urban Education has a Curriculum and Examinations Committee consisting of three faculty elected at large, three students elected at large and the Executive Officer (ex-officio). This committee meets regularly and makes recommendations for the program and if need be for approval by the Executive Committee. The membership of the Executive Committee consists of nine elected faculty, four elected students and the Executive Officer (ex-officio). Recommendations of the Curriculum and Examinations Committee may or may not need formal action by the Executive Committee. Policy items typically do need approval by the Executive Committee. Procedural items typically do not need approval. These two committees are the main vehicles for developing and implementing any new program requirements including goals, assessments and new courses.

III. Question 3: An indication of which of the program-level learning goals are linked to these goals.

The goals that aligned most closely to professional development are as follows:

Program/Student Learning Goals: See Roman Numerals 1A through 1G in Appendix A. □ Methods of Assessment are integrated into our Second Exam and the Dissertation Development and Defense.

The goals that aligned most closely to ethics are as follows:

Program/Student Learning Goals: See Roman Numerals 1H in Appendix A. □ Methods of Assessment: In addition to the requirements of the Introduction to Research in Urban Education, assessments are integrated into the First Exam, the Second Exam and the Dissertation Development and Defense.

Example 10: Professional Development and Ethics Learning Goals, PhD Program in Classics

1. Teaching. Students will become effective teachers who manage their classrooms with integrity. This goal is met by facilitating appointments for the students as adjunct instructors throughout the City University and in other undergraduate institutions in the New York area. Students also enroll in short courses in pedagogy offered by the Provost's Office and in our own semester-long course in Teaching Classics. □
2. Research and Writing. Students will learn to carry on research in the field and to present it in formats suitable for reading at conferences and for publication in

professional journals. While almost every course requires students to write papers and to make an oral presentation, two courses, the Proseminar at the beginning of the students' program, and the Greek and Latin Poetry seminars at the end, focus on the various issues involved in doing professional level research and in producing thoroughly documented professional writing. Students in the poetry seminars present their papers in a panel at the end of the semester and many are subsequently submitted to conferences and journals. □

3. Communicating research to the academic community and the public. The students will learn how to organize a professional conference. This goal is met through an annual, international conference on a theme chosen by the students. They promulgate the call for papers, select the participants anonymously, raise the necessary funds, set up the schedule, advertise and host the conference in a professional manner. □II. Process of Formulating Goals □

The goals described above were formulated and discussed at length at a meeting of the Program's Executive Committee on Sept. 9, 2011. Faculty present were Profs. Ronnie Ancona, Dee Clayman, Jennifer Roberts and Peter Simpson, and the student representatives were Aramis Lopez and Timothy Hanford.

III. Relation to Program-level Goals

The goal for professional development and ethics relate to program-level goal 6, "Demonstrate the ability to formulate an original research project, identify pertinent sources, and construct a proposal for a written paper of substantial length," and goal 7, "Demonstrate the ability to write an original scholarly work, using primary and secondary sources, that makes a significant contribution to the field."

Example 11: Program Learning Goals, MA Program in Classics

Students completing an **MA in Classics** will:

1. Demonstrate a knowledge appropriate for the MA of either Latin or Greek and some knowledge of the other ancient language.

Related requirements: CLAS 70100: Greek Rhetoric and Stylistics; CLAS 70200: Latin Rhetoric and Stylistics; and additional coursework focused on Greek and Latin texts totaling 30 credits. The students also receive a reading list of Greek and Latin texts that they are expected to master. Many of the texts may be covered in course work.

2. Demonstrate a knowledge of a designated body of Greek and Latin texts appropriate for the MA.

Related requirements: one course each in Latin poetry and prose and Greek poetry and prose, plus additional coursework.

3. Demonstrate a reading knowledge of German, French or Italian.

Learning opportunities: Courses offered by the Foreign Language Institute.

4. Demonstrate the ability to write a thesis appropriate for the MA.

Learning opportunities: research papers written in courses.

Assessment in the MA Program

1. The MA translation exam in either Latin or Greek.

This exam assesses whether a student has achieved Program Goal 1. Passages for the exam are chosen by two faculty members and the student's translations are judged by two other faculty members. Students may retake the exam one time without special permission, and a third time with the permission of the Executive Committee.

2. The MA history of literature exam.

This exam assesses a student's progress towards Program Goal 2. When students indicate to the Executive Officer that they intend to take the MA history of literature exam, the EO sends them 12 essay topics composed by the faculty members of the Examination Committee with the MA reading list in mind. For the examination, the faculty readers select four of the topics and the students write on three of these. Students may take this exam a second time without special permission, and a third time with permission of the Executive Committee.

3. Modern Language Translation Exam

Learning goal 3 is assessed by a Program-administered translation examination. One member of the faculty selects a passage in the relevant modern language and reads the translation. The exam may be taken a second time without special permission. And a third time, if necessary, with permission of the Executive Committee.

4. The MA Thesis

Learning goal 4 is assessed by the deposit of an MA Thesis. The thesis is on a chosen topic approved by the student's thesis advisor and read by one other faculty member. In format it conforms to the standards set by the Graduate Center's Dissertation Librarian, but is shorter in length than a dissertation.

Professional Development Goals for the MA Program in Classics

1. Students will be prepared to teach Latin or Greek at the secondary level.

Learning goals 1 and 2 above are directly related to a student's ability to teach ancient languages and classical culture at the secondary school level.

Or

2. Students will be prepared to apply successfully to a PhD Program in Classics or Ancient History.

All the learning goals above are directly related to a student's ability to apply successfully for PhD programs whether here or at another university. Student planning to

go on to a higher degree are also encouraged to participate in the Program's annual student conference and attend our Friday afternoon colloquia.

Ethics goals for the MA Program in Classics

1. Teaching. Students will become effective teachers who manage their classrooms with integrity. This goal is met by short courses in pedagogy offered

2. Communicating research to the academic community and the public.

This goal is met through an annual, international conference on a theme chosen by the students. They promulgate the call for papers, select the participants anonymously, raise the necessary funds, set up the schedule, advertise and host the conference in a professional manner.

The Process of Formulating the Goals

The goals described above were formulated and discussed at a meeting of the Program's Executive Committee on February 23, 2012. Faculty members of the Committee were Profs. Joel Allen, Ronnie Ancona, Dee Clayman, Peter Simpson and Jenny Roberts. Student representatives were Nathan Oglesby and Jared Simard.

Evaluation of the Economics Program's First Exam

Program Learning Goals

The first examination in Economics assesses the students written communication skills and the depth and the extent of their mastery of the core of economic theory in macroeconomics, microeconomics and econometrics.

Description of the First Exam

It consists of two sections in each of the three areas of macroeconomics, microeconomics and econometrics. Students are required to take this examination and succeed in passing it by no later than June of the second full academic year after they entered the program. To complete the First Examination successfully, students must pass written, "closed-book" type examination in at least two areas of macroeconomics and microeconomics and econometrics. The third area can be satisfied with an average grade of B or better in the first year courses for that area.

Throughout the first year, faculty who teach the first-year core courses mentor and guide students towards achieving the teaching objectives of the program. They are helped in this by teaching assistants who conduct labs and provide students ample practice to master the material. At the end of the academic year, the same faculty constitutes the core of the exam committees and set the exam questions in each area in consultation with the committee members.

Each area exam takes place on different days. Macroeconomics and microeconomics are six-hour exams, consisting of three hours in the morning and three hours in the afternoon. Econometrics exam is taken in four hours, and takes place either in the morning or the afternoon.

Assessment

A grade of Pass or Fail is assigned to each question by a committee consisting of at least two graders. The subject matter in each examination is related, but not confined, to material covered in two semesters and is designed to assess students' familiarity with the economic theory and the current knowledge of statistical and econometric methods. After each subcommittee assesses the performance of students, the chair provides the results to the Executive Officer. In case of failure, the Executive Officer meets with the student to provide feedback. The student also has the option to discuss his/her exam and obtain feedback from committee members. The student can retake the failed part in January and at the latest the following June. In case of a repeat failure, the student is asked to leave the program.

Outcomes and Next Steps

The analysis of the data for the last four years (2008-2011) show that the pass rates have been relatively stable and fluctuated between a low of 64% in 2008 to 77% in 2010, with a median

rate of 70%. The largest fluctuation occurred in microeconomics (low of 56% in 2008 to 94% in 2010) and the smallest in macroeconomics (low of 75% in 2010 and a high of 80% in 2008).

Although the trends are broadly consistent with respect to past practice in Economics and with respect to other Economics Departments in comparable Ph.D. granting higher education institutions, the program is proposing to improve the average pass rates through various measures. Currently labs are not compulsory, thus attendance is not regular. The lab part of the lectures can be made compulsory and more structured. This, together with additional home works and practice exams will provide continuous feedback to the students and help them better prepare for the first exams.

**Ph.D. and DMA Programs in Music
Professional Development
Current Status and Recommendations**

1. Professional Development Learning Goals

By the time they graduate, students should

- Have preparation for and experience in classroom teaching. Students should know how to prepare a syllabus and other class materials including exams. Students should know classroom management and how topics in their area can be most effectively taught.
- Be able to apply for and make a conference presentation (Ph.D. and DMA as appropriate). Students should know how to write an effective proposal or abstract and how to present a scholarly paper.
- Be prepared to submit articles for publication (Ph.D. and DMA as appropriate). Students should know the publication process, including how to write an article, how to submit it to an appropriate journal, and how to see it successfully into publication.
- Know how to apply for grants (Ph.D. and DMA). Students should know about funding sources and how to write proposals.
- Be prepared to enter the academic job market (Ph.D. and DMA). They should know how to write a cover letter and CV, how to solicit letters of recommendation, how to compile supplementary application materials (such as teaching philosophy), how to do well in an interview, and how to give an effective job talk and demonstration class.

In addition

Students in Composition should know

- How to submit work for professional performance
- How to promote their work through performance, recording and web resources
- How to work with performers to get the best representation of their work

Students in Performance should know

- How to program and perform chamber music and solo recitals at a professional level
- How to promote their work through recording and web resources
- How to work with composers on new material
- How to elicit collaboration with musical scholars on writing and performance projects

2. To conduct this assessment, we reviewed our current practices and surveyed students via e-mail and received the results of a students-only meeting on their satisfaction and for their suggestions. Our faculty recognizes its responsibility to mentor students into professional careers. Much of the guidance we offer is done individually and informally, and that will always necessarily be the case. However we also have developed two formal programs oriented toward professional development:

1. **Teaching Proseminar.** Every spring semester, we offer a team-taught seminar on college-level teaching. The core of the course is a cluster of from two to four class meetings devoted to special pedagogical issues associated with each of our five areas—musicology, ethnomusicology, composition, theory, and performance—and students are given some degree of choice as to which class meetings they attend. As part of this class, students give brief demonstration lessons. In addition, they are assigned to one of the four-year CUNY campuses to teach a class meeting under observation. The class is required for fellowship recipients, but open to all students.
2. **Professional Development Workshops.** Every fall semester, we offer a series of workshops in core topics in an academic career. The number and topics of the workshops have varied over the years. Here is the roster for Fall 2012:
 - **Jobs I.** (For all doctoral students). Preparing for the job market. Choosing when and where to apply. One-year and tenure-track positions. Cover letter. CV. Letters of recommendation. Sample materials.
 - **Jobs II.** (For all doctoral students). Making the short list. Phone interview. On-campus interview. Job talk. Sample class. Negotiating an offer.
 - **Research Fellowships and Dissertation Proposals.** (Especially for ethnomusicology students, but all are invited). Identifying and applying for fellowships for field research. Format for fellowship applications and dissertation proposals.
 - **Conference presentations I.** (Especially for musicology and theory students, but all are invited). Choosing a topic. Writing a proposal or abstract. Presenting a paper.
 - **Conference presentations II.** (Especially for ethnomusicology students, but all are invited). Choosing a topic. Identifying an appropriate conference. Writing a proposal or abstract. Presenting a paper. (Sugarman).
 - **Journal articles.** (For all doctoral students). Choosing a topic. Writing an article. The publication process.
 - **Dissertations.** (For all doctoral students). Choosing a topic. Choosing an advisor. Choosing a committee. Writing a proposal. Organizing the project and your time. Finishing the darn thing. The defense.

In addition, we routinely schedule **previews of conference papers**. Virtually all conference papers presented by our students are given a run-through first here. On an *ad hoc* basis, we also give **mock interviews** to students on the job market.

3. In general, students express a high level of satisfaction with our professional development offerings. However, both students and faculty have made a number of valuable suggestions for expanding our offerings, mostly by including additional workshops in our fall-semester series. For the most part, these proposed additional workshops would be tailored toward the needs of individual areas—the composers and the performers appear to be the least well served by our current menu of offerings. I should note that for Fall 2013, we are already planning to restructure our workshops so that the **first hour will be a plenary session, open to all, and the second hour will involve breaking into small groups for tailored presentation and discussion by area**. This will be especially valuable for the workshops on jobs and dissertations, where composers and performers in particular face special challenges.

Here are some of the workshops suggested by our students and faculty:

1. For performers, a workshop on **the business and legal aspects of a performing career**.
2. For composers, a workshop on **the business and legal aspects of a composing career**. Issues might include publication, copyright, royalties, recordings, grants, competitions, and commissions.
3. **A CV and cover letter bootcamp**. A panel of faculty could vet the cv's and cover letters of current students. Our current Jobs Workshops cover the cv in a general way, but this proposed bootcamp would give tailored, individual guidance and feedback. This is an activity we have generally done privately, but we might consider formalizing the process.
4. A session with **recent alumni** who can talk about their experiences in both academic and non-academic careers post-Ph.D.
5. A session for first-year students to provide an **overview of graduate study**, especially with regard to work outside the classroom. This would be a forum for faculty to articulate expectations about conference attendance, conference presentations, publications, general activity within the field, and professional networking.
6. A workshop on **music notation and other software** for the preparation of music-analytical and pedagogical examples (classroom materials).
7. As part of or in addition to our jobs workshops, we could stage a **public mock interview** of a candidate. To put it another way, we could make one or more of our current, informal mock interviews open to the public.
8. A workshop on **book publication**, including especially the preparation of a proposal for a publisher. A few years ago, Suzanne Ryan (Oxford University Press) gave a workshop like this, and generously scheduled individual meetings with participants afterward.
9. A workshop on **field recordings** (mostly for ethno students).
10. A workshop on the preparation of **grant proposals**, targeted especially toward the Graduate Center's Dissertation Fellowships.

We might consider formalizing our Professional Development Workshops into a 0-credit or credit-bearing class, with meeting times established well before the beginning of the

semester. In principle, the organizer of that course would receive teaching-load credit, as the organizer of the Teaching Proseminar does.

Beyond these suggestions for additional workshops, we should continue to tweak the organization of our Teaching Proseminar, again in the direction of responding to the specific needs and concerns of the different areas. I think it has been effective to create small modules of three or four classes oriented toward the principal undergraduate teaching areas: history, performance, world music, and theory. Students should have some latitude to choose the class meetings that accord most closely with their interests and likely teaching assignments. In addition, we might consider the following modifications:

1. More assigned readings in the pedagogical literature.
2. More opportunity (requirement) to observe “master teachers” at work in the classroom.

In addition, we should consider keeping better track of our students’ and graduates’ Professional Development Accomplishments such as a database of papers and performances given, positions offered and accepted, grants, awards and commissions received, etc. We could also consider integrating this information into the CUNY Commons site.

4. The next steps will be to discuss these suggestions further and implement them. Discussions will be held on how much of this to incorporate into a new course on Professional Development.

5. Follow-up on last year’s assessment of the First Examination. Based on the recommendations of the Assessment, the different areas of the program developed a new format for the First Examination, or in the case of DMA in Performance, created a First Examination to respond to the concerns and recommendations last year’s report. These proposals were accepted at the last meeting of the Graduate Council and will be implemented beginning in Fall 13.

CUNY Graduate Center – Ph.D. Program in Anthropology

SECOND EXAM ASSESSMENT – November 2013-February 2014

In addition to its role as an assessment tool for general program learning goals, the Second Exam in anthropology also has specific learning goals. The following are the learning goals of the Second Exam:

- A. To ensure that students working outside laboratories have extensive knowledge of the place(s) in which they will conduct their research, as evident in their ability to identify, summarize, and assess the significance of literature dealing with major issues in the anthropology and broader historical, political, and economic context of that geographic area.
- B. To ensure that students are conversant in the literature concerning broad topical areas from which they draw their specific research problem. They must be able to identify key debates concerning the topic(s) and connect it with ancillary literatures, construct an exhaustive bibliography on the topic(s), and successfully position their research problem within that literature so as to advance knowledge in it.
- C. To ensure that students can design a proposal for a program of research, demonstrating mastery of the literature relevant to a specific problem and of appropriate methods for examining it.
- D. To help students develop their ability to orally communicate their specialized knowledge

To assess the second exam, the results of all second exams over the last 4 semesters (Spring 2012-Fall 2013) were compiled and examined. Over this time 41 students took their second exam. Of these 10 passed with distinction, 27 passed, and 4 passed *after* fulfilling conditions (in all cases the condition involved revising the dissertation proposal). No student failed the exam or was asked to retake it. This was considered to be an indication that the exam is largely achieving the intended learning goals.

To further assess the exam we convened faculty who had participated on second examination committees over the last two years to discuss any concerns. Various issues were brought up. The only recurrent issue was from faculty in cultural anthropology who were concerned about a lack of clarity in terms of what constitutes an appropriate geographical area and topic for the exam. In order to redress this, the program instituted a new “Second Exam Approval Form” for cultural anthropology students which must to be submitted for EO approval at least 6 months prior to the date of the second exam. This form specifies the intended specialties of the exam and facilitates discussion between the advisor, the student, and the EO to ensure that the defined areas and specialties match the learning goals of the exam and program. This also ensures that students start planning for the exam enough in advance to allow for adequate preparation.

It became clear in the assessment discussion that we lacked data on the range of exam performances deemed “passable.” In order to have more data for subsequent assessments, we instituted a “Second Exam Report” form, which formalizes the exam results, but also asks the committee to report any concerns or issues about the student’s performance that were not serious enough to require conditions. The report forms will be collected and reviewed as part of the next assessment cycle.

Program in Comparative Literature
External Periodic Review
Five-Year Follow-Up Report
March 10, 2015

- 1) What were the key issues/goals that your program identified in the self-study prepared for its last external periodic review?
 - a. The program needs to find more way to fund non-ECF recipients.
 - b. The program needs to anticipate increasing funds for ECF recipients in the not too distant future
 - c. The program needs to find new ways to speed the time to degree.
 - d. The program needs to open one or two central appointments for a scholar in German and/or Slavic.
 - e. The program needs to explore the feasibility of opening up positions to CUNY faculty in Far Eastern and Near Eastern literatures

- 2) What were the reviewers' primary recommendations for the program?
 - a. Course offerings in Asian literature.
 - b. Continued recruitment from CUNY colleges, especially in non-European literatures
 - c. Comp Lit faculty should teach more comparative courses aimed at students in the Italian specialization, to mitigate the isolation of those students in the program.
 - d. Increase stipends of ECFs.
 - e. Allow greater choice among the three required foreign languages
 - f. Central appointment of two new faculty members. At least one of them should be in Russian Literature.

- 3) What was the program's response to those recommendations?
 - a. Next semester, Professor Ying Zhu (College of Staten Island) will teach a course in Chinese literature and culture.

- b. Since 2010, we have appointed four new faculty members: Paola Ureni (College of Staten Island), Bettina Lerner (City College), Charity Scribner (Laguardia), and Caroline Rupprecht (Queens).
 - c. During the past five years, faculty in Comparative Literature have offered an increasing number of comparative courses directed at students in the Italian specialization. In the last five years, Giancarlo Lombardi taught a course on Cinematic Representations of Global Terrorism, Paul Oppenheimer taught a course on Machiavelli and the Problem of Evil, Hermann Haller taught a course on the evolution of French and Italian, Paolo Fasoli taught a course on Theories of Baroque, and another on Libertinism in Italy, France, and England.
 - d. ECF stipends have significantly increased since 2010. They are now at \$25,000 per year.
- 4) What has the program done to address the issues and to progress towards the goals identified in the self-study? Please list specific steps that have been taken and include evidence of progress when possible.
- a. As of 2015, all entering students in Comparative Literature receive funding.
 - b. ECF stipends have significantly increased since 2010. They are now at \$25,000 per year.
 - c. In December 2015, the Executive Committee approved a new format for the Oral exams, which now includes the discussion of the Dissertation Prospectus. This will reduce the time to degree of one or two semesters. In 2014, the structure of the First exam was also changed: as a result all students are now able to obtain an enroute MA upon completion of the exam.
- 5) What have the program and institution done to address the reviewers' recommendations?
See above

- 6) What are the program's primary goals for the next five years? You will be asked to report on these in the self-study that will be prepared for the next external periodic review.
- a. The program needs to open one or two central appointments for a scholar in German and/or Slavic.
 - b. The program needs to explore the feasibility of opening up positions to CUNY faculty in Far Eastern and Near Eastern literatures
 - c. The program needs to continue to expand its offerings in non-European literatures.

Respectfully submitted,
Giancarlo Lombardi
Acting Executive Officer

**The Graduate Center of the City University of New York
Performance Management Process Goals
2014-15 Academic Year**

A. University Goals

1. Increase opportunities for students to be taught by full-time faculty¹

- a. Percentage of instruction delivered by full-time faculty
- b. Ratio of student FTEs to full-time faculty

2. Increase faculty scholarship and research impact

- a. Number of publications and creative activities (3-year weighted rolling average)
- b. Number of funded research grants
- c. Total dollar amount of research grants (3-year weighted rolling average)

Targets:

- Number of publications and creative activities (3-year weighted rolling average): 1.8
- Number of funded research grants: 73
- Total dollar amount of research grants (3-year weighted rolling average): \$4.1 million

Actions:

- 2. a. The Graduate Center will hire Mr. Kenneth Wissoker, Editorial Director, Duke University Press, as a part-time Visiting Lecturer. He will work with faculty at all stages of developing and completing book projects. He will offer professional development seminars and events, including a weekly authors' luncheon and a workshop for faculty working on their second and subsequent books.
- 2. a./b./c. The Advanced Research Collaborative; the Center for the Humanities; the Center for Place, Culture and Politics; and the Mellon Interdisciplinary Committees on Globalization, Religion, and Science Studies will convene themed seminars and offer course releases to 29 faculty participants, allowing them to focus on research, publications, and grant submissions.

3. Ensure that students make timely progress toward degree completion

- a. Percentage of an entering cohort moving to level 3 by the end of the 8th semester

Targets:

- Percentage of an entering cohort moving to level 3 by the end of the 8th semester: 43%

The target provided above is an estimate based on recent performance on this indicator, rather than a prediction based on the actions to be taken. The explanation for this is simple. The indicator for this goal involves assessing students who will be in their 5th year in 2014-15. The actions that will have had an impact on these students will have occurred in the previous 4 years, not in 2014-15.

¹ University Goal 1 does not apply to the Graduate Center, the School of Professional Studies, the Law School, the School of Journalism, or the Macaulay Honors College

The actions described below will be taken with students admitted in 2014-15 and beyond, and the impact of these actions will be measurable 4 years later.

Actions:

- Complete three-year goal of reducing by 25% the number of doctoral students admitted to 24 of the Graduate Center's Ph.D. programs and provide a 5-year fellowship package to all students who enroll. Provide each program a hard admissions target for Fall 2015, which it may not exceed, along with the same number of fellowships.
- Introduce new admissions software that captures more information about the applicant pool.
- Develop a method to analyze the effect of this enhanced funding model on the applicant pool and the timely progress toward degree completion.
- The GC's learning outcome assessment process requires each program to examine the key milestones of student progress. The programs are required to submit an annual report of a 5-year cycle, reviewing student preparation for milestones and their completion.

4. Increase graduation rates

- a. Median time-to-degree for all doctoral students
- b. Median time-to-degree for underrepresented minority and majority doctoral students

Targets:

- Median time-to degree for all doctoral students: 7.0 years
- Median time-to degree for underrepresented minority: 8.2 years
- Median time-to degree for majority: 7.4 years

Time-to-degree for all doctoral students and differences between majority and minority students in time-to-degree are long-term outcomes likely to be affected by long-term actions, rather than the actions taken in any given year. Therefore, the targets provided above are estimates based on recent performance on this indicator, rather than a prediction based on the actions to be taken.

Over the last 4 years the median time-to-degree for majority students has been fairly stable, while that of minority students has fluctuated—in some years it is equal to, or shorter or longer than the time-to-degree of majority students—for unknown reasons.

Actions:

- Over the last 3 years the Graduate Center has increased the funding for dissertation fellowships and pre-dissertation research. In 2014-15 the Graduate Center will maintain support in these areas and explore new sources of support.
- The doctoral programs will submit an annual report on a 5-year cycle in which they review student preparation for milestones and their completion, including the dissertation. The review includes implementing program-level modifications if problems are identified. The GC's learning outcome assessment process requires this action.
- Differences in graduation rates occur at the program level. Therefore, programs will be provided with data on time to degree for minority and majority students and, if there are significant differences, asked to identify and modify elements that are contributing to those differences.

5. Improve student satisfaction with career support services

- a. Student satisfaction with career advice and services—2014 Doctoral Student Experience Survey
- b. Student satisfaction with career advice and services—2015 Master's Student Experience Survey

Targets:

- Doctoral students career advice satisfaction: 47%
- Doctoral students career services satisfaction: 53%
- Master's students career advice and services satisfaction: (Survey to be conducted in 2014-15)

Actions:

- Doctoral surveys are conducted on even numbered years, master's surveys on odd numbered years. Results will be reviewed with the Office of Career Planning and the individual programs to identify problems and develop appropriate responses.
- A high priority has been placed on the establishment of a Teaching Center and on obtaining the funds to create it. A director and an administrative assistant are expected to be hired in 2014-15.

6. Improve student satisfaction with administrative services

- a. Student satisfaction with administrative services—2014 Doctoral Student Experience Survey
- b. Student satisfaction with administrative services—2015 Master's Student Experience Survey

Targets:

- Doctoral students administrative services satisfaction: 70%
- Master's students administrative services satisfaction: (Survey to be conducted in 2014-15)

Actions:

- Doctoral surveys are conducted on even numbered years, master's surveys on odd numbered years. Results will be reviewed with administrative offices to identify problems and develop appropriate responses.
- Reorganize Financial Aid and Admissions Offices as part of the implementation of the new funding model (see goals 3 and 4 above). Hire new Director of Financial Aid.

7. Increase revenues

- a. Voluntary contributions (3-year weighted rolling average)
- b. Grants and contracts (3-year weighted rolling average)
- c. Alternative revenues (e.g., rentals, licensing, ACE) (3-year weighted rolling average)

Targets:

- Voluntary contributions (not weighted/average): \$5.8 million
- Grants and contracts (not weighted/average): \$10.5 million
- Alternative revenues (e.g., rentals, licensing, ACE): Data is not available

Actions:

- Hire two staff in Institutional Advancement and one in Communications and Marketing;
- Recruit new Graduate Center Foundation Board members;
- Implement new cultivation plans; and
- Complete comprehensive alumni search and database using social media, surveys, and letters from program Executive Officers and faculty mentors.

8. Use financial resources efficiently and prioritize spending on direct student services

- a. Spending on instruction, research, student services as a percentage of tax-levy budget
- b. Percent of budget in reserve (colleges should target 1-3%)

Targets:

- Spending on instruction, research, student services as a percentage of tax-levy budget: 75%
- Percent of budget in reserve (colleges should target 1-3%): 2.8%

It is our understanding that the aggregated data on spending provided includes several entities that are not part of the Graduate Center's budget, including CUNY TV, Macaulay Honors College, and the School of Public Health. Therefore, the data may not be an accurate indicator for the Graduate Center.

Actions: The GC is at the budget reserve cap of 3%.

9. Increase proportion of full-time faculty from underrepresented groups

- a. Percentage of full-time faculty from underrepresented groups (total minority, women, Italian Americans)

Targets:

- Total minority: 13.5%
- Italian American: 1.5%
- Women: 40%

The pool of minority scholars from which the Graduate Center typically hires—those at the professor and distinguished professor levels—is small and therefore it is difficult to significantly improve this metric. The Graduate Center will make an effort to offset this by inviting distinguished visiting faculty from underrepresented groups.

Actions:

- Place ads in minority-oriented publications;
- Require a recruitment plan from each program conducting a search;
- Establish a Diversity Task Force to identify challenges and propose solutions (report will be due at the end of the fall 2014 semester);
- Provide a minority recruitment workshop for programs approved to recruit faculty;
- Support scholarship that focuses on issues of diversity, broadly defined;

- Khalil Gibran Muhammad, Director for the Schomburg Center for Research in Black Culture, will be appointed as a visiting professor in Fall 2014 and V. Kofi Agawu, Professor of Music at Princeton University, will be appointed as a visiting professor in Spring 2015.

B. Sector Goals

1. Increase faculty satisfaction

- a. COACHE² satisfaction measures (specific measures to be determined)

No data available at this time.

2. Increase enrollment in master's programs

- a. Total enrollment in master's programs
- b. Recruitment for new master's programs (new master's student enrollment)
- c. One-year retention rate in master's programs

Targets:

- Total enrollment in master's programs: 342
- New master's student enrollment: 140
- One-year retention rate in master's programs: 78

Actions:

- Advertisements
 - On-air ads (WNYC/Public Radio)
 - Digital leaderboard online advertising
- Recruiter hired in 2013-14 will continue to engage in various recruitment activities:
 - Open houses
 - Visits to area colleges
 - Social media
 - Twitter—to promote departments, GC lectures/seminars, etc.
 - A Facebook page for the Liberal Studies program
 - Will expand to Reddit in the Fall 2014, including Ask Me Anything interview
 - Tumblr, which he anticipates ramping up in the near-future
- Will continue to use the GRE Search Service to identify and market to prospective students
- Use Google Adwords to target prospective students who are searching for GC-related programs

C. College Focus Area Goals

- i. Colleges will consult broadly with campus constituencies, including elected faculty representatives, to identify important priority areas for the college not already addressed by the university or sector goals
- ii. Colleges will articulate three to five goals, each of which should have a stated outcome by year's end for which evidence of progress can be demonstrated (qualitatively or quantitatively)

² COACHE is the Collaborative on Academic Careers in Higher Education (<http://isites.harvard.edu/icb/icb.do?keyword=coache>), a research unit at the Harvard Graduate School of Education that focuses on improving recruitment, retention, and work/life quality of faculty at four-year institutions. CUNY is exploring the possibility of developing a community college faculty survey with COACHE.

1. Establish the Futures Initiative

Goal: The Futures Initiative will enhance the Graduate Center's and CUNY's role in promoting the public good through advocacy of invigorated public support for higher education as an investment opportunity for society and New York City in particular. The ultimate goal of the Futures Initiative is to make the Graduate Center and CUNY national leaders in higher education transformation.

Action: The Graduate Center will complete hiring, training, and creation of administrative infrastructure for Futures Initiative.

2. Roll out 2-year pilot parental accommodation and service reduction plan

Goal: To bring the Graduate Center in line with other doctoral institutions regarding parental accommodation including a service reduction that allows students to maintain their fellowship while on leave.

Actions:

- Establish baseline figures and cost for usage.
- Develop a profile of users.
- Determine whether usage is consistent with predictions.

3. Complete alumni tracking project

Goal: To bring the Graduate Center in line with other graduate institutions regarding the tracking of alumni. The data will enhance the Graduate Center in two ways: 1) improve our knowledge of graduate career placement and 2) assist the development office with alumni fundraising.

Action: Acquire up-to-date employment information for over 80% of 2003-04 through 2013-14 doctoral graduates of current GC doctoral programs.

4. "Internal leaves" at the Graduate Center for faculty from other CUNY colleges

Goal: To enhance the Graduate Center's role in promoting an integrated university. It will do so by granting course releases to college-based faculty to participate in themed annual seminars at the Graduate Center and focus on their own research.

Action: The Advanced Research Collaborative; the Center for the Humanities; the Center for Place, Culture and Politics; and the Mellon Interdisciplinary Committees on Globalization, Religion, and Science Studies will convene themed seminars and offer course releases to 29 faculty participants, allowing them to focus on research, publications, and grant submissions.

	UNACCEPTABLE	ADEQUATE	PROFICIENT	EXEMPLARY
	point value(s) here	point value(s) here	point value(s) here	point value(s) here
CRITERIA				
Developed an individualized plan of study, founded in self-reflection, which informs specific learning outcomes within and among disciplines and identifies the pertinent coursework and experiences available across the CUNY system in achieving the desired academic goal(s).	Describes own performance with general descriptors of success and failure. Academic plan does not fully align with learning outcomes and/or does not take advantage of pertinent CUNY resources.	Articulates strengths and challenges in own learning and preparation. Academic plan aligns with learning outcomes and reflects awareness of available CUNY resources.	Evaluates changes in own learning over time, recognizing complex contextual factors. Academic plan fully aligns with learning outcomes and utilizes CUNY resources.	Envisions a future self, and develops an academic plan that builds on past experiences and supplements areas of academic need. The academic plan shows consideration of resources available within CUNY and a clear rationale for the course selections.
Monitored the academic progress of his/her own plan of study, in consultation with a faculty mentor, making modifications and adjustments as needed.	No evidence that plan was re-evaluated at any point in the student's program.	Plan was reevaluated at least once as evidenced through a revised listing of courses.	Plan was reevaluated at least once as evidenced through a written explanation and a revised listing of courses.	Plan was re-evaluated periodically as evidenced through written explanations and/or course selections that were modified or reaffirmed as needed.

Demonstrated the ability to synthesize and apply content from the chosen area(s) of concentration to make/draw conclusions using tools of analysis appropriate to their area(s) of concentration	Minimal ability to present examples, facts or theories from more than one field of study or perspective.	When prompted, connects examples, facts or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from the disciplines within the area(s) of concentration.
Produced a final product that demonstrates integrated knowledge of the selected area(s) of concentration within the chosen degree program and exhibits the breadth and depth of the plan of study.	Fulfills the assignment in an appropriate form. Product does not adequately reflect the breadth and depth of the program of study.	Fulfills the assignment by choosing a format, language or other visual representation that connects in a basic way but does not fully reflect the breadth and/or depth of the plan of study.	Fulfills the assignment by choosing a format, language, or other visual representation to explicitly connect perspectives within the area(s) of study.	Independently adapts and applies skills, abilities, theories or methodologies gained in one situation to new situations to solve difficult problems and/or to explore complex issues in original ways.

Adapted for CUNY-UIS (May, 2015) from: AACU Integrative Learning VALUE Rubric

CUNY Baccalaureate Program Review

Isabelle Frank, The New School

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May 2007

Introduction:

The CUNY Baccalaureate Program is a thirty-five year old model of innovative student-centered adult education. The program, with its more than 6000 alumni and approximately 700 current students, has found and responded to a distinctive niche: the engaged, self-motivated, academically competent adult learner with significant college credit, who is seeking to complete his/her undergraduate degree. Taking advantage of the terrific array of academic offerings across CUNY, the program has created an operating structure that allows a student to create a personally/professionally relevant and academically sound curriculum.

The opportunities afforded by the program have been incredibly valuable to students and enriching for those faculty mentors who have chosen to participate. And, too, a small, interested, and committed staff makes significant efforts to respond to the academic needs of its student body. In the context of the large and complex system of CUNY, the CUNY Baccalaureate Program has created an academic space for resourceful adult learners to earn their CUNY degrees.

On May 3rd and 4th, 2007, we met with program staff (including its Academic Director), students, alums, faculty mentors, and campus coordinators in order to learn more about the program. We also met with (Acting) Provost Linda N. Edwards and with David Adams, Director of Institutional Research and Program Evaluation. (We were not able to meet with Dr. Stephen Brier, Vice President for Information Technology and External Programs.) This two-day site visit gave us an opportunity to engage in conversations, to ask questions, and to review written documents (in preparation for the meeting, we had been given a 7-page document, "CUNY Baccalaureate Program: Issues"). What follows below is a report of our visit, which we hope describes an important and active program with a significant mission. It is also the goal of this narrative to point to some areas of concern and other areas that need clarification and, we believe, change.

I. The Mission:

The CUNY BA program has a distinctive mission within the CUNY system. Its literature sets forth 3 goals: to encourage students to avail themselves of unusual opportunities and academic resources at the 17 undergraduate colleges; to allow self-directed and motivated students to design an undergraduate area of concentration; and to foster intellectual exploration and responsible educational innovation. It is the only program within the large CUNY system to encourage students to draw from across the entire university system in fashioning a self-designed area of concentration. In so doing, it attracts

motivated and mature students who take advantage of an important opportunity to complete their undergraduate degrees.

The tri-partite nature of this mission needs to be seen not only within the context of the program itself, but also within a changing City University of New York. As we understand it, there is a significant interest in increasing movement across campuses, which has already begun with the “E-permit” (despite technical obstacles to be mentioned below). Thus, in theory, other CUNY students can already take classes at other campuses. What therefore remains distinctive about the CUNY BA program is the freedom it provides students to exploit resources across the university in designing their own areas of concentration. They are freed from undergraduate core requirements at their home colleges, as well as from the requirements of a given major. This in turn allows for important intellectual innovation and exploration. Indeed, the CUNY BA program could be recognized as at the forefront of a larger university-wide initiative to “unlock” the curriculum across campuses and to permit students to fashion individually relevant and academically rich “concentrations.”

Most traditional-age undergraduate students are well served by traditional majors and may have little interest in creating an original area of concentration guided by a faculty mentor. It is usually the returning adult students (currently, the program has a mean age of 32) who have the desire, motivation, and, importantly, the ability to work independently with a faculty advisor to achieve specific academic, personal, and/or professional goals. It is the combination of these two qualities--a returning adult student who is already academically competent and motivated--that characterizes most CUNY Baccalaureate students. If the program is going to thrive, its distinctive mission needs to be emphasized and its effective responsiveness to the needs of these students needs to be more widely known.

II. The Name of the Program:

It was clear to us that students, faculty, administrators, and advisors associated with the so-called “CUNY BA” believe that its name is confusing and even inappropriate. Indeed, because all CUNY undergraduates receive a bachelor’s degree through their senior colleges, a “BA program” could refer to any one of them; and, too, some CUNY Baccalaureate graduates can earn the B.S. degree! That is, the current name is confusingly generic and therefore remains unknown to employers, graduate schools, as well as to most other members of the CUNY system. In addition, the CUNY Baccalaureate Program is, itself, a degree-granting division of CUNY, with its own policies, procedures, and academic requirements, and thus is not a “program.”

Given this context, a new name is desirable. Ideally, it would be one that reflects its distinctive qualities, that recognizes the higher GPA needed for admission, and, most important, that acknowledges the greater motivation and academic ability needed to take advantage of resources across CUNY. One possibility is to recognize it as a kind of “honors college for adults,” comparable to the one recently created for high school

graduates. Interestingly, the CUNY BA students with whom we met already see the program as functioning in this way. By officially endorsing this special identity, the university could promote and benefit from the program's obvious successes.

Naturally, a new name raises questions outside of the purview of this report, namely what is the role of a "college" or "school" as opposed to a "program" within CUNY? What is the academic viability of a "college" with no faculty directly attached to it (as is currently the case with CUNY BA and, we understand, with the CUNY Honors College)? And, most important, where should such a college "live"? Like the CUNY Baccalaureate Program, the Honors College is also housed in the Graduate School and University Center; however the difference, as we understand it, is that the Honors College lies outside the Graduate Center's reporting structure and that it benefits from substantial external, funding resources (the funding of the CUNY BA is addressed below). Thus the CUNY BA is the only undergraduate program directly tied to the Graduate Center's administrative structure, and continues to be supported through CUNY "Central" as part of the mandate of the Graduate School.

Another possibility would be to link The CUNY Baccalaureate Program to the new School of Professional Studies, begun as a non-degree granting institution but now offering an on-line B.A. degree in Communications and Culture (and in the process of getting approval to add a second degree in Business). Together, they could offer a complement of degrees to motivated, returning students, one focusing on traditional majors, the other on the honor's option of an integrated and individualized curriculum. Whatever choices are made, it is essential that the "program" is supported by CUNY and given the identity, the distinctiveness, the flexibility, and the resources it needs to thrive.

III. Structure & Systems (internal and external)

Internal Administration

Currently there is a small, dedicated group of 6 full-time administrators (Director, Deputy, admissions, 2 registrars, 1 advisor), one full-time staff, and 5 part-time ones (alumni/ae and scholarships, recruitment, registrar, 2 advisors) to respond to about 700 students. As so far as we could determine, the students are well served and are given individual attention that is probably difficult for them to obtain in their respective CUNY senior colleges.

Part of the strength and challenge facing this program is its simultaneous dependence on and independence of the surrounding CUNY system. Thus, for example, the Director is not himself fully integrated into the life of the university in that he does not teach nor hold academic rank. As a full-time administrator, however, he is the academic leader of this degree-granting program. Although we cannot speak to the particular options available in CUNY that could establish such academic legitimacy, it would be preferable to have the director's status established on a footing comparable to other degree-granting "institutions" within the university. To an important extent, the academic credibility of the program depends on it.

During our visit, we gained only a small sense of the work and responsibility of the “University Committee on the CUNY Baccalaureate Program.” It would be valuable to revisit the role of this committee and its effectiveness in creating better communication between the CUNY BA and CUNY and in overseeing the quality of the academic program itself. This committee should also help the program create short and longer-term program plans, which should include marketing strategies, enrollment targets, and CUNY BA-specific student activities. Finally, the program administration and the University Committee need to imagine what the program should look like in 5 and even 10 years time.

Advisors

There are three “advisors,” only one of whom is currently full-time. They are certainly faced with a demanding task if they are to successfully respond to the individual academic needs of each student. For some students, it seems, these advisors are their practical problem-solvers and their single link to the program. However, in many ways, these advisors perform more of a registrarial role, tracking specific classes the students take and reporting them to the program-registrar’s office, recording how each student fulfills the program-specific distribution requirements, and accounting for transfer credits. And, too, because it is only the concentration that is planned with a faculty mentor, it is the program advisor who signs off on the student’s other courses and thus, in effect, on the final curriculum as a whole. The role and scope of this position within the program team, especially in regard to responsibilities for academic quality and oversight, needs new consideration.

Recruitment & Marketing

As an independent entity, the CUNY BA program does its own recruitment, marketing, and admissions. For such a relatively small program with its current resources, the difficulty of launching and staffing these systems can be daunting. Thus, for example, there is little or no money for marketing, and, from our many conversations, we gathered that most applicants hear of the program by word-of-mouth, or by chance while searching on the CUNY website. This is too haphazard. A more systematic recruitment plan, which should include detailed recruitment strategies, could make a difference. This might include regular e-mail blasts, and investment in key word searches on Google or on some of the main search engines. Of course, the best advertisement are the students themselves (current students as well as alums), who could publicize the program within their home institutions and departments, holding open-houses there with the on-going support of faculty/administrative campus coordinators. These kinds of activities are dependent on new and imaginative planning, as well as on regular funding support.

If our suggestions for a new name and efforts to clarify and solidify the identity of the program are followed, some of the confusion surrounding the program’s recruiting and marketing could be responded to, even if not totally alleviated. But more has to be done. Within the university a clear definition of the CUNY BA’s role and relation to existing colleges could help counter a negative reputation it seems to have gained. Rather than viewing it as an enhancement to the CUNY system, departments or programs in other

colleges seem, at least to some extent, to view the CUNY BA program as “poaching” on their territory. That is, although each student must have a home within one of the undergraduate senior colleges and their tuition and FTE stays with that school, at least some of the individual departments and faculty do not see these benefits. Such misunderstandings also arise in relationship to the “right” of CUNY BA students to use resources across the university. (Some suggestions for addressing these are mentioned below, such as providing incentives to departments and faculty members who work with these students.) No doubt, for a cross-institutional program like the CUNY BA to prosper, clarity of policy and departmental/faculty incentives need to be in place and effectively communicated.

Alumni

Alumni are some of the best spokespeople for this program, and when we met with five of them, their enthusiasm for what they described as the wonderful opportunities (academic and practical) offered to them in this program was infectious. The use of alumni for networking, marketing and fundraising has to be a crucial ingredient in the future of the program. Indeed, it should be possible to involve alumni in many facets of the CUNY BA, including recruitment efforts and mentoring current students in similar areas of interest. But this means that the program has to be in regular contact with alumni and offer them something in return. The fact that currently a part-time person (however capable) is responsible for scholarships, alumni relations, and special events—all areas significant to the sustenance of the program—is just not enough.

Registrar

The registrar’s position in this program is the oddest of all, for the office does not officially register any students. Because the internal CUNY system has different data managements program, in effect, as we understood it, the registrars recopy entering student’s information into Banner (used at the Graduate Center), and until recently used to re-enter all classes for which the 700 students registered each semester. Similarly, the registrars keep track of the CUNY BA-specific requirements fulfilled by the students, which the advisors first track by hand on sheets that circulate back and forth. While we recognize the technical reasons for these tasks (and applaud the recent progress made in integrating SIMS and Banner for the uploading of students’ semester registrations), present practices involve a significant duplication of effort. The program could work even more efficiently if shared files for all relevant student data were accessible to everyone in the program (including students) and, too, were more easily updated. Planning for and using more efficient information systems will significantly improve the program’s internal administration.

External Structures

The external structures of the CUNY BA program seem, by comparison, more fragile. The students take courses in both their home institution and in other colleges throughout CUNY. However, the only way such access is possible is through the “E-permits,” about which we heard a great deal. The problems with the system are many. Obviously all students in the CUNY system are dependent on “E-permits” to take classes outside of their academic home; however, the difficulty of the system most directly affects CUNY

BA, since these students depend on it in order to carry out the individualized concentrations that they have created. So, for example, the simple fact that different institutions have different dates at which students are allowed to register for their courses makes it logistically difficult to register for an across-the-university curriculum. The workings of E-permits also accentuate the problem of which students get preference for certain courses (departmental majors for instance), which again puts the CUNY BA students at a relative disadvantage. As a result, many CUNY BA students abandon taking classes outside of their home institution while knowing better courses are offered elsewhere. These kinds of problems exist outside the control of the CUNY BA program, and we became attentive to the fact that this coordination-of-systems-issue is being tackled. But the very core of the CUNY BA completely depends on students being able to make flexible moves among different institutions, and thus ways to ensure that such access occurs as a matter of course is essential.

Although shepherded within the program, students seem to have considerably different experiences once they must navigate the CUNY system as a whole. From what we could gather (we met with 13 students), their experiences vary enormously, often depending upon the helpfulness of individuals they encounter. (Interestingly, part of the obvious competence of these students seems to reside in their ability to maneuver their way through the system and find allies, when they can, to support their academic causes.) Each campus does have a coordinator, supposedly to help the CUNY BA students; however, these coordinators are already handling many jobs and this is often one additional and rather tiny duty. They are thus often not in a position to have the time for an individual student's difficulties in registering or in accessing certain courses. No doubt, individual registrars could close or open doors to these students, depending upon their differing understanding of and attitudes towards the program and their sympathy for the individual students. Similarly, access to departments and required courses remains a major challenge for these students, who are, by definition, outside of the major.

These realities are just too idiosyncratic. A larger initiative to raise the identity of the program and show the individual CUNY campuses how they can benefit from the successes of these students might help respond to at least some of these frequent obstacles. (We realize that the campuses can already count the students and retain their tuition but this knowledge has little impact at the departmental and registrarial levels.)

Funding

The annual budget of the CUNY BA program (approximately \$500,00 in 2006-2007) comes from a combination of CUNY and the general budget of the Graduate School and University Center. Because more than 90% of these monies have been used for salaries, after accounting for supplies and equipment, the program has had insufficient funds to deal with program essentials—particularly funds earmarked for recruitment, outreach, and general publicity. A significant increase of \$150,000 in CUNY's permanent allocation to the Graduate Center for the CUNY BA in the 2007-2008 budget will certainly help to strengthen the administrative infrastructure of the program, attend to its academic needs, and respond to admissions and overall marketing and advertising.

Still, the vitality of the program depends on a dependable budget, especially on clarification of financial support from CUNY and from the Graduate Center—that is, on the sorting out of budgetary responsibilities of these two funding sources and on their overall and on-going support for the mission of this program. Such clarification seems especially crucial given that significant financial contribution for the program (i.e. space, administrative support service, and IT) comes from the Graduate Center, which receives no visible compensation for its overall support.

In important ways, these funding issues reflect the more general ones of the program's autonomy from and dependence on the workings of the CUNY system. Whether it is the annual budget, access to fees, the sharing of tuition, or the paying of honoraria for academic services, a more thorough and sustainable financial model needs to be considered that will ensure the viability of the program.

Scholarships and Fellowships

Student financial support in the form of fellowships and scholarships has been significant to the program. On an annual basis, approximately 50 students receive CUNY BA-specific financial support. Especially impressive has been the academic fellowship program established by the Thomas W. Smith Foundation, which by the fall of 2007 will have funded 500 CUNY BA students based on donations from Tom Smith of \$3,000,000. This extraordinary generosity has certainly made a significant difference in students' lives and should also serve as a wonderful example to others as the program takes on future private funding efforts, which it should. No doubt, more effective communication with alumni (noted above) could become one important source of such new funding.

IV. Academic Quality

The Role of the Faculty

As described above, the CUNY Baccalaureate Program is based on a clear and flexible administrative structure that allows students to develop individualized programs using the academic resources of CUNY. That is, the program itself has no designated faculty, though it depends entirely on the voluntary services of faculty across the CUNY system.

Thus, our meeting with seven faculty members, who have served as mentors (one person had worked with three CUNY Baccalaureate students; another, over many years, with about 80) offered clear evidence of the incredible loyalty and abiding enthusiasm of at least some of the faculty who have worked with students in the program. Impressively, about 400 faculty mentors are guiding the approximately 700 students who are enrolled at any one time.

This same interest in and support for the program was reflected in the responses of the four "campus coordinators" with whom we met. Although this group was less than a quarter of those in this role, each talked about the importance of serving an unusually resourceful, committed, and diverse group of students who have been given the opportunity to participate in the shaping of their own undergraduate educations.

Yet, especially because communication between the student and his/her mentor and communication between the program and the faculty mentors is central to the academic quality of the program, the mentor role needs to be further clarified and supported.

At least some students, for example, find it difficult to locate an appropriate mentor. Some academic departments (as noted above) are less than enthusiastic about providing academic guidance to any CUNY Baccalaureate students; some faculty members are not encouraged (or are even dissuaded) from serving as mentors; and direct communication between the program and the faculty who do choose to participate as mentors does not seem to be as systematic as it should be.

The key is that the academic legitimacy of the program depends on the time, the care, and the interest of a rather disconnected assemblage of volunteers who receive no formal CUNY recognition for their work with these students. If the program is to have the support of the entire CUNY system (something that we have described above as necessary for its continuing success), decisions have to be made about the following: how departments can get “credit” for including CUNY Baccalaureate students in their rosters; how faculty can get recognition for their work with these students; how faculty can become even more regularly involved in the academic work of this program (for example, in the review of entire curricula, a student’s chosen concentration, and in the assessment of prior learning); and, importantly, how communication between the program and faculty participants (particularly about the goals and academic criteria of the program) can be enhanced. For them to have any long-term weight, decisions about these critical areas of academic participation will need to be made at the CUNY system level.

Concentrations

As mentioned earlier, the creation of an individualized concentration is one of the hallmarks of the CUNY BA. As distinct from the mostly pre-designed disciplinary major, the concentration is characterized by its student-centeredness, its individual design, and, at times, its interdisciplinary orientation. In effect, by drawing on a wide array of resources, the concentration gives students an important opportunity (as described in the program’s brochure, “Partners in Learning”) “to create their own unique specialization.”

The academic quality of the concentration largely depends on the student’s research, insight and previous studies, and on the guidance of the individual mentor who, it seems, rarely sees a student’s entire curriculum. Currently, the program’s academic director also reviews and signs-off on all concentrations. Whether this method of academic quality control is sufficient to ensure strong and rich concentrations (and entire degrees) is not obvious, particularly because the nature of the mentor-student connection varies widely, and because the terrific diversity of the concentrations (one of the true marks of the program) makes it impossible for any single person to make a judgment about each concentration’s academic credibility. This is an area that needs further discussion and new ideas.

Two other issues about the concentration warrant further analysis and conversation. First, while many CUNY BA concentrations are indeed interdisciplinary, many others are

comparable to “double majors.” (We have no precise numbers on this distinction.) If the program seeks to celebrate the interdisciplinary, students should be encouraged to think about their concentration as truly that, not as two “majors,” each of which is largely disciplinary in structure.

Second, students largely create their concentrations around pre-existing CUNY courses. Within their concentrations, students can create two “independent study” courses (one of which can be a practicum), and in so doing can craft an academic inquiry that might not otherwise be possible. Because at this time the program does not call for a culminating project or even a written statement in which the student is asked to describe his/her concentration design (both of which could be considered), the independent study option might be used as a way for a student to show the “unique[ness]” of his/her “specialization.”

Credit for Prior Learning:

We noted earlier that the mean age of a CUNY Baccalaureate Program student (2004-2005) is 31.8. The number of credits transferred to the program (2004-2005) is 73. (Both of these numbers have remained relatively constant since 2000-2001.) This suggests that students are entering the program after about 5 semesters of undergraduate study. The program also allows students a maximum of 30 credits of “non-classroom credit,” which includes credit by examination and credit based on evaluation (by, for example, NPOSI and the NYPD), and credit for experiential learning (a maximum of fifteen credits by portfolio).

We have no official data regarding the number of students who apply for and receive credit for their experiential learning, though it seems to represent a relatively small number of those who complete their degrees in the program. (Indeed, on average, in 2004-2005, students completed almost 53 credits in the program.) Still, if the program is going to respond to the academic needs of the adult student and to honor learning gained outside of the formal classroom, credit for prior college-level experiential learning will remain important both to the program’s image and to its success.

At present, after attending a mandatory seminar with the program’s director and receiving a short written description of the process, students develop an outline and then a portfolio (including appropriate documentation) of the areas for which they seek credit. A decision regarding the granting of credit (number of credits; areas in which credit is given) is left to the judgment of the director. As we began to discuss during our visit, this important academic process needs further attention. The learning to be evaluated should be assessed by an academic expert in that field of study, and should include not only an examination of a student’s portfolio but some direct interaction with the student regarding his/her knowledge/skills. And too, some fee structure (beyond the \$50 students are now paying) controlled by and available to the program needs to be put in place so that a small honorarium can compensate those who are called on to evaluate and for the administration of this system of academic quality control.

SUMMARY

The CUNY BA program plays an ambitious and vibrant role within the CUNY undergraduate system. It faces clear challenges, many of which reflect its dual identity as an independent and yet dependent structure within CUNY. We found that this theme of dependence and independence emerges in many of the problematic issues listed below. Thus, for the program to truly come into its own and achieve its full potential, the chancellor and the program should consider the kinds of structural changes that are needed to establish its identity either as an independent, degree-granting college or as program imbedded in a larger entity that can provide the academic and administrative resources it needs and deserves.

Recommendations

Name and Status of Program

- Clarify the identity of the CUNY BA program. Such a name change would reflect--in a most public way--a new level of commitment on the part of the Chancellor's office to this important path for degree completion for adults within CUNY;
- Develop and carry out a new marketing plan that will give the program greater visibility within CUNY and, more broadly, across New York City;
- Recognize and effectively communicate within CUNY that the program can benefit all the CUNY undergraduate colleges rather than compete with them;
- Acknowledge the director of the CUNY BA program as academic leader with faculty status within the CUNY system (however CUNY signals faculty status).

Mentor/ Advisor Relations

- Publicize and honor the important role of the faculty mentor in the CUNY BA program;
- Consider a more formal linking of faculty to the program;
- Clarify the role of the mentor in the program in policies and procedures (that should, for example, include advising a student's entire curriculum);
- Enable mentors to "count" their CUNY BA advisees as part of their work load, thus also enabling home colleges (and departments) to recognize these students as "their" students;
- Strengthen the links between the program and the mentor (with the CUNY BA "advisors" working more closely with mentors);
- Re-examine the role of "advisors" within the CUNY BA program re: their administrative and/or academic responsibilities.

Concentrations

- Consider new ways to ensure the academic quality of concentrations;
- Emphasize the commitment of the program to an interdisciplinary orientation and to the creation of distinctive and individualized "majors;"

- Create regular academic opportunities (a course/seminar) offered by the program dealing with a theme/problem/issue relevant to an interdisciplinary concentration;
- Consider using the independent study option or a capstone project as a way to identify and synthesize the concentration;
- Encourage choosing best courses throughout CUNY despite the current difficulties of the system;
- Allow program students the same access to college courses in their “concentrations” as departmental majors have.

Program Structure

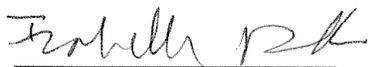
- Work with the university to resolve needless registrarial redundancies;
- Review current administrative practices and develop a plan for more efficient tracking of students from admissions to graduation;
- Ensure academic quality control by involving appropriate academics in what are academic decisions (for example, in the decision about awarding credit for prior experiential learning and in the review of a student’s entire curriculum).

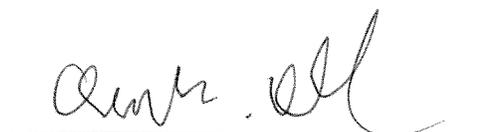
Use of Alumni/ Students

- Develop and carry out a plan for more systematic communication between alumni and the program;
- Use interested alumni for informal advising, for example, pairing them up with current students according to concentration interests or by shared home colleges;
- Use interested alumni in the recruitment of students from within and external to CUNY;
- Involve current students in information sessions at their home campuses;
- Enhance opportunities for current CUNY BA students to communicate with each other, to share experiences, and (for example, through scholarly seminars/colloquia mentioned above) to learn more about the core values and academic expectations of the CUNY BA program.

Funding

- Fund the CUNY BA program at a level that can support its administrative and academic needs;
- Ensure that future funding is directly linked to student enrollment targets;
- Explore new models of funding that will allow the program to benefit from student tuition;
- Clarify the relationship between funding of the program from the Chancellor’s office and in-kind support from (and reimbursement to) the Graduate Center;
- Allow fees that students pay for program-specific tasks (for example the portfolio of experiential learning) are sufficient and that they go directly to the program.


 Isabelle Frank


 Alan Mandell
 29 May 07.



CUNY Graduate School of Journalism

2013-14 Accreditation Self-Study

Accrediting Council on Education in Journalism
and Mass Communications



The City University of New York
**CUNY GRADUATE SCHOOL
OF JOURNALISM**



2013-14 Accreditation Self-Study



Accrediting Council on Education in Journalism
and Mass Communications

Self-Study Report

for Accreditation in Journalism and Mass Communications
Graduate site visit during 2013 - 2014

Submitted to the
Accrediting Council on Education in Journalism and Mass Communications

Name of Institution
City University of New York

Name of Journalism/Mass Communications Unit
CUNY Graduate School of Journalism

Address
219 W. 40th St., New York, NY 10018

Date of Scheduled Accrediting Visit
Nov. 17-20, 2013

We hereby submit the following report as required by the Accrediting Council on Education in Journalism and Mass Communications for the purpose of an accreditation review.

Journalism/mass communications administrator:

Name
Stephen B. Shepard

Title
Founding Dean

Signature

Administrator to whom journalism/mass communications administrator reports:

Name
William P. Kelly

Title
CUNY Interim Chancellor

Signature

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For Accreditation in Journalism and Mass Communications
CUNY Graduate School of Journalism – 2013-2014

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PART I: General Information



PART I: General Information

This general information section will be included in its entirety in the site team’s report, and it must present the most current information available. Before the site visit, the unit should review its responses to the questions below (especially 13 – 20) and update them as necessary. The unit then should print a copy of this updated section for each team member when they arrive on campus. A digital copy in Word document format of the updated responses also must be provided via flash drive or email to the team chair to be sent in the digital team report to the ACEJMC office.

In addition, if any significant changes not covered in this section have occurred since the original self-study report was submitted, the unit should describe and document those changes and present this new material to the team when members arrive.

Name of Institution: **City University of New York**

Name of Unit: **CUNY Graduate School of Journalism**

Year of Visit: **2013**

1. Check regional association by which the institution now is accredited.

- Middle States Association of Colleges and Schools
- New England Association of Schools and Colleges
- North Central Association of Colleges and Schools
- Northwest Association of Schools and Colleges
- Southern Association of Colleges and Schools
- Western Association of Schools and Colleges

2. Indicate the institution’s type of control; check more than one if necessary.

- Private
- Public
- Other (specify)

3. Provide assurance that the institution has legal authorization to provide education beyond the secondary level in your state. It is not necessary to include entire authorizing documents. Public institutions may cite legislative acts; private institutions may cite charters or other authorizing documents.

Section 6201(2) of the New York State Education Law provides that CUNY will be maintained as an independent system of higher education governed by its own Board of Trustees responsible for the governance, maintenance, and development of both senior and community college units of the City University. Under 6202 of the New York State Education Law, the term “senior college” includes a professional or graduate institution.

■ PART I: General Information

4. Has the journalism/mass communications unit been evaluated previously by the Accrediting Council on Education in Journalism and Mass Communications?

Yes
 No

5. When was the unit or sequences within the unit first accredited by ACEJMC?

N/A

6. Attach a copy of the unit's mission statement and the separate mission statement for the graduate program. Statements should give date of adoption and/or last revision.

Mission Statement – CUNY Graduate School of Journalism

Adopted by the school faculty on May 29, 2013

The CUNY Graduate School of Journalism prepares students from a broad range of economic, racial and ethnic backgrounds to produce high-quality journalism at a time of rapid change. We are rooted in the core skills and ethics of journalism: strong reporting and writing, critical thinking, fairness and accuracy. We teach new technologies and storytelling tools across media platforms to engage audiences and promote a broader democratic dialogue. We serve our local and global news communities by sharing our reporting, research and facilities. We serve our profession by graduating skilled journalists, diversifying voices in the media, and encouraging innovation and entrepreneurship to help build a sustainable future for journalism.

7. What are the type and length of terms?

Semesters of 15 weeks

8. Check the programs offered in journalism/mass communications:

Four-year program leading to Bachelor's degree
 Graduate work leading to Master's degree
 Graduate work leading to Ph.D. degree

9. Give the number of credit hours required for graduation. Specify semester-hour or quarter-hour credit.

45 semester hours

10. Give the number of credit hours students may earn for internship experience. Specify semester-hour or quarter-hour credit.

Three semester hours for summer internship; one semester hour for part-time internship during the spring or final fall semester

11. List each professional-journalism or mass-communications sequence or specialty offered and give the name of the person in charge.

Name of Sequence or Specialty	Person in Charge
Arts & Culture Reporting	Margot Mifflin and Janice Simpson
Business & Economics Reporting	Greg David
Entrepreneurial Journalism	Jeremy Caplan
Health & Science Reporting	Emily Laber-Warren
International Reporting	Lonnie Isabel
Urban Reporting	Sarah Bartlett

12. Number of full-time students enrolled in the institution:

196 as of Fall 2013

13. Number of undergraduate majors in the unit, by sequence and total (if the unit has pre-major students, list them as a single total):

N/A

14. Number of graduate students enrolled:

196 as of Fall 2013

15. Number of students in each section of all skills courses (newswriting, reporting, editing, photography, advertising copy, broadcast news, etc.). List enrollment by section for the term during which the visit will occur and the preceding term. Attach separate pages if necessary.

Fall 2013

No. of Students	Course Name
14	Jour 71000 Craft of Journalism
14	Jour 71000 Craft of Journalism
14	Jour 71000 Craft of Journalism
14	Jour 71000 Craft of Journalism
15	Jour 71000 Craft of Journalism
13	Jour 71000 Craft of Journalism
11	Jour 71000 Craft of Journalism
15	Jour 71001 Legal/Ethical Issues
18	Jour 71001 Legal/Ethical Issues
17	Jour 71001 Legal/Ethical Issues
15	Jour 71001 Legal/Ethical Issues
14	Jour 71001 Legal/Ethical Issues
16	Jour 71001 Legal/Ethical Issues
15	Jour 71002 Multimedia Storytelling: Radio/TV
12	Jour 71002 Multimedia Storytelling: Radio/TV
12	Jour 71002 Multimedia Storytelling: Radio/TV
16	Jour 71002 Multimedia Storytelling: Radio/TV
13	Jour 71002 Multimedia Storytelling: Radio/TV
14	Jour 71002 Multimedia Storytelling: Radio/TV
13	Jour 71002 Multimedia Storytelling: Radio/TV
12	Jour 71003 Fundamentals of Multimedia Storytelling
13	Jour 71003 Fundamentals of Multimedia Storytelling

■ PART I: General Information

11	Jour 71003 Fundamentals of Multimedia Storytelling
14	Jour 71003 Fundamentals of Multimedia Storytelling
14	Jour 71003 Fundamentals of Multimedia Storytelling
17	Jour 71003 Fundamentals of Multimedia Storytelling
13	Jour 71003 Fundamentals of Multimedia Storytelling
11	Jour 72010 Criticism and the Arts
9	Jour 72010 Criticism and the Arts
7	Jour 72011 International Reporting
9	Jour 72011 International Reporting
5	Jour 72205 Radio News Writing and Reporting
9	Jour 72305 Photojournalism
5	Jour 72307 Sports Reporting
14	Jour 72311 Video Storytelling
14	Jour 72311 Video Storytelling
13	Jour 72312 Data-Driven Interactive Journalism
9	Jour 72313 HTML & CSS for Journalism
6	Jour 72314 JavaScript/JQuery for Journalists
14	Jour 72316 Advanced Social Media
3	Jour 72317 News Games and Quizzes
6	Jour 72318 Presentation and Design
6	Jour 72319 Photography for Reporters
13	Jour 72320 NYT-Style Video
12	Jour 72321 Mobile and Tablet Journalism
9	Jour 72322 Motion Graphics Storytelling
12	Jour 72322 Motion Graphics Storytelling
19	Jour 72323 Art of the Interview
7	Jour 73000 Cross Cultural Reporting
7	Jour 73000 Cross Cultural Reporting
12	Jour 73003 NYC Economy and Business
11	Jour 73003 NYC Economy and Business
10	Jour 73004 NYC Social Issues
19	Jour 73005 Covering Markets and Companies
10	Jour 73007 Science Writing
7	Jour 73008 Investigative Health Reporting
7	Jour 73009 Urban Environmental Reporting
10	Jour 73012 Urban Investigative Reporting/NYC
10	Jour 73016 Entertainment Reporting
11	Jour 73016 Entertainment Reporting
6	Jour 73099 News Service Workshop
11	Jour 73100 Editing
7	Jour 73101 Narrative Journalism
10	Jour 73101 Narrative Journalism
7	Jour 73102 Investigative Reporting
9	Jour 73103 Opinion Writing
8	Jour 73200 Audio Podcasting
8	Jour 73201 Television News Magazine Production
8	Jour 73202 Documentary Video
11	Jour 73203 Advanced Photojournalism
10	Jour 73309 Interactive Projects
8	Jour 73311 Entrepreneurial Journalism

Spring 2013

No. of Students	Course Name
10	Jour 72000 Craft of Journalism II
13	Jour 72000 Craft of Journalism II
10	Jour 72000 Craft of Journalism II
12	Jour 72000 Craft of Journalism II
12	Jour 72000 Craft of Journalism II
18	Jour 72000 Craft of Journalism II - Broadcast
18	Jour 72000 Craft of Journalism II - Broadcast
12	Jour 72103 Feature Writing
10	Jour 72103 Feature Writing
9	Jour 72103 Feature Writing
7	Jour 72103 Feature Writing
12	Jour 72205 Radio News Writing and Reporting
12	Jour 72205 Radio News Writing and Reporting
12	Jour 72305 Photojournalism
11	Jour 72305 Photojournalism
10	Jour 72305 Photojournalism
10	Jour 72306 National Political Reporting
4	Jour 72308 Interactive Hyperlocal Journalism
14	Jour 72311 Video Storytelling on the Web
9	Jour 72311 Video Storytelling on the Web
16	Jour 72312 Data Visualization
16	Jour 72313 HTML & CSS for Journalists
13	Jour 72313 HTML & CSS for Journalists
13	Jour 72314 JavaScript/JQuery for Journalists
6	Jour 72314 JavaScript/JQuery for Journalists
13	Jour 72315 WordPress Customization
8	Jour 72316 Advanced Social Media
10	Jour 72318 Presentation and Design
9	Jour 72319 Photography for Reporters
11	Jour 72320 New York Times-Style Video
4	Jour 72321 Mobile and Tablet Journalism
8	Jour 73099 News Service Workshop
9	Jour 73201 Television News Magazine Production
13	Jour 74001 Fundamentals of the Media Business
13	Jour 74002 New Business Models for News
12	Jour 74003 Entrepreneurial Incubator
13	Jour 74004 Disruptive Technology
12	Jour 74005 New-Media Apprenticeship

16. Total expenditures planned by the unit for the 2012 – 2013 academic year:	\$5,700,994
Percentage increase or decrease in three years:	19 percent increase
Amount spent this year on full-time faculty salaries:	\$1,086,742

■ PART I: General Information

17. List name and rank of all full-time faculty. (“Full-time faculty” refers to those defined as such by the university.) Identify those not teaching because of leaves, sabbaticals, etc.

1. Sarah Bartlett	Professor
2. Peter Beinart	Associate Professor
3. Adam Glenn	Associate Professor
4. Barbara Gray	Distinguished Lecturer
5. Lonnie Isabel	Distinguished Lecturer
6. Jeff Jarvis	Professor
7. Sandeep Junnarkar	Associate Professor
8. Rebecca Leung	Associate Professor
9. Linda Prout	Professor
10. Steven Strasser	Associate Professor
11. Wayne Svoboda	Associate Professor

18. List names of part-time/adjunct faculty teaching at least one course in Fall 2012. Also list names of part-time faculty teaching Spring 2013. (If your school has its accreditation visit in 2013, please provide the updated list of faculty at time of visit.)

Part-Time/Adjunct Faculty Who Taught At Least One Course in Fall 2012 and Spring 2013

Senior Adjuncts	Susan Farkas	Alan Mirabella
Lisa Armstrong	Travis Fox	Doug Mitchell
Jeremy Caplan	George Freeman	Melinda Moyer
Greg David	Alex Goldmark	Jarrett Murphy
Tim Harper	Brian Hamman	Mireya Navarro
Jere Hester	Jesse Hardman	Shazna Nessa
Amanda Hickman	Shayla Harris	Marquita Pool-Eckert
Ruth Hochberger	David Ho	Tom Robbins
Emily Laber-Warren	Mona Houck	Eric Robinson
David Lewis	Jon Huang	John Schiumo
Tina Pamintuan	Stacy-Marie Ishmael	Lisa Schwartz
Yoruba Richen	Sandra Jamison	Malik Singleton
Bob Sacha	Steve Kemper	Jack Styczynski
Indrani Sen	Daryl Khan	Simon Surowicz
Jan Simpson	Georgia Kral	Angela Thornton
John Smock	Marc Kusnetz	Lan Trinh
Dody Tsiantar	Josh Landis	Ellen Tumposky
Scotti Williston	Arlene Lebe	Tunku Varadarajan
	Charles Leebrsen	Mary Anne Weaver
Adjuncts	Melanie Lefkowitz	Robert Williams
Marshall Allen	Andy Lehren	Charles Wilson
Jennifer Altman	Susan Lisovic	
Amanda Aronczyk	Mia Lobel	Consortial Faculty
Susan Beachy	Colleen Long	<i>(Full-time journalism faculty at other CUNY colleges)</i>
Rob Bennett	Errol Louis	Roslyn Bernstein
David Bralow	Kathryn Lurie	Frederick Kaufman
Annalyn Censky	Michael Lysak	Margot Mifflin
Russell Chun	Brent McDonald	Douglas Muzzio
Maisie Crow	Christine McKenna	Geanne Rosenberg
Steve Daly	Lawrie Mifflin	Gerry Solomon
James Estrin	Monica Miller	

19. Schools on the semester system:

For each of the last two academic years, please give the number and percentage of graduates who earned 80 or more semester hours outside the major and 65 or more semester hours in liberal arts and sciences.

(N/A)

20. Schools on the quarter system:

For each of the last two academic years, please give the number and percentage of graduates who earned 116 or more quarter hours outside the major and 94 or more quarter hours in liberal arts and sciences.

(N/A)



PART II: Supplementary Information



PART II: Supplementary Information

1. Complete and attach in the main body of the self-study report the following tables:

Table 1, “Students”

Table 2, “Full-time Faculty”

Table 3, “Part-time Faculty”

Table 1. Students

List below each of the separate programs of study in the unit. These may be called emphases, concentrations, sequences, or majors; identify each program with a separate set of requirements.

Please also provide separate sequence or emphasis listings for all graduate programs in the unit.

Give the number of students by class (year in school) in each of these programs at the end of the 2012-2013 academic year. If all of your students technically come under one major but you subdivide those majors into sequences or tracks, please list students by those sequences or tracks. Please be sure to list separately all subsidiary programs of study even if not formally identified by computer or register codes. Please also list any such subdivisions in your graduate programs. Add or delete lines as needed.

Show the number of undergraduate and graduate degrees conferred during academic year 2012-2013. Please include all semesters or quarters. If the unit has a formal pre-major status, list the number of such students.

Graduate Programs of study	Number of Students (Master’s Candidates)			M.A. Degrees Conferred 2012-13		
	Class of 2012*	Class of 2013**	Total Students	Dec 2012****	May 2013*****	total
1. Arts & Culture	15	20	35	13	0	13
2. Business & Economics	16	19	35	11	4	15
3. Health & Science	12	9	21	7	3	10
4. International Reporting	15	16	31	8	7	15
5. Urban Reporting	22	22	44	19	3	22
6. Entrepreneurial Journalism	4	4	8	0	4	4
Total students	84	90	174	58	21	79

**Because ours is a three-semester program, we are providing data on students in two classes enrolled in our programs of study during the 2012-2013 academic year (September to May) instead of for just “the end of 2012-2013 academic year,” as requested above.*

*** Class of 2012 students in their third semester. Most graduated in Dec. 2012; some (who took a fourth semester) graduated in May 2013*

**** Class of 2013 students in their second semester. Most will graduate after three semesters, in Dec. 2013; some will graduate in May 2014*

***** The graduation date for members of the Class of 2012 who completed the M.A. degree requirements in the usual three semesters*

****** The graduation date for members of the Class of 2012 who elected to take an extra (fourth) semester*

■ PART II: Supplementary Information

Table 2. Full-Time Faculty

List names of full-time journalism and mass communications faculty members assigned to the unit and provide requested information for the quarter or semester immediately preceding the accreditation visit. Add or delete lines as needed.

(As part of the updated General Information Section, faculty lists will be updated to reflect the academic term when the visiting team is on campus. For more information, see the “General Information” section of the Self-Study report form.)

Semester: Spring 2013										
	years full-time professional experience	years full-time college teaching	years on this faculty	years at present rank	highest degree earned	tenured (y/n)	number of classes taught per week	% of time tchg. rsch. svc.		
Unit Administrator										
Stephen B. Shepard	48	1	7	8	MS	Y	0	0	20	80
Professors										
Sarah Bartlett	34	11	7	11	MPhil	Y	2	40	5	55
Linda Prout	38	24	7	7	MS	Y	1	30	30	40
Associate Professors										
Peter Beinart	17	4	4	2	MPhil	Y	2	30	50	20
Adam Glenn	31	3	3	3	MA	N	1	20	60	20
Jeff Jarvis	40	7	7	7	BS	Y	2	40	40	20
Sandeep Junnarkar	10	10	7	1	MS	Y	1	50	20	30
Rebecca Leung	20	8	5	3	MS	N	0*	0	65	35
Steven Strasser	40	7	7	7	MS	Y	0**	60	10	30
Wayne Svoboda	30	20	7	7	MS	Y	0***	0	100	0
* Released from teaching duties for the semester to conduct research										
** Released from teaching duties for the semester to write the ACEJMC self-study; usually teaches three classes a week										
*** On Fellowship Leave										
Instructors/Lecturers										
Barbara Gray	16	3	5	3	MLS	N	1	40	30	30
Lonnie Isabel	35	6	6	1	BA	N	1	60	20	20

Table 3. Part-Time Faculty

List names of part-time faculty paid from journalism and mass communications funds and provide requested information. List should include personnel, including laboratory instructors and teaching assistants, who taught any regular course during the year preceding the accreditation visit.

Semester or Quarter: Spring 2013, *continued*

Semester or Quarter: Spring 2013												
Name and Rank	years full-time professional experience	years teaching experience	highest degree earned	now working f/t as professional	working toward degree y/n	credit hrs. hours teaching this semester	in charge of course	lectures	teaching responsibilities assist in lab	teacher in charge		
Jennifer Altman Adjunct	18	6	BS	Y	N	3	X	X				
Amanda Aronczyk Adjunct	15	4	BA	Y	N	3	X					
Susan Beachy Adjunct	16	1	MA, MLS	Y	N	2		X			X	
Rob Bennett Adjunct	12	5	BA	N	N	1	X	X				
Roslyn Bernstein Consortial Faculty	44+	40+	PhD	N	N	3	X					
Jeremy Caplan Adjunct	12	6	MS, MBA	N	N	3	X					
Russell Chun Adjunct	0	14	MA	N	N	3	X	X				
Steve Daly Adjunct	20+	3	BA	N	N	3	X					
Greg David Adjunct	43	7	BA	Y	N	6	X	X				
Susan Farkas Adjunct	40	3	BA	N	N	6	X					
Alex Goldmark Adjunct	10	4	MPP	Y	N	3	X	X	X			
Barbara Gray Adjunct	17	5	MLIS	N	Y	2		X				
Tim Harper Adjunct	42	35	JD	Y	N	6	X					
Shayla Harris Adjunct	12.5	.5	MA	Y	N	1	X	X				
Jere Hester Adjunct	20	6	BA	N	N	3	X					
Amanda Hickman Adjunct	8.5	5	BA	N	N	9		X			X	
Jon Huang Adjunct	5	2	BS	Y	N	3	X	X				

■ PART II: Supplementary Information

Semester or Quarter: Spring 2013, *continued*

Semester or Quarter: Spring 2013

Name and Rank	years full-time professional experience	years teaching experience	highest degree earned	now working f/t as professional	working toward degree y/n	credit hrs. teaching this semester	in charge of course	lectures	teaching responsibilities assist in lab	teacher in charge
Stacy-Marie Ishmael Adjunct	5	15	BSc	N	N	6		X		
Sandra Jamison Adjunct	15	1	MLS	N	N	1?		X		
Frederick Kaufman Consortial Faculty	31	17	PhD	Y	N	3	X			
Steve Kemper Adjunct	33	9.5	PhD	Y	N	3	X			
Marc Kusnetz Adjunct	35	5	MS	N	N	3				X
Emily Laber-Warren Adjunct	26	15	BA	N	N	3	X			
Josh Landis Adjunct	16	3	BA	N	N	3	X			
Charles Leerhsen Adjunct	31	1	BA	Y	N	3	X			
Melanie Lefkowitz Adjunct	15	1	MS	Y	N	6				X
Andy Lehren Adjunct	32	7	MA	Y	N	3	X			
David L. Lewis Adjunct	30	6	BA	Y	N	6	X	X		
Michael Lysak Adjunct	34	5	MBA	Y	N	1				X
Christine McKenna Adjunct	15	4	MS	N	N	2		X		X
Lawrie Mifflin Adjunct	38	2	MA	N	N	6	X	X		
Douglas Muzzio Consortial Faculty	1	38	PhD	N	N	3	X			
Shazna Nessa Adjunct	13	1	BA	Y	N	1	X	X		

Semester or Quarter: Spring 2013, *continued*

Semester or Quarter: Spring 2013

Name and Rank	years full-time professional experience	years teaching experience	highest degree earned	now working f/t as professional	working toward degree y/n	credit hrs. teaching this semester	in charge of course	lectures	teaching responsibilities assist in lab	teacher in charge
Tina Pamintuan Adjunct	9	7	MA	N	N	?	X			
Marquita Pool-Eckert Adjunct	35	7	MA	N	N	6	X			
Yoruba Richen Adjunct	13	5	MA	Y	N	3	X			
Tom Robbins Adjunct	30	4	HS	Y	N	2		X		
Bob Sacha Adjunct	34	12	BA	Y	Y	3	X	X		
Lisa Schwartz Adjunct	22	2.5	MSJ	Y	N	2		X		X
Indrani Sen Adjunct	16	6	MS	N	N	6	X	X		
Jan Simpson Adjunct	36	4.5	BA	N	N	3	X	X		
John Smock Adjunct	25	15	MA	N	N	4	X	X		
Gerry Solomon Consortial Faculty	40	10	MS	N	N	3	X			
Jack Styczynski Adjunct	25	5	MLS	Y	N	6		X		
Simon Surowicz Adjunct	25	4	BA	N	Y	3	X			
Dody Tsiantar Adjunct	25	6.5	MA	N	N	6	X	X	X	
Ellen Tumposky Adjunct	19	4	BA	Y	N	6	X			
Charles Wilson Adjunct	14	3	MA	Y	N	2		X		X

■ PART II: Supplementary Information

Semester Fall 2012, *continued*

Semester Fall 2012

Name and Rank	years full-time professional experience	years teaching experience	highest degree earned	now working f/t as professional	working toward degree y/n	credit hrs. teaching this semester	in charge of course	lectures	teaching responsibilities assist in lab	teacher in charge
Marshall Allen Adjunct	12	1	MA	Y	N	3	X	X		
Amanda Aronczyk Adjunct	15	4	BA	Y	N	3	X	X		
Susan Beachy Adjunct	16	1	MA, MLS	Y	N	2		X		X
Rob Bennett Adjunct	12	5	BA	N	N	3	X	X		
David Bralow Adjunct	35	10	JD, MSJ	N	N/A	3	X			
Jeremy Caplan Adjunct	12	6	MS, MBA	N	N	6	X			
Russell Chun Adjunct	0	14	MA	N	N	3+	X	X		
Steve Daly Adjunct	20+	3	BA	N	N	3	X			
Greg David Adjunct	43	7	BA	Y	N/A	6	X	X		
Susan Farkas Adjunct	40	3	BA	N	N	3	X			
Alex Goldmark Adjunct	10	4	MPP	Y	N	6	X	X	X	
Tim Harper Adjunct	42	35	JD	Y	N	6	X			
Amanda Hickman Adjunct	8+	5	BA	N	N	3		X		X
Ruth Hochberger Adjunct	25	11	JD	N	N	3	X			
Mona Houck Adjunct	17	4	JD	N	N	3	X			
Jon Huang Adjunct	5	2	BS	Y	N	2	X	X		

Semester Fall 2012, *continued*

Semester Fall 2012

	years full-time professional experience	years teaching experience	highest degree earned	now working f/t as professional	working toward degree y/n	credit hrs. hours teaching this semester	in charge of course	lectures	teaching responsibilities assist in lab	teacher in charge
Stacy-Marie Ishmael Adjunct	5	15	BSc	N	N	3	X	X		
Sandra Jamison Adjunct	15	1	MLS	N	N	1?		X		
Frederick Kaufman Consortial Faculty	31	17	PhD	Y	N	3	X			
Georgia Kral Adjunct	6.5	1	MA	Y	N	6	X			
Marc Kusnetz Adjunct	35	5	MS	N	N	3				X
Josh Landis Adjunct	16	3	BA	N	N	3	X			
Arleen Lebe Adjunct	32	8	BA	N	N	3	X			
Melanie Lefkowitz Adjunct	15	1	MS	Y	N	6				X
Andy Lehren Adjunct	32	7	MA	Y	N	3	X			
David L. Lewis Adjunct	30	6	BA	Y	N	6	X	X		
Susan Lisovitz Adjunct	32	2	BA	N	N	6	X	X		
Mia Lobel Adjunct	10	6	MS	Y	N	6	X	X		X
Colleen Long Adjunct	13	3	BA	Y	N	6		X	X	X
Kathryn Lurie Adjunct	11	1	MA	Y	N	6		X		X
Michael Lysak Adjunct	34	5	MBA	Y	N	6	X	X		
Brent McDonald Adjunct	9	1+	MSJ	Y	N	1	X	X		

■ PART II: Supplementary Information

Semester Fall 2012, *continued*

	years full-time professional experience	years teaching experience	highest degree earned	now working f/t as professional	working toward degree y/n	credit hrs. teaching this semester	in charge of course	teaching responsibilities	
								lectures	assist in lab
Christine McKenna Adjunct	15	4	MS	N	N	3	X	X	
Margot Mifflin Consortial Faculty	25	16	MA	N	N	6	X		
Monica Miller Adjunct	13	.5	MSJ	Y	N	3	X	X	X
Alan Mirabella Adjunct	25	5	BA	Y	N	3	X	X	
Melinda Wenner Moyer Adjunct	8	2	MA	Y	N	3	X		
Shazna Nessa Adjunct	13	1	BA	Y	N	1	X	X	
Tina Pamintuan Adjunct	9	7	MA	N	N	3	X		
Marquita Pool-Eckert Adjunct	35	7	MA	N	N	3	X		
Yoruba Richen Adjunct	13	5	MA	Y	N	3	X	X	
Tom Robbins Adjunct	30	4	HS	Y	N	3	X		
Eric Robinson Adjunct	15	3	JD, MA	N	N	3	X		
Bob Sacha Adjunct	34	12	BA	Y	Y	3	X	X	
John Schiumo Adjunct	17	6	BA	Y	N	6	X		
Lisa Schwartz Adjunct	22	2.5	MSJ	Y	N	2		X	X
Jan Simpson Adjunct	36	4.5	BA	N	N	9	X	X	
John Smock Adjunct	25	15	MA	N	N	10	X	X	

Semester Fall 2012, *continued*

Semester Fall 2012		years full-time professional experience	years teaching experience	highest degree earned	now working f/t as professional	working toward degree y/n	credit hrs. hours teaching this semester	in charge of course	lectures	teaching responsibilities assist in lab	teacher in charge
Gerry Solomon Consortial Faculty	40	10	MS	N	N	3	X				
Jack Styczynski Adjunct	25	5	MLS	Y	N	6		X			
Lan Trinh Adjunct	10+	.5	MS	Y	Y	3		X			
Dody Tsiantar Adjunct	25	6.5	MA	N	N	6		X	X		
Ellen Tumposky Adjunct	19	4	BA	Y	N	6					X
Mary Anne Weaver Adjunct	30	3	BA	N	N	3		X			
Robert Williams Adjunct	11	5	MS	Y	N	6		X	X		X
Charles Wilson Adjunct	14	3	MA	Y	N	2		X			X

■ PART II: Supplementary Information

2. Describe the history of the unit in no more than 500 words.

Four-year senior colleges in the City University of New York system have long offered journalism programs in one form or another. In 2001, journalism professors from several colleges began discussing the need to pool their resources to create a one-year master's program in urban journalism and mass communications through CUNY's Graduate Center.

Matthew Goldstein, CUNY's chancellor at the time, strongly endorsed the proposal for a master's program in journalism, but wanted to ensure that the new school would meet the needs of a new age of interactive reporting and online delivery. He organized a search and hired a dean from the world of journalism to chart a path toward an innovative future.

In May 2004, the CUNY board of trustees formally approved the launch of the CUNY Graduate School of Journalism. As its rationale, it cited journalism's lack of diversity and the need for a publicly supported graduate school in the New York metropolitan area. A public journalism school, the board said, would open opportunities for those who couldn't afford the expensive tuition at the premier private journalism programs of Columbia University and New York University.

In November 2004, Chancellor Goldstein formally named the dean: Stephen B. Shepard, who was about to retire from a 20-year career as editor-in-chief of *Business Week* magazine. Goldstein told Dean Shepard that the program could be longer than one year and could broaden its focus beyond urban reporting. He also stressed the need for a high-quality program.

Dean Shepard and professors from the undergraduate CUNY journalism programs devised a three-semester program that stressed the best of journalism's traditional values and the promise of the new age in communications. The demanding curriculum included 45 hours of required courses, optional classes during the January intercession and a required summer internship.

According to the schedule, in the first semester, students took a basic reporting-and-writing course and a required course on multimedia and interactive journalism. In the second semester, students were to choose a subject concentration: urban reporting, business and economics, or arts and culture. Later, the school added concentrations in health and science and international reporting.

The school offered courses in print, broadcast and online specialties as it developed a converged curriculum, allowing students to choose their own mix of skills.

Since opening in August 2006 with 57 students, the CUNY Graduate School of Journalism has become a centerpiece in the university's campaign for excellence and has earned a reputation as a top professional program. The approximately 100 members of each new class include students from across the U.S. and around the world.

In 2010, the school established the Tow-Knight Center for Entrepreneurial Journalism, which was charged with helping to ensure a sustainable future for journalism. The center offers an advanced-certificate program for midcareer journalists and awards the nation's first M.A. degree in entrepreneurial journalism. In 2011, the school created the Center for Community and Ethnic Media to serve a media sector vital to New York City: more than 350 publications in roughly 50 languages. The goal: to teach journalism, business and digital media skills to ethnic and community journalists, helping them expand their online news offerings. The center also recognizes and distributes the best work from this sector.

3. Describe the environment in which the unit operates, its goals and plans, its budgetary considerations and the nature of the parent university.

The City University of New York is the nation's largest urban public university, enrolling 270,000 degree-seeking students at 24 institutions throughout New York City. These include seven community colleges and 11 senior colleges – among them the top-tier Baruch, Brooklyn, City, Hunter and Queens Colleges. About 70 percent of CUNY undergraduates are students of color. The Journalism School is an arm of CUNY's Graduate Center, which administers 30 doctoral and six master's programs, as well as 28 research institutes.

CUNY's founding mission, at its conception in 1847, was to prepare the city's citizens, many of them immigrants, for the advanced work and skilled professions needed in the Industrial Revolution. Now the times require a different kind of graduate. For the last decade, the CUNY system has been renovating its undergraduate and graduate programs and facilities for the information age.

CUNY Chancellor Matthew Goldstein – who assumed his post in 1999, stepping down in the summer of 2013 – led that campaign. He established policies to raise the senior colleges' admissions and academic standards, and to improve student performance throughout the university. He established the Macaulay Honors College to attract the city's highest-performing high school graduates. He created a School of Public Health, which is building a modern facility in East Harlem, and a School of Professional Studies that serves working adults, including flexible graduate programs and those leading to online degrees.

Chancellor Goldstein emphasized education in science, technology, engineering and mathematics. In 2014, the university will open its high-tech Advanced Science Research Center on the City College campus in northern Manhattan, the centerpiece of the development projects that comprise the chancellor's "Decade of Science." Among other initiatives, CUNY has partnered with the New York public school system and IBM to create P-TECH, a Brooklyn school whose students earn both a high school degree and an associate's degree in computer or electromechanical engineering. In the 2013 State of the Union address, President Obama singled out P-TECH as a national example. "We need to give every American student opportunities like this," the president said.

The Graduate School of Journalism ranks among these signature efforts to foster excellence at CUNY. In creating the program, Chancellor Goldstein told the school's first graduating class, "I wanted students of all backgrounds to be able to attend a high-caliber program that was also affordable, right here in New York City, the media capital of the world." Those principles guide the school today. It serves as the only publicly supported graduate school of journalism in the Northeast (north of Maryland). It attracts a diverse group of students from New York City. It also competes for the best students throughout the United States and around the world, burnishing CUNY's image on a larger stage. Its state-of-the-art facilities have good journalistic DNA, occupying two floors of the old New York Herald Tribune building, located next to The New York Times headquarters and within easy walking distance of Manhattan's media hubs.

Times have been tough for publicly funded universities in the last few years. At CUNY, full-time equivalent enrollments at the four-year senior colleges have increased by 9.6 percent over the last four years. Yet state aid for the university's operating budget sustained reductions totaling \$300 million during that same period – from \$14,711 per full-time equivalent student in FY2009 to \$13,285 in FY2012.

The Journalism School has been spared much of this pain. CUNY's leadership has nurtured the Journalism School generously. From the school's inception in 2006, the university has increased its

■ PART II: Supplementary Information

funding annually, even during years when state support for the city system as a whole declined. We were financed generously in our startup years of operation, and our budget has kept up with our enrollment. We have never lacked the resources to provide our students with a top-notch education, including small class sizes and exposure to the latest technology.

The school has made a habit of embracing financial responsibility and is intent on developing independent sources of revenue. After graduating seven classes, we have begun to develop an alumni donor base. We also have plans to offer extension courses and midcareer journalism programs, exploiting the school's position as a leader in digital journalism and its technologies. And we have hired a director of development to attract philanthropic contributions. During our brief existence we have brought in more than \$25 million in funding from individuals and foundations – including the Sulzberger family of The New York Times, cable pioneer Leonard Tow and the John S. and James L. Knight Foundation. We expect that amount to increase steadily.

We are determined to raise our profile – not only among donors and national journalism schools but also among the hundreds of journalism undergraduates enrolled in CUNY colleges throughout New York City. We invite CUNY undergraduates to attend our training programs. We have reached out to student newspapers, suggesting that editors share a common publishing platform administered by the Journalism School. That will permit aggregation of CUNY's best undergraduate journalism.

Our goal is to win recognition as a great New York City school and as a great national school, an institution sending smart, diverse, digitally savvy young journalists to help lead the way in a dynamically changing profession.

4. Describe any recent major changes in the mission, goals, or programs and activities of the unit.

Change is built into the Journalism School's culture. Every full-time educator involved in the school's startup phase – dean, associate dean and professors – had a background as a professional journalist. As we welcomed our first class in August 2006, we knew that immense changes were coming. The school opened five months after the founding of Twitter and a month before Facebook opened its site to virtually all comers – and the changes keep coming. We knew we had to marry what our dean called the “eternal verities” – the kind of thorough, fair, analytical and ethical reporting and writing that defines professional journalism – with whatever tools the digital age would create.

Indeed, change has been the Journalism School's only constant. Two of our newest endeavors: In January 2013 we started the CUNY Journalism Press, publishing books about journalists and journalism. Our first offering, *Distant Witness*, by NPR's Andy Carvin, chronicled the author's innovative coverage of the Arab Spring through social media.

In September we received a \$3 million grant to endow the Harold W. McGraw, Jr. Center for Business Journalism. The center will seek to enhance the coverage of business and economic news and to train future journalists in the art and science of business reporting.

As we enter our eighth academic year of operation, we have already greatly revised our curriculum, entrenched our entrepreneurial spirit and increased our service to the city and university.

Curriculum

In our third year we eliminated separate tracks that required students to specialize in print, broadcast or interactive journalism. Since then, our students have had the freedom to choose courses in a fully converged curriculum.

The courses offered in that curriculum also have changed constantly. We have steadily strengthened the two-semester foundation course – Craft of Journalism – in which we teach fundamental reporting and writing skills. Over the years, we have added photography and multimedia elements to the class, requiring students to think digitally while wearing out their shoe leather covering a wide range of New York City neighborhoods. We have added segments on electronic research and on honing grammar-and-usage skills. And we have hired a coach to help students who speak English as a second language.

The interactive curriculum has changed even more radically. The professor who designed the courses we offered in the fall of 2006 now boasts that not a single element of that original program remains in place. In our early years, the school offered survey courses that taught everything from blogging to Flash programming, culminating in major interactive projects. Now we put the emphasis on choice and variety. After the initial, required, introduction to interactive and video skills, students may take a number of more focused courses, ranging from a three-credit class on the fast-growing field of mobile journalism to a one-credit module on HTML/CSS coding or on website design. Within the last two academic years, we have introduced modules on the journalistic uses of news games, web design, social media and motion graphics, among others.

If “Change” deserves to be capitalized in the CUNY Journalism School culture, so does “Entrepreneurialism.” In 2010, we opened the Tow-Knight Center for Entrepreneurial Journalism, funded by \$6 million in grants from The Tow Foundation and the John S. and James L. Knight Foundation. The center works to help create a sustainable future for quality journalism by supporting entrepreneurs who develop new business models and innovative projects – working on their own, with startups, or within traditional media companies. The center offers a one-semester advanced certificate for mid-career journalists, as well as the nation’s first Master of Arts in Entrepreneurial Journalism.

The Journalism School has also enhanced its offerings in more traditional forms. In recent years we have added three photojournalism classes and a course in narrative journalism in which students learn to outline and report long-form magazine stories. As a showcase for our students’ long-form journalism, the school created an online publication, 219 Magazine.

Our requirement that every student choose a subject concentration has remained in place. But the concentrations themselves have evolved as we have gained experience. Student demand led us to change our “health and medicine” concentration to “health and science.” The revamped concentration interprets health coverage widely – from psychology to fitness to inequities in access to health care – and teaches students how to find credible experts and translate technical material into accessible content. A new course on investigative health reporting prepares students to uncover the financial incentives that distort health-care delivery and the many lapses that harm patients. The concentration has also added a course on environmental coverage, which is sure to grow in importance as the effects of climate change become more problematic. And a core course, Science Writing, makes the concentration relevant for students who are interested in covering technology, genetics or astrophysics. To direct the concentration, we hired a seasoned science journalist who has served as a top editor at such publications as *Scientific American Mind* and *Popular Science*.

Our arts and culture program has become less review-centric over the last few years – and more focused on exploring the business of the arts. We have introduced a course on cultural issues that covers topics such as funding, technology, diversity and intellectual property rights. Students choose one genre of arts or entertainment to cover, and they complete a beat memo on strategies for covering one organization involved in their area of the arts. Finally, we have overhauled the advanced reporting class; it is now organized around formats such as preview and process stories that have become the bread and butter of arts coverage.

■ PART II: Supplementary Information

The urban concentration – a sequence that focuses on the people, economy and politics of New York City – has grown broader and richer over the years. In addition to bedrock courses on the city’s government, politics, economy, business and social issues, we now have two new courses. One, on urban environmental reporting, is also offered to students in our health and science concentration. The other, on urban investigative reporting, uses the talents of Tom Robbins, a premier investigative journalist who recently joined our faculty from The Village Voice.

Our other two subject concentrations are in the midst of change. The business and economics concentration has just merged its separate three-credit courses on covering markets and covering companies into a six-credit course covering both aspects in an integrated way. The international concentration has convened its advisory board of Journalism School professors and outside experts in an effort to further strengthen the program.

Service

Given the school’s character, rooted in a public university with campuses spread throughout the five boroughs of New York City, we work hard to enhance our service to the city.

In 2011 we took over a website that translates and aggregates the best stories from the city’s community and ethnic media sector. We re-launched the site as Voices of NY, producing stories, photos, audio pieces and web videos every day rather than weekly. A staff of three runs the service, assisted by students who serve as translators and reporters.

A year later, the school formally opened a Center for Community and Ethnic Media, financed by more than \$1.6 million in foundation grants. The center offers journalistic training and provides technology to enhance economic sustainability as it works to strengthen cross-cultural understanding of the communities covered by these publications. More than 300 reporters and editors of community press outlets large and small have attended more than 20 training sessions in digital technologies and journalistic techniques over the past two years.

The center also now administers the annual Ippies Awards, recognizing the best of New York City’s community and ethnic media work. The 2013 awards dinner – the second hosted by the school – distributed \$9,000 in cash prizes to nine winners chosen from 183 entries by 56 media outlets and freelance journalists.

The school also produces 219 West, a TV magazine show shown on CUNY’s citywide cable TV channel; and Audio Files, an hourlong podcast that runs on city and regional radio stations.

In its first year, the Journalism School established its NYCity News Service as the primary outlet for stories in all media formats, produced by students. The original idea was to post professional-level work so editors at community papers could go to the site and claim stories for publication. But the news service’s founding director, Jere Hester, a former city editor at the New York Daily News, soon found that tailoring stories for appropriate outlets proved more effective.

Hester quickly discovered a market for news-service content beyond small, local publications, placing content in dozens of outlets – including The New York Times, The Huffington Post, the Daily News, Crain’s New York Business, Newsday, NBCNewYork.com, DNAinfo and Brooklyn Independent Television. In addition, the news service has become a powerful platform for large-scale team projects at the school, including award-winning coverage of the 2008 election and Hurricane Sandy.

Some six years, more than 1,000 posts, two major redesigns and 40 awards later, the news service

remains at the center of the school's evolving and expanding role as a key producer of journalism in New York. Over the years, it has become a hub for 10 "sister" websites and pages that add to that production. These include a blog site, an iSnap photo service and an online version of The Mott Haven Herald, a newspaper started by the school in an underserved Bronx neighborhood.

The news service also supervises our major experiment in hyperlocal journalism – The Nabe, our online community outlet. The Nabe, which serves the Fort Greene and Clinton Hill neighborhoods of Brooklyn, began as a partnership. The New York Times started the service, branded as The Local, in March 2009. The Journalism School worked with the Times in the early months of the effort, supplying interns to produce stories and recruit residents to help the neighborhood cover itself. In early 2010, the Times turned over day-to-day operations of the site to the Journalism School, which created a curriculum for a class built around the service. In 2012 the Times announced that it would remove all hyperlocal sites from its website in the spring of 2013. The school launched The Nabe as a replacement in May 2013, stepping up efforts in community engagement.

The school has begun increasing its community outreach in other ways. In 2010 we launched a venture to provide customized digital training for select groups of editors and reporters. Our first client was Hearst Magazines, which sent 20 editorial employees of Marie Claire to the Journalism School for three days of hands-on instruction with members of our interactive faculty. This initiative generated \$20,000 in revenue and training sessions in the fall for editors at Cosmopolitan and other Hearst magazines. Next we formed a partnership with Baruch College's Division of Continuing and Professional Studies to offer more than a dozen journalism courses. Finally, we introduced CUNY J-Camp for media professionals – skill-based seminars on subjects ranging from digital photography and video editing to social media strategies and personal branding online.

In 2011, we formed a Journalism Discipline Council that includes representatives from every CUNY school with a journalism program. Members compare notes, discuss common policies and standards and find ways to cooperate – by sharing names of excellent adjuncts, for instance, or by better aligning foundational-journalism courses for easier credit transfer among CUNY programs.

The school has many more opportunities to strengthen bonds with the profession and university it serves. Our plans include developing an online education program that can offer everything from a full degree to mastery of a particular skill. We see an opportunity to devise an executive degree for working journalists. We plan to open our school to intensive summer programs for new constituencies – including international students, local high school students, out-of-town undergraduate students and journalism educators.

In the next five years, we hope to create a service called Campus Wire. This would showcase content from all CUNY undergraduate news outlets and allow editors or news directors and their faculty advisors to see what stories and news packages the other CUNY campuses are producing. Users could spot trends, share ideas and content, and collaborate on university-wide or city-wide stories. In preparation for this, we are offering to move campus news outlets to a WordPress platform hosted by the Journalism School.

5. If the unit was previously accredited, summarize each deficiency noted in the previous accreditation report, followed by a response to each, explaining actions taken to address the problems and the results. If the unit was in noncompliance in the same standard(s) on the previous two visits, identify these standard(s), the reasons cited, and how these problems have been addressed.

The CUNY Graduate School of Journalism, which convened its first classes in 2006, is seeking its first accreditation from the Accrediting Council on Education in Journalism and Mass Communications.

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As a program of the City University of New York's Graduate School and University Center, the Journalism School is accredited by the Middle States Association of Colleges and Schools, which requires a self-evaluation and site visit about every 10 years. The school participated in the most recent Middle States evaluation, in April 2010, earning compliments from the review team.

6. Describe the process used to conduct the self-study, including the roles of faculty members, students and others. Describe the strengths and weaknesses of the program discovered during the process, and describe any changes undertaken or planned as a result.

During the 2008-09 academic year, as the Journalism School helped prepare for the CUNY Graduate Center's accreditation review by the Middle States Association of Colleges and Schools, we also began to prepare to apply for accreditation by the ACEJMC. We invited Trevor Brown, former dean of the Indiana University School of Journalism and a member of the ACEJMC Accrediting Committee, to visit our school in the fall of 2009 and advise us on the process.

On Dr. Brown's advice, we formed a committee to devise a way to systematically assess the school's outcomes. We put that outcomes process in place at the start of the 2010 academic year. After a faculty symposium in the fall of 2012, we set up additional faculty committees on strategic planning, diversity, scholarship and student satisfaction. Our committees on curriculum, technology, outcomes and faculty standards also joined the work.

Although these committees set off in their own directions, they shared certain features. All were chaired and led by faculty members. All had student members selected by the school's Student Advisory Council. All were staffed by members of the administration.

The special strengths of our program did not particularly surprise us as we did our work. We are a tight-knit faculty, professional in approach and still involved in the process of creating a journalism school for changing times. We have attracted a diverse student body from the five boroughs of New York City and from around the United States and abroad. With generous support from our university, we have been able to offer these students small classes and close working relations with faculty members seasoned in local, national and international journalism. We are quick to change our curriculum to match what our students and their employers need.

The process of going for accreditation did turn up some weaknesses that we are addressing. As a new school, we were adept at handling the problems that cropped up day by day. But we had not yet settled into a long-term planning effort designed to preempt problems and take advantage of opportunities. Our experience taught us that we probably should have a standing Committee on Strategic Planning to make sure we are always looking beyond the immediate future.

Our meticulous process for assessing our educational outcomes, involving an array of student outputs, internal reviews and outside evaluators, also presented us with new challenges. After two rich assessment exercises, we see two major mandates. First, we must integrate our converged style of journalism into every one of our courses – so that a student interested in magazine writing, for example, learns how to present long-form journalism in a media-rich environment. Second, we must improve the quality of our students' capstones – probably by putting even more emphasis on these culminating projects. The Curriculum Committee set up a capstone subcommittee and revised our policy to give capstones greater prominence in our curriculum. As discussed in Standard 9, we have given students a range of new options for completing capstones and have required that each project demonstrate multimedia or interactive skills as well as fluency in reporting and writing.

Diversity is another priority that we can never neglect. As a program housed in a great New York

City public university, diversity is part of our lifeblood; we were established, in large part, to introduce greater diversity into the ranks of our profession. We have always attracted a diverse student population and in particular have worked to enroll some of the best students from CUNY's undergraduate campuses. Nonetheless, as we became known beyond the city and attracted more students nationwide and globally, our student population became somewhat less diverse. In response, we formed a permanent Diversity Committee. This committee has recommended numerous ways to keep diversity at the top of our agenda, including making it a more explicit part of our syllabi. Our admissions staff members and committees rededicated themselves to recruiting a highly qualified and diverse group of students – and we did enroll a Class of 2014 that is more diverse than its predecessor. (Thirty-six percent are students of color.)

As we settle into life as an established institution, we must also pay greater attention to faculty scholarship. We always will remain a professional school, energized by New York City's wealth of journalistic talent and the teaching power our location puts at our disposal. In our first years, our faculty was intimately involved in shaping the school and its policies, exercising its service responsibilities to the institution and contributing in other ways. But we believe that as a faculty we now can do more to help shape our profession. Our promotion and tenure guidelines have put more emphasis on scholarship, especially for tenure-track faculty. These guidelines also emphasize continuing scholarship among tenured faculty members. We have held programs on appropriate scholarship pursuits for journalists and will hold more. Perhaps most important, our Personnel and Budget Committee, which recommends the awarding of tenure and promotions to the dean, has made a policy decision to require greater scholarly accomplishments from faculty members seeking tenure or promotion.

7. Provide copies of pages of the undergraduate and graduate catalogs and other publications that describe the mission and scope of the unit, its curriculum, administrative and graduation requirements. (If multiple items, these items may be presented in the appendices binder.)

Please see the appendices binder.



PART II, Standard 1

Mission, Governance and Administration



Part II, Standard 1

Mission, Governance and Administration

Takeaways

- We have built an open school where administrators, faculty members and students all have easy access to one another and the opportunity to help shape the direction of the institution.
- We believe in faculty governance, and our system involves not just full-time professors but also adjuncts and the professors we share with other CUNY colleges.
- We thrive on change, working constantly to renew our curriculum, expand our programs and upgrade our facilities.



■ PART II, Standard 1. Mission, Governance and Administration

During the visit, the unit should provide the following documents in the workroom:

- internal reports on curriculum, educational policy, etc.
- files related to searches and hiring decisions regarding administrators
- files related to concerns and complaints expressed by faculty, staff or students

Please respond to each of the following instructions:

1. Describe the administrative structure of the unit, including to whom the unit administrator reports within the university. Include names and titles. The information should extend from the lowest level of administrative responsibility within the unit to the institution's chief executive officer.

The Journalism School is a division of the CUNY Graduate Center, which awards most of the university's doctoral degrees as well as degrees in seven master's programs in the humanities, social sciences and sciences. We are accredited – and receive our state funding – through the Graduate Center. We are one of five institutions operating under the auspices of the center; the others are the Graduate School, the School of Professional Studies (which serves working adults), the CUNY Baccalaureate Program (which allows strong students to construct their own programs) and the Macaulay Honors College (which serves CUNY's highest-performing undergraduates).

That connection lets us take advantage of the university's effort to streamline administrative resources. Thanks to CUNY's "integrated university" policy, the Graduate Center handles many of our administrative functions: human resources, payroll, purchasing and financial aid, as well as services of the bursar and registrar. We receive legal assistance through the CUNY central office, and we receive our information technology and services through CUNY TV.

We link our school's planning and operational targets to the larger university through CUNY's Performance Management Process (PMP). Under the PMP system, the university chancellor sets the institution's performance targets every spring for the upcoming school year. The Journalism School dean, like other CUNY campus leaders, then maps out performance goals and targets for our school in alignment with those of the university. At the end of every academic year, our administration assesses progress toward the school's performance targets.

This system leaves us free to practice full academic autonomy. The Journalism School has its own governance structure, including a Personnel and Budget Committee that makes appointments and approves tenure. Through the dean, the school reports directly to the CUNY Chancellor and Board of Trustees. Please see the organization chart, attached as Item 1 at the end of Standard 1. Starting on the next page is a list of school administrators, organized according to their direct reports.

William P. Kelly, Interim Chancellor, City University of New York



Stephen B. Shepard, Dean, CUNY Graduate School of Journalism



Diana Robertson, Director of Development

Gogie McLean-Padilla, Research and Development Associate



Judith Watson, Associate Dean

Sarah Bartlett, Faculty Advisor, Center for Community and Ethnic Media

Gary Pierre-Pierre, Executive Director

Maite Junco, Editor, Voices of NY

Jehangir Khattak, Assistant Editor

Jennifer Cheng, Editorial Assistant

Jeff Jarvis, Director, Tow-Knight Center for Entrepreneurial Journalism

Christopher Anderson, Director of Research

Jeremy Caplan, Director of Education

Jere Hester, Director, NYCity News Service

Amy Dunkin, Director, Academic Operations

Barbara Gray, Interim Chief Librarian

Tinamarie Vella, Access Services Manager



Stephen Dougherty, Assistant Dean and Director of Admissions and Student Affairs

Joanna Hernandez, Director, Career Services

Yolanda Rodriguez, Interim Assistant Director, Career Services

Suzette Foster, Director, Finance and Administration

Pamela Drayton, Associate Director, Administration



Colleen Marshall, Associate Director, Admissions

Yahaira Castro, Associate Director, Student Affairs

Marisa Osorio, Associate Director, Alumni Services

■ PART II, Standard 1. Mission, Governance and Administration

2. Describe the unit's process for strategic or long-range planning. Attach a copy of the unit's written strategic or long-range plan. This plan should give the date of adoption/revision and any timeline for achieving stated goals.

In May 2005, 15 months before the Journalism School greeted its first students, we submitted a statement of purposes and goals to the New York State Department of Education as part of our proposal to create our master's program. This laid out the strategic plan for the school at its birth. We created a curriculum, in accordance with ACEJMC guidelines, that took advantage of New York City's opportunities for reporting about diverse neighborhoods, a major urban government, world-class health and cultural facilities, and Wall Street. We saw a great need for a program that opened up opportunities for students unable to afford the city's private graduate schools of journalism. Our role would be to help the journalism profession diversify its voices – and to help guide the profession itself during a time of technological change.

In brief, our first strategic plan was to start up successfully according to our founding principles. We aimed to become a beacon for undergraduate journalism programs at the City University of New York and to acquire a reputation as a great graduate journalism school on the national stage.

We monitored our progress every year via the performance management mechanism run by CUNY for all its units. We set goals for the Journalism School every year, established metrics to measure our progress, and reported our results to the chancellor of the CUNY system. These goals included many strategic initiatives, including curriculum changes, student diversity levels, graduation and retention rates for the school as a whole and for underrepresented minority students in particular, and progress on developing outcomes-assessment measures. Recent performance goals included establishment of the Tow-Knight Center for Entrepreneurial Journalism, the Center For Community and Ethnic Media, and the CUNY Journalism Press, our book imprint. In effect, we updated our strategic plan every year, guided by faculty and staff discussions and faculty-driven initiatives. The dean discussed our goals and accomplishments with the chancellor and his staff in annual review meetings, and performance funding from the central office flowed accordingly.

By the time we welcomed our seventh class in the fall of 2012, we had achieved virtually all of our initial objectives. Our enrollment was approaching the maximum we had initially envisioned, we had attracted a talented and diverse population of students, we had created strong reporting concentrations in a converged curriculum, and we had established ourselves as an entrepreneurial school on the cusp of change in our profession. At that point we knew it was time for us to assess what we had accomplished and to look further into the future.

At a regularly scheduled faculty meeting, Associate Dean Judith Watson asked for volunteers for a committee that would devise a new strategic plan. Seven faculty members joined the committee, as did Associate Dean Watson, a student and an alumni representative.

The Strategic Planning Committee met for the first time in November 2012 and had eight meetings after that, each lasting about two hours. At the first meeting, its members agreed on the process they wanted to follow.

The committee's first step was to conduct outreach. It invited, via email, all members of the faculty, staff and current student body to suggest topics for the committee to consider. Each committee member interviewed at least one prominent professional about industry trends and the direction of journalism education. Committee members wrote a survey, which they distributed to alumni. The chair of the committee, Prof. Sarah Bartlett, met with the school's board of advisors to seek input. And the committee invited Assistant Dean Stephen Dougherty to make a presentation on trends in admissions – both at our school and in the graduate-journalism marketplace.

The committee then had several meetings during which members weighed this material and discussed in broad terms what they thought the school's priorities should be over the next five years. Drafts of a plan were written, circulated, critiqued and then rewritten.

Once a consensus was reached, committee members embarked on a second round of outreach. The chair presented a summary of the plan in separate sessions to faculty, the Student Advisory Council, the alumni, the board of advisors and the staff. After more revisions to the draft, the committee presented the full plan to a faculty meeting in mid-April. Finally, the plan was submitted and approved at the May 2013 Governance Council meeting. Please see the approved strategic plan attached as Item 2 at the end of Standard 1.

3. Describe the unit's policies and procedures for faculty governance. Provide copies of faculty policy manuals, handbooks or other documents specifying policies, procedures and the roles of faculty and students in governance and in development of educational policy and curriculum. (These may be included in the appendices binder or in a digital file.)

The school has a strong culture of faculty governance. Since fall 2007, at the start of our second year in operation, a Governance Council composed of full-time faculty members, adjuncts, consortial faculty (those with appointments at other CUNY colleges), the senior administration and student members has met once a semester to consider and vote on curriculum, standards and policy.

An Executive Committee considers matters requiring a decision between Governance Council meetings – for example, a major course revision that must be communicated to students before registration.

Six standing committees report to the Governance Council:

- The Curriculum and Degree Requirements Committee makes recommendations on courses and programs, as well as on standards for student retention and granting degrees.
- The Faculty Standards Committee recommends standards for the hiring, retention and promotion of faculty members.
- The Campus Life and Facilities Committee advises on financial aid and other services, on facilities maintenance, on security policies and on school activities and events, including graduation.
- The Technology and Library Committee advises on multimedia plans and research center services.
- The Strategic Planning Committee recommends long-term strategies and goals for the school.
- The Diversity Committee recommends strategies and goals to achieve diversity at the school in ethnic and racial origin, gender, age, income levels, physical abilities and sexual orientation.

The school has committees with discrete responsibilities that operate outside the framework of the Governance Council. These are the Personnel and Budget Committee, the Admissions Committee, the Academic Appeals Committee and the Faculty-Student Disciplinary Committee.

Please see the governance plan and bylaws, attached as Item 3 at the end of Standard 1, for a detailed explanation of our governance structure.

■ PART II, Standard 1. Mission, Governance and Administration

4. How often did the faculty meet during the most recent academic year?

The Journalism School faculty met 10 times during the 2012-2013 academic year. We had regular faculty meetings on September 4, October 2, November 6, December 4, March 5 and April 2. Our Governance Council, a policymaking body that includes all full-time faculty as well as some adjuncts and students, met on November 27 and May 7. In addition, we had all-faculty meetings to review the fall semester on January 23 and to review the spring semester on May 29.

5. List faculty membership on and responsibilities of the unit's standing and ad hoc committees. (The list should include the names of faculty serving on each committee.)

The Journalism School appoints permanent and ad hoc committees that serve a variety of purposes, as indicated in the following list. All individuals listed are faculty members except where noted.

I. Executive Committee

Prepares the agenda for Governance Council meetings. It may act with all of the authority of the council when a meeting of the council cannot be scheduled in time to deal with an urgent matter.

Peter Beinart, chair
Steve Strasser
Wayne Svoboda
Greg David
Adam Glenn
Ruth Hochberger (Secretary of the Governance Council)
Stephen Shepard (Dean)
Judith Watson (Associate Dean)
Ann Marie Awad (student)
Jillian Eugenios (student)

II. Governance Council Standing Committees

Curriculum and Degree Requirements Committee

Recommends changes in courses and programs, as well as standards for student retention and granting degrees.

Steve Strasser, chair
Sarah Bartlett
David Lewis
Gerald Solomon
Judith Watson (administration)
Ann Marie Awad (student)
Jillian Eugenios (student)

Faculty Standards Committee

Recommends standards for hiring, retention and promotion of faculty members.

Wayne Svoboda, chair
Emily Laber-Warren
Margot Mifflin
Geanne Rosenberg
Judith Watson (administration)
Amy Dunkin (administration)

Campus Life and Facilities Committee

Advises on financial aid and other services, on facilities maintenance, on security policies and on school activities and events, including graduation.

Jan Simpson, chair
Jeremy Caplan
Dody Tsiantar
Scotti Williston
Adam Glenn
Ann Marie Awad (student)
Latima Stephens (student)
Yahaira Castro (administration)

Technology and Library Committee

Recommends multimedia plans and research center services.

Adam Glenn, chair
Sandeep Junnarkar
Rebecca Leung
Tina Pamintuan
Barbara Gray
Heather Martino (student)
Irina Ivanov (student)
Dan Reshef (IT staff)
George Casturani (TV staff)

Strategic Planning Committee

Recommends long-term strategies and goals for the school.

Sarah Bartlett, chair
Jeff Jarvis
Greg David
Emily Laber-Warren
Peter Beinart
Sandeep Junnarkar
Jere Hester
Judith Watson (administration)
Tim Catts (alumnus)
Toby Salinger (student)

■ PART II, Standard 1. Mission, Governance and Administration

Diversity Committee

Recommends strategies and goals for the school to achieve diversity in ethnic and racial origin, gender, age, income levels, physical abilities, and sexual orientation.

Linda Prout, chair
Rebecca Leung
David Lewis
Lisa Armstrong
John Smock
Lonnie Isabel
Margot Mifflin
Rob Williams
Amy Dunkin (administration)
Erin Brodwin (student)
Jessica Glazer (student)
Latima Stephens (student)

III. Other Permanent Committees Established by the School's Governance Plan

Personnel and Budget Committee

Recommends appointments, promotions, leaves and granting tenure for full-time faculty; appoints faculty search committees; recommends adjunct and consortial faculty appointments; provides advice to the dean on budget matters. All tenured faculty serve on the P&B Committee.

Jeff Jarvis
Sarah Bartlett
Linda Prout
Wayne Svoboda
Peter Beinart
Sandeep Junnarkar
Steve Strasser
Judith Watson
Stephen Shepard (Dean, ex officio)

Admissions Committee

Reviews admission applications and determines which students will be admitted.

Steve Strasser
Judith Watson (administration)
Stephen Shepard (Dean)
Jan Simpson
Scotti Williston
Rob Williams
Ruth Hochberger
Jere Hester
Rebecca Leung
Sarah Bartlett
Michael Arena
Lisa Armstrong
Lonnie Isabel
Adam Glenn

Academic Appeals Committee (Drawn From the following Pool)

Considers student appeals regarding grades and dismissal; considers violations of the school's code of ethics.

Ellen Tumposky, chair
Jan Simpson
Greg David
Jere Hester
Emily Laber-Warren
Wayne Svoboda
Barbara Gray
Tina Pamintuan

Faculty-Student Disciplinary Committee

Regulates student conduct and discipline according to procedures established by the bylaws of the CUNY Board of Trustees.

Ruth Hochberger, chair
Steve Strasser
Scotti Williston
Yoruba Richen
Melanie Lefkowitz
Emily Laber-Warren
Tobias Salinger (student)
Latima Stephens (student)

IV. Ad Hoc Committees

Outcomes Committee

Recommends standards and procedures for assessing the school's teaching performance.

Greg David, chair
Jere Hester
Sandeep Junnarkar
John Smock
Toby Salinger (student)
Philippe Thiese (student)

Student Satisfaction Committee

Works on steps to improve the student advisement process and the student course evaluation process.

Jeremy Caplan, chair
Jan Simpson
Ruth Hochberger
Dody Tsiantar
Scotti Williston
Adam Glenn
Yahaira Castro (administration)
Philippe Thiese (student)
Latima Stephens (student)

■ PART II, Standard 1. Mission, Governance and Administration

Scholarship/Service Committee

Recommends standards for faculty scholarship and service.

Barbara Gray, chair
Peter Beinart
Wayne Svoboda
Geanne Rosenberg
Tina Pamintuan
Judith Watson

Capstone Committee

Recommends changes in the school's capstone policy to the Curriculum Committee.

Steve Strasser, chair
Adam Glenn
Frederick Kaufman
Linda Prout
Jan Simpson
Ann Marie Awad (student)
Judith Watson (administration)

Class Evaluation Committee

Devised and recommended improvements in the student electronic form for evaluating classes.

The committee finished its work and disbanded.

Ruth Hochberger (chair)
Emily Laber-Warren
Scotti Williston
Barbara Gray (administration)
Joanna Hernandez (administration)
Jordan Davidson (student)

Governance Plan Review Committee

Recommended minor changes in the school's governance plan and bylaws. The committee finished its work and disbanded.

Ruth Hochberger, chair
Daryl Khan
Judith Watson (administration)

V. Student Advisory Council

Provides a forum on school-related issues and transmits student concerns to the dean; decides how to spend student activity fees; elects members to serve on the faculty-student disciplinary committee. All listed members are students.

Ann Marie Awad
Erin Brodwin
Jillian Eugenios
Jessica Glazer
Irina Ivanov
Heather Martino
Toby Salinger
Latima Stephens
Philippe Thiese

6. Describe the procedures for selecting unit administrators.

The Journalism School's dean is chosen by the CUNY Board of Trustees. In the event of a vacancy, the board establishes a search committee made up of board members, faculty representatives, students, an alumnus or alumna, and the president of a CUNY college. The CUNY chancellor conducts an analysis of the school's needs and priorities, announces the vacancy and processes applications. The search committee chooses seven applicants for interviews. Three or four are invited to visit the school, and various segments of the campus community are subsequently allowed to offer written comments about the candidates to the committee. The search committee recommends two or not more than three candidates to the chancellor. The chancellor reviews the search committee's recommendations and other information and prepares recommendations for the board, which makes the final selection.

Unit administrators below the dean's rank also are selected through a multistep process. When a position opens, the Journalism School forms a search committee. The position must be advertised on the CUNY website as well as a variety of external sites and in publications that reach underrepresented groups. The affirmative action officer at the CUNY Graduate Center must approve where advertisements will be placed. The search committee scores all applicants according to the qualifications listed in the job description. The committee then identifies those whom it wishes to interview, usually four to six candidates. The affirmative action officer also must sign off on the selection of interviewees, ensuring a diverse pool of candidates. Following interviews, the search committee sends two or three finalists to the dean or associate dean to interview. Once the dean or associate dean makes a final selection, in consultation with the search committee chair, the affirmative action officer must sign off on the whole search process before the human resources office at the Graduate Center makes an offer to the candidate selected.

7. Describe the process for evaluating unit administrators and summarize the results of the most recent evaluation.

The dean and other unit administrators are evaluated annually.

Administrators below the rank of dean are evaluated by the supervisor to whom they report. The supervisor prepares a memorandum for the employee's file that reflects input from the supervisor and the employee. The memorandum addresses the employee's core competencies, goals and objectives, and professional development plan. It includes an overall performance rating that ranges from "surpasses expectations" to "unsatisfactory."

The dean is evaluated by the chancellor in an annual meeting. These evaluations are part of the university's performance management process. Each year, CUNY colleges and graduate schools must submit a set of performance targets for the coming year, in line with the university's goals and targets. The institutions must also report on how well they achieved the past year's targets. Those results are the main factor in judging the dean's performance. The results also influence pay increases (in years when funds are available for increases). Every year, the dean meets with the chancellor to go over performance results. And every five years, the chancellor's office conducts an extensive review of the dean's performance that includes surveys, data analysis and interviews with all constituencies.

A full copy of Dean Shepard's most recent review is available in the workroom. That evaluation, conducted in the fall of 2011, was based on a survey of 120 people associated with the school. The groups surveyed included members of the professional staff, funders and other external leaders, full-time faculty members, consortial faculty members, part-time faculty members and students. As stated in the executive summary of the assessment, roughly 94 percent of respondents provided an assessment

■ PART II, Standard 1. Mission, Governance and Administration

that was mostly positive, 6 percent provided a mixed assessment, and 0 percent provided an assessment that was mostly negative. All of the professional staff, consortial faculty and external leaders gave an assessment that was mostly positive. Overall, 92 percent of part-time faculty and 75 percent of the full-time faculty gave an assessment that was mostly positive.

The respondents said the dean is a good communicator, is committed to the success of the school, and has a strong commitment to diversity. Respondents also said he has high standards for faculty, staff, and students and holds himself to those same high standards. They indicated that he displays integrity, uses data appropriately, and makes good decisions for the benefit of the school. Respondents indicated that the dean has built a sense of community and is dedicated to innovation and flexibility. They said he listens to the campus community and quickly responds to issues.

The constituency that provided relatively more negative comments (but still a majority of positive comments) was the full-time faculty. Although most respondents who brought up the topic of how well he delegates responsibility offered positive comments (81 percent), two full-time faculty members expressed concern that he may delegate too much to a few people and that those people may not always handle issues well.

8. Describe the unit's process for timely and equitable resolution of complaints and concerns expressed by faculty, staff or students.

The school resolves complaints in a variety of ways. Because we are a small institution with an open-door policy, a member of the faculty, staff or student body may raise a problem privately simply by dropping by the office of the dean or associate dean, who will attempt to find a resolution. Alternatively, a faculty member may raise a concern at one of our monthly faculty meetings for full discussion. A staff member may do the same at one of our monthly staff meetings. Students can visit a dean or the associate director of admissions and student affairs. Students also can raise issues at the Student Advisory Council or reach a school-wide forum at the Governance Council.

In their first and second semesters, all students are invited to attend lunch with the deans (usually this happens in six or seven sessions), and they are encouraged to talk about any issues they have with the school. These exchanges have resulted in several policy changes over the years; for example, after listening to concerns raised during the deans' lunches, we revised the schedule for our core multimedia class to give students more time for reporting.

By keeping our doors open, we usually are able to solve student complaints informally. When student demand for courses in the spring semester did not match past trends, for example, several students complained that they could not join the course of their choice. We found additional instructors and were able to enroll virtually all students in their first-preference classes. In another case, students complained after we closed the newsroom several times in one semester to host large events. After listening to students' concerns, we agreed to schedule no more than two events per semester in the newsroom and to give adequate notice before the disruptions.

The school has in place formal procedures for resolving personnel disputes. Faculty and staff members who wish to file a formal grievance may do so through the Professional Staff Congress, the union that represents them. Any student with a complaint against a faculty member also may use a formal process. Within 30 days of the alleged conduct, the student may file a written complaint with the department supervisor, or, if the supervisor is the subject of the complaint, with the associate dean or a senior faculty member designated by the dean as a fact finder. The fact finder sends a copy of the complaint to the accused faculty member and attempts to resolve the complaint. If that proves unsuccessful, the fact finder conducts an investigation and issues findings, which the student or

faculty member may appeal to the associate dean. Following the completion of these procedures, the dean decides the appropriate action to take, if any.

Professional master's program:

Since our program offers only a master's degree, the following questions have been addressed above.

9. Describe the role of the graduate director or other persons assigned to the professional master's program.

10. Attach a copy of the written strategic or long-range plan for the professional master's program.

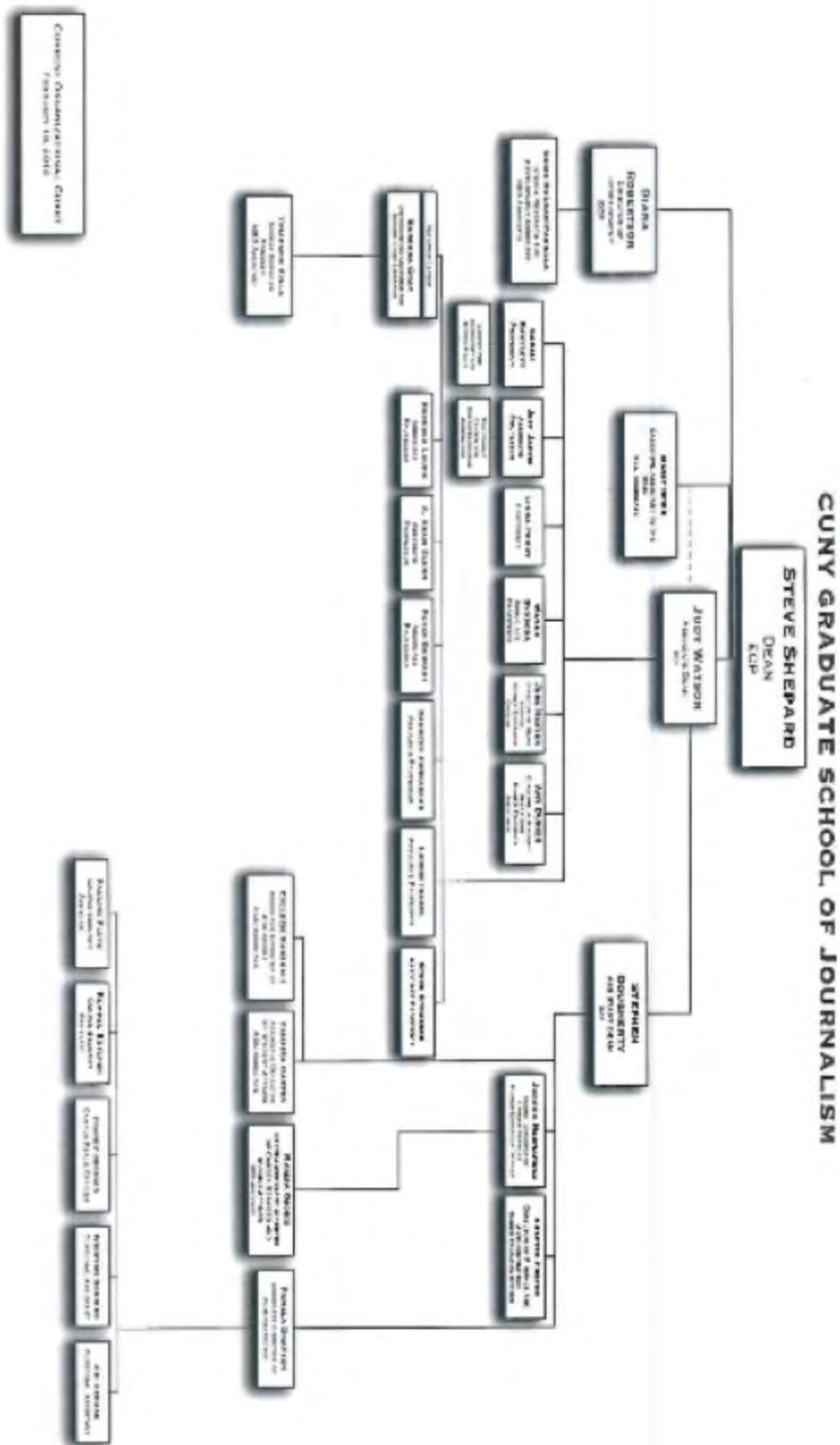
11. Describe the unit's policies and procedures for faculty governance of the professional master's program. Provide copies of faculty policy manuals, handbooks or other documents specifying policies, procedures and the roles of faculty and students in governance and in development of educational policy and curriculum of the professional master's program. (If these documents are the same as those provided in response to Q. 3, there is no need for duplication. Note the passages and pages specific to the professional master's program.)



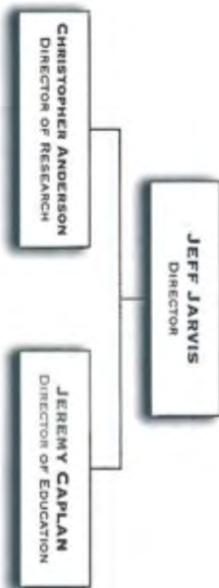
Standard 1: Additional Documents

- **Item 1: Organization Chart**
- **Item 2: Strategic Plan**
- **Item 3: Governance Plan and Bylaws**

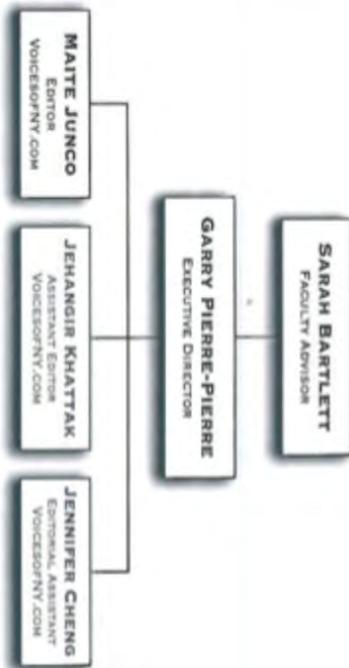
ITEM 1: ORGANIZATION CHART



**TOW-KNIGHT CENTER FOR
ENTREPRENEURIAL JOURNALISM**



CENTER FOR COMMUNITY AND ETHNIC MEDIA



CURRENT ORGANIZATIONAL CHART
FEBRUARY 18, 2013

ITEM 2: STRATEGIC PLAN

Strategic Plan of the CUNY Graduate School of Journalism

Adopted by the Governance Council, CUNY Graduate School of Journalism, May 7, 2013

EXECUTIVE SUMMARY

In preparing this report, the Strategic Planning Committee interviewed about a dozen industry professionals, received input from current students, faculty, staff and the school's board of advisors, and surveyed alumni.

At the end of this process, the committee concluded that the school's initial path was well conceived and forward looking. We continue to endorse our three-pronged approach to the curriculum: the importance of foundational journalistic skills; the essential value of a converged, multi-platform education; and the necessity of in-depth knowledge of a subject area. We agree with the original assessment that this comprehensive approach (requiring 45 credits) can only be accomplished in a minimum of three semesters, enhanced by a required summer internship. And we support the decision to limit our cohort to 100 students to allow for the intimate, hands-on instruction that is so important to our success.

Nonetheless, it's critical that the school not rest on its laurels. We have identified ambitious expansion opportunities, including executive and summer programs, international training workshops, and continuing education and online programs. The committee believes the biggest challenge facing the school over the next five years will be our ability to fulfill this exciting promise while maintaining the enormous strides we have already made.

INTRODUCTION

The CUNY Graduate School of Journalism is a child of disruption. The City University of New York elected to launch a new graduate school of journalism at a time when the Internet was roiling the profession, causing a collapse in traditional advertising revenue and raising profound questions about the industry's sustainability. The dean's first hire was not an expert in narrative journalism or a broadcast star but a professor who had made his name blogging about the digital transformation of our profession.

Because we were born into it, we aren't afraid of disruption. In fact, we seek to harness it. Our curriculum is constantly being reviewed and new elective courses added to reflect the industry's lightning fast changes. Our faculty is allergic to entrenched academic fiefdoms that can hinder self-criticism and obstruct change. Yet we firmly embrace bedrock journalistic principles – Dean Stephen Shepard calls them the “eternal verities” – of thorough reporting, good writing, critical thinking and ethical values.

The school also has the advantage of CUNY's DNA. As the only public graduate school of journalism in the northeastern United States, an important part of our mission is to provide a high-quality journalism master's degree to those who cannot afford to enroll in a private graduate journalism program or who choose not to do so. Mirroring CUNY's population, we are among the most diverse graduate schools of journalism in the country. Some 36 percent of our students hail from minority or immigrant families; our faculty is also diverse. Reflecting our public mission, we are the only graduate journalism school to offer a summer stipend so that every student is on a level playing field when choosing where to work for his or her required summer internship.

Our physical setting also informs our program. Just blocks from Times Square, within walking distance

ITEM 2: STRATEGIC PLAN

of many media companies and start-ups, our central location facilitates the recruiting of world-class professionals into our adjunct ranks and the hosting of key industry events. The city serves as a reporting laboratory, enabling our students to generate professional-level work that's distributed to many media outlets by the award-winning NYC News Service, and other J-School outlets that include Voices of NY and The Local [now relaunched as The Nabe]. Our high-definition television studio and state-of-the-art radio recording studios, developed and maintained in partnership with CUNY TV, also give us a competitive edge in recruiting both students and faculty.

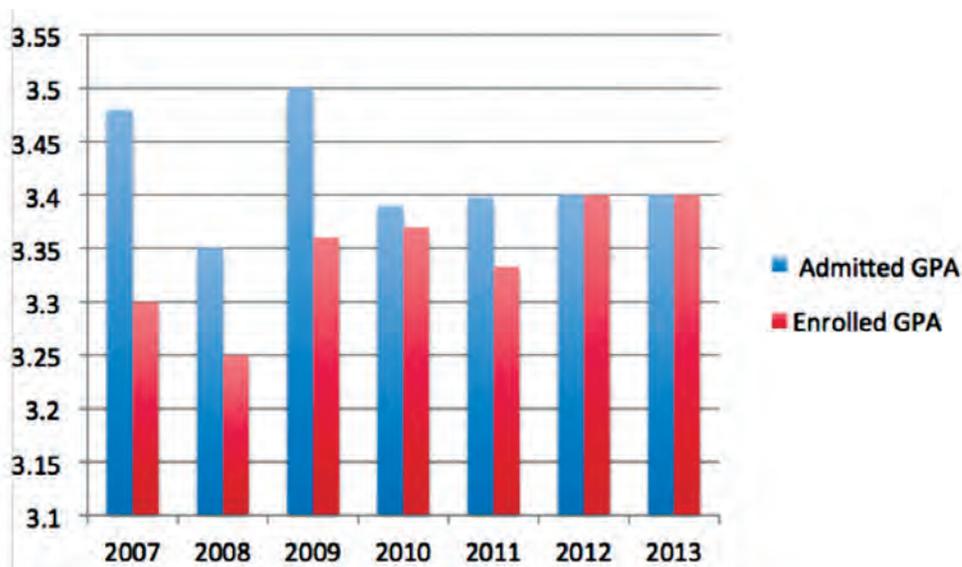
We are now in our eighth year of existence and we have accomplished much of what was laid out in the school's initial plan. Our founding dean is departing at the end of the year, and a search is underway for the person who will lead the school into the next leg of its journey. As we chart our next five years, we want to retain all that is so special about our character, while fortifying our foundation for an exciting and enduring future.

THE INDUSTRY BACKDROP

Rising tuition costs and student debt levels, economic recession and the emergence of alternative on-line educational opportunities have caused admissions and enrollment numbers to decline in many higher education institutions, particularly graduate schools for law and business.

Graduate journalism programs are not immune to these trends and have also been affected by the barrage of news stories about the loss of journalism jobs. In a report to the Strategic Planning Committee, Assistant Dean Stephen Dougherty noted that graduate journalism enrollment nationwide has seen declines in four of the past six years. His informal canvassing of enrollment officers at a number of journalism schools around the country indicated lower application activity again this year. (According to the latest numbers, our applicant pool fell by about 15 percent this year, the most notable decline to date.)

Despite this challenging environment, the CUNY Graduate School of Journalism has remained competitive, growing its enrollment while maintaining high standards of quality in the students who enroll. As the chart below shows, the college grade point average (GPA) of students enrolled at the CUNY J-School has risen steadily. And the average GPA score of students who ultimately enroll is no longer lower than that of students we admit.



From the fall of 2006, when the Journalism School first opened its doors, to the fall of 2012, national enrollment grew by 10.1 percent. During that same period, CUNY nearly doubled the number of applications received as well as the number of students enrolled in the program. The Journalism School has also developed a national reputation, nearly doubling its out-of-state students, [who] now comprise about half of the enrollment. And despite no targeted marketing, international students are applying in increasing numbers and now constitute 10 percent of the student body.

Of course, the growth in CUNY's market share partly reflects that we are the new kid on the block. Dougherty attributed the school's enrollment success to a number of other factors as well: our central location; the hands-on nature of the program; the extraordinary value in terms of cost of attendance; the array of subject concentrations; the emphasis on interactive, multimedia storytelling; the small class size and intimate sense of community; the diversity of the student body; the state of the art facilities; the paid summer internship; and the startup culture at the school.

These positive attributes have enabled the Journalism School to maintain its edge in a difficult climate. Nonetheless, Dougherty cautioned the committee about new developments that could challenge these admissions trends, among them: the explosion in online education; the emergence of new players, including liberal arts institutions like Harvard University, that have begun to offer online journalism training; the creation of Columbia University's new Brown Institute for Media Innovation; and strong competition in scholarship packages offered to students, particularly those of color. In addition, he noted that as a public institution, CUNY will undoubtedly face more budgetary pressure and a continuation of the recent trend of tuition and fee increases which, together with scholarship and funding competition, could narrow our cost advantage.

This analysis injects new urgency into our strategic planning process. The committee believes it is vital to strengthen our current offerings while simultaneously focusing on initiatives that will generate new revenue streams.

STRENGTHENING OUR CURRICULUM

When the Journalism School first opened in the fall of 2006, we made certain key assumptions. We knew our graduates wouldn't succeed without a fundamental grounding in ethics, reporting and writing, news judgment and subject expertise that would help differentiate them in the job market. But we also knew that our industry was undergoing a radical transformation and that riding that wave of innovation would be critical to our school's success.

From the outset, that required us to hire cutting-edge professionals, to create a culture that would be open to revising our curriculum continuously while maintaining academic standards and to invest in technology to keep pace with the industry's rapid evolution.

Since 2007, about 60% of our curriculum has been revamped. Soon after we launched, for instance, we abandoned the school's requirement that students select a media track, recognizing that it was needlessly restrictive and didn't mirror real-world options. There is no course currently offered in the Interactive program that was on the books in 2006. Examples of new courses that have been added, some of which are taught in five-week modules, include: Advanced Social Media, Data-driven Interactive Journalism, Mobile and Tablet Journalism, HTML and CSS, Java Script and JQuery for Journalists, WordPress Customization, Hyperlocal Journalism, Video Storytelling for the Web, Audio Podcasting and News Games & Quizzes.

Also, as the size of our student cohort has gradually increased, we have had the critical mass to add a fifth subject concentration (International Reporting), more varied January and August Academy

ITEM 2: STRATEGIC PLAN

workshops, a series of photojournalism courses and an enhanced broadcast curriculum that includes Documentary Filmmaking, Radio Newswriting and Reporting, and Television News Magazine Production. With so many new courses being offered, nearly a third of our students now stay on for a fourth semester to take full advantage of the expanded curriculum.

In constantly reevaluating our curriculum, the Journalism School also places a high priority on rethinking the business model for news to help make the industry more sustainable. Under the leadership of Professor Jeff Jarvis, the Journalism School created the Tow-Knight Center for Entrepreneurial Journalism and, in 2012, granted the nation's first M.A. degrees and certificates programs in Entrepreneurial Journalism. The goal of those programs is to attract journalism entrepreneurs from around the world who will use this unique set of business, technology and journalism courses to develop innovative approaches to our profession to help ensure its sustainability.

In 2013 we created the Harold W. McGraw, Jr. Center for Business Journalism. The center will seek to enhance the coverage of business and economic news and to train future journalists in the art and science of business reporting.

The impetus for new courses often comes from our students, who are frequently the earliest adopters of new technologies and platforms. Close relationships between students and faculty helps surface these ideas. The faculty, if not already on the case, is receptive to developing curriculum in rapid response. The Curriculum Committee meets regularly to examine and, ultimately, to authorize sound curricular changes. And our New York location gives us access to a pool of talented professionals able to teach these latest technologies and skill sets.

The Journalism School's nimbleness, combined with academic rigor, is an intangible yet vital asset that we need to work hard to sustain. It helps us market the school, drives a steady stream of competitive applicants our way, makes faculty retention easier and even helps us fundraise. It also benefits our alums: The constant refreshing of our curriculum gives them the opportunity to come back and learn new skills to keep them competitive in the marketplace.

Yet that advantage could vanish if the Journalism School becomes complacent or smug about its perceived early success. Other journalism educators are actively evolving their curricula, too, at places like the Center for Collaborative Journalism at Mercer University in Macon, Ga., the Knight Center for Digital Media Entrepreneurship at Arizona State University and the Centre for Community Journalism at Cardiff University in Wales.

Ask professors or program directors at the Journalism School, and they will tell you that they strive for excellence, whether it's in teaching, scholarship, reputation or student job placement. That said, areas where the school enjoys industry recognition include:

- Digital journalism, including specializations in visual storytelling, mobile, social media and data visualization.
- Entrepreneurial journalism and news innovation, through the continued leadership of the Tow-Knight Center.
- NYC Community journalism. Through our sponsorship of news outlets such as The Local [now The Nabe], the Mott Haven Herald, 219 West, 219 Magazine, Voices of NY, the NYCNews Service and the recent launch of the Center for Community and Ethnic Media, the School has embraced "teaching by doing" by producing community news in New York City in print, radio, TV and on the web.

What do we want the Journalism School to be known for in the future? Given the pace of innovation, it is impossible to say with certainty the courses that should be on our books two or three years from now. We do, however, believe our internal processes, along with enhancements the committee recommends, will help us remain innovative and competitive in the future.

Several years ago the Journalism School put in place an outcomes and assessment process to ensure that our instruction generates desired goals. That process is yielding useful results. This year, for instance, we identified some gaps in our teaching of convergence and are taking steps to address them.

To better inform future curricular decisions, the school's Tow-Knight Center for Entrepreneurial Journalism is conducting ethnographic research in newsrooms and startups to identify specific skills that are in demand in the marketplace. One goal is to match some of those skills with online learning materials. More broadly, we expect that this outcomes-based approach will enable us to teach more skills to more students more efficiently, and may ultimately change how we teach some subjects.

To institutionalize strategic thinking about curriculum, the committee recommends the creation of a new Strategic Planning Committee composed of faculty, students and alumni. More details on this committee's responsibilities are outlined later in the strategic plan.

In conducting our outreach for the strategic plan, the committee sought input from our alumni and our board of advisors. About a third of our alums responded to a survey and about 30 grads participated in a subsequent meeting.

Both the alumni and our board of advisors felt our curriculum needed more emphasis on career-building skills, given that the profession is based increasingly on freelancing and entrepreneurialism. Whether they are combined into a single course or sprinkled throughout the three semesters, the committee agreed that topics like networking, time-management, pitching, personal finance, grant-writing, portfolio development, building a personal brand and others deserve a more prominent place in our curriculum. The Strategic Planning Committee recommends to the Curriculum Committee that it address this newly identified need with concrete proposals.

The Strategic Planning Committee also concluded that our curriculum review process could be enhanced. The Curriculum Committee is charged with reviewing and approving all new courses, which are the purview of the faculty, driven from the bottom up. Courses already on the books are typically revised on an ad hoc basis, with Curriculum Committee oversight. However, there is no mechanism in place for the formal review of curriculum where changes are not sought.

The Strategic Planning Committee believes that structured, regular reviews of segments of our curriculum are a constructive way to ensure that what we teach remains current and relevant. The committee recommends that every three years each program director invite an external panel to review syllabi, student work, faculty peer reviews, and student evaluations. The program director would then report the findings of that panel to the Curriculum Committee. In cases where elective courses do not naturally fall under a program, the Associate Dean will organize the review. So as not to over-burden the Curriculum Committee, program reviews can be scheduled on a rotating basis. The committee also concluded that the Curriculum Committee, which is so central to faculty governance, should have its membership expanded to six faculty and two students (from the current four and one, respectively) along with the Associate Dean.

The next step is to draft resolutions on expanding the size of the Curriculum Committee and creating a new Strategic Planning Committee so they can be presented at the next Governance Council meeting.

ITEM 2: STRATEGIC PLAN

STRENGTHENING OUR INSTRUCTION

In reviewing the composition of the faculty, the Strategic Planning Committee concluded that new approaches should be undertaken to keep our ranks competitive and current. The school now has 11 full-time faculty members, six consortial faculty members from other schools in the CUNY system, 17 “senior adjuncts,” defined as those who lead programs or teach at least four classes a year and 63 adjuncts or coaches. The Journalism School has benefited greatly from being able to tap into a wealth of highly skilled professionals who are willing to accept the limited financial rewards of an adjunct in exchange for participating in a vibrant intellectual environment. By rotating them through our faculty ranks, these adjuncts help keep the school at the cutting edge.

Because the Journalism School places such a premium on having an ever-evolving curriculum, the Strategic Planning Committee believes the school should retain maximum flexibility in hiring as openings occur in the full-time faculty. The committee also believes it is important to offer more comprehensive professional development opportunities to strengthen the skills of current faculty.

Our student evaluations indicate that our program is well regarded and delivering on its goals overall. But the Strategic Planning Committee believes it is essential to keep raising the bar. We recommend that the Journalism School undertake the following:

- As natural turnover occurs in the ranks of its full-time faculty, the school should consider hiring professional journalists who would serve limited terms as distinguished lecturers, as part of a mix of full-time faculty, super adjuncts, adjuncts and consortial professors.
- The school should create a new staff position to lead a more robust, ongoing professional training program for faculty. This also could include training in how to integrate “blended learning” – online lessons, primarily in new storytelling and reporting tools – into syllabi, where appropriate. The committee thinks it would make sense to have that person also lead the Continuing Education program (currently staffed by an alum, part-time), since the learning and experience from one would naturally inform the other.
- The committee recognizes the importance of strengthening faculty interest in training. We believe constant improvement should be an even stronger aspect of the school’s culture. This could be accomplished by holding more faculty meetings where best practices are shared, by offering higher-quality training sessions, by articulating clearer expectations about the need to learn new skills and, possibly, by increasing the incentives to faculty to undertake regular training.
- The committee recommends that the faculty peer review process be overhauled. The committee suggests that three brief visits to a class, beginning much earlier in the semester, would be helpful, as would regular reviews of syllabi, faculty edits of student work and previous student evaluations. Faculty members should also be encouraged to visit other classes and/or pair up with a faculty member who can provide mentoring.

As a next step, the committee recommends that the school appoint a full-time staff person who will be responsible for professional development and continuing education.

STRENGTHENING OUR LEADERSHIP

1. Faculty Scholarship

As the school moves into its next phase of maturation, the focus on faculty scholarship will heighten, with an expectation of continued contributions by all faculty members. The addition of the Journalism School's new imprint, CUNY Journalism Press, offers another outlet that professors can avail themselves of as they pursue this endeavor. Scholarship has been defined by the Journalism School as traditional academic scholarship as well as contributions in thought leadership and excellent journalism in all formats.

Because the faculty has deliberately embraced having a relatively high mix of practitioners who come from newsrooms across New York City, we extend this expectation of continued journalistic contribution to our adjuncts and consortial faculty. It should be noted that our expectation for service activities also extends to our part-time faculty.

It is understood that scholarly contributions can absorb time and mental space. In recognition of that, the Strategic Plan calls for additional resources to be made available, in the form of release time and expense coverage, to major faculty projects that show a high probability of being brought to fruition and having an impact.

2. Board of Advisors

The Journalism School is blessed with a board of advisors made up of a stellar group of journalists and media professionals. As the industry undergoes radical change, however, the very definition of a journalist and the kinds of companies that he or she works for is being profoundly transformed. The Strategic Planning Committee recommends that once the new dean is hired, the board be expanded to include representatives from related, emerging industries.

3. Serving CUNY's Undergraduate Journalism Programs

The Journalism School considers that part of its mission is to provide journalistic leadership across the 18 undergraduate campuses of The City University of New York and an opportunity for talented undergraduate journalists to pursue a graduate degree at a reasonable price.

Toward this end, the school has helped organize a CUNY Journalism Discipline Council that brings together faculty from journalism programs across CUNY to discuss common challenges and provide more seamless movement of students between the different levels of journalism programs. Full and part-time journalism faculty members at the university are offered the opportunity, at no cost, to sharpen their skills by participating in our courses and professional education workshops.

Likewise, we have invited student editors/broadcasters from across the university to participate in our special events and our supplemental workshops such as those offered in our August and January Academies.

Nevertheless, the Strategic Planning Committee recommends that additional steps be taken to increase the number of applicants and admitted students from CUNY undergraduate campuses. We endorse the recommendations made by the school's Diversity Committee regarding efforts to increase the diversity of the student body through our admissions process, and we also recommend that the school dedicate a portion of its scholarship funds to CUNY applicants.

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In the coming five years, we will also create a Campus Wire on a WordPress platform. This would showcase content from all the CUNY undergraduate news outlets and allow editors/news directors and their faculty advisors to see what the other CUNY campuses are doing, to spot trends, to share ideas and content, and to collaborate on university-wide or NYC-wide stories. In preparation for this, we are offering to transition campus news outlets to a WordPress platform hosted by the Journalism School.

4. Diversity

The Diversity Committee has recommended that the school take a number of steps to continue and enhance its diversity initiatives. The Strategic Planning Committee supports the recommendations outlined in the Diversity Committee's report.

STRENGTHENING OUR ALUMNI OUTREACH

Our graduates are some of the Journalism School's greatest assets. In the Class of 2011, the most recent for which data is available, more than 90% of our graduates are working in the journalism profession. Many alumni who have been in the workplace for several years have already been promoted into higher-level positions. Our students' success in the workplace is the best marketing the school could have. These graduates serve as a vital conduit of information to prospective students and as job-placement resources for current students. As they climb the professional ladder, they are also our future donor base.

The Strategic Planning Committee believes that the school should devote additional resources to maintaining and strengthening these important ties. We were pleased that over a third of our alumni responded to our [Strategic Plan Committee] survey. But the committee believes it is in the school's interest to do more to build a vibrant network of Journalism School grads. Current students have requested, for instance, that there be easier access to a more current database of alums that could help with summer internship applications, informational interviews and even the recruiting of prospective students.

Responsibility for developing alumni ties currently falls under the auspices of the Career Services Office, which has a very full plate. The Journalism School should create a separate Office of Alumni Affairs, staffed by a full-time officer who would work closely with Career Services, the Development Office and our proposed new staff person hired to develop our professional development program.

OPPORTUNITIES FOR EXPANSION

After seven years of steady enrollment growth, the Journalism School is hovering around the 100-student maximum outlined in the school's original plan. The Strategic Planning Committee believes that our relatively small size has been beneficial, engendering a close-knit culture and allowing for hands-on instruction. Admitted students who enroll at the Journalism School frequently cite these attributes when describing why they chose us over more established and well-endowed competitors. That perspective was also evident in the results of a recent alumni survey that the Strategic Planning Committee commissioned.

The school has maintained this intimate environment while expanding beyond its original scope by creating two new centers: the Tow-Knight Center for Entrepreneurial Journalism in 2010 and the Center for Community and Ethnic Media in 2012. Over the course of the next five years, the school expects both centers to strengthen their leadership position nationally in their respective areas of expertise. Looking ahead, the school anticipates adding at least one or two more centers to round out our offerings and increase our distinctiveness.

Those initiatives do not mark the end of our expansion, however. As close observers of the journal-

ism profession, we are acutely aware of the power of the Internet to be a disruptive force. The popularity of online education is clearly growing, and that disruption is now aimed squarely at institutions of higher learning. As befits its history, the school does not want to sit by passively and let this force overwhelm us. We want to engage with it and emerge in a leadership position.

We want the Journalism School to take into account the caution expressed in the alumni survey that only certain types of learning may translate well to an online environment and that the one-on-one training the school is known for should not be sacrificed. We believe, however, that online journalism training, done well, has the potential to transform our work: by maintaining a high-quality education while reducing the cost to students; by expanding the pool of potential applicants for the school, particularly overseas; and, by opening up new ways of learning to those not well served by conventional classes. If we are successful, [online journalism training] could also alter the process by which we assess students, by placing greater emphasis on mastering competencies rather than counting course credits.

Lastly, we recognize that to have the financial resources to remain at the top of our field – and to remain competitive with the scholarship packages we can offer top students – we need to develop alternative revenue streams to our current mix of state funding, tuition, foundation grants and gifts.

For all these reasons, the Strategic Planning Committee endorses the development of four new initiatives.

1. Online Education

While some online learning already takes place within the School's interactive modules, a subcommittee consisting of Jeff Jarvis, Sandeep Junnarkar and Jere Hester has been working on a more ambitious online learning initiative. The abundance of online tools presents an opportunity to rethink how the school teaches technology, as well as many other skills at the Journalism School – and in every journalism school. The Strategic Planning Committee believes that the online efforts the school undertakes should not be limited to replicating its current curriculum, but should use the opportunities the Internet offers to teach in new ways.

The pyramid of possible offerings includes, from bottom to top:

- Learning material—elements that are not necessarily constructed as coursework. Note that the school does not intend to create all the learning material it uses in classes; it will also curate the best of what is already offered by others online.
- Lessons—a specific instruction that is less than a course.
- Courses, structured over many hours and weeks could include offerings with individual instruction as well as large-scale efforts (MOOCs).
- Certificates, such as the one the school offers in entrepreneurial journalism, or expanding to other areas such as journalistic technology or midcareer certification in multimedia.
- A full online degree

In 2013, the school is undertaking a number of pilot projects, including:

- Field research—in newsrooms and news startups – to determine specific outcomes that are needed in the market for journalists. In this pilot, we will match these outcomes with online learning materials and make the recommendations open-source to schools and students everywhere.
- Learning modules for creating the best ledes in text and in video.

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- A full online course in entrepreneurial journalism aimed particularly at international students.
- Possibly a course launched in conjunction with one of the online education companies, such as Udacity, to test its power at marketing and bringing in qualified students, and to understand how to work with a partner in such an endeavor.

Based on what we learn in the pilots, the School will decide which of several possible paths to pursue in 2014. These may include offering a set of courses, a certificate or perhaps the beginnings of an online degree program. In five years, we would like CUNY to be seen as a leader in the field, using the Internet and technology to improve journalism education at CUNY and elsewhere, to expand our offerings, to serve new and larger constituencies, and to find sustainable business models.

2. Executive Degree Program

The Strategic Planning Committee believes there is a promising new business opportunity in offering an executive degree program. This would be offered to working journalists with five or more years of experience, allowing us to eliminate some of the most basic reporting and writing courses from the required curriculum for this group. An accelerated Saturday program, for instance, could take place over 45 Saturdays during a 16-month period. The program would enroll two cohorts of 12 students each fall, with tuition set at regular in-state rates for all candidates.

In 2013 the Strategic Planning Committee recommends that the Journalism School, under the direction of Assistant Dean Dougherty, conduct market research to analyze the competition, pricing and applicant pool and then, in consultation with professors, develop a curriculum and business plan. Pending state approval, we would like to see an executive degree program introduced in the fall of 2014.

3. Summer Intensive Program

The Journalism School can profit from the underutilization in the summer of our excellent facility by developing a Summer Intensive Program for potential new constituencies, including international students, local high school students, undergraduates (from both CUNY and other colleges) and journalism educators.

The Summer Intensive would be a one-month certificate designed to upgrade and enhance writing, reporting and multimedia skills. This program could offer a combination of digital-skills training, field reporting experiences and coaching in English-language writing and speaking. The program could be offered in two sessions – June and July - with each session accommodating up to 20 participants.

In 2013, the School, under the direction of Assistant Dean Dougherty, should conduct market research to analyze the competition, potential pricing and applicant pool and develop curriculum and a business plan in anticipation of rolling out a Summer Intensive Program in 2014.

4. Training for International Markets

The committee believes there is potential for new revenue to be generated by taking the CUNY Graduate School of Journalism brand “on the road.” There is great demand for graduate-level journalism education in international markets, and one way to satisfy that demand is to share our expertise with journalism educators in other parts of the world, i.e., to train the trainers. We are currently in discussion with the International Center for Journalists and believe it is possible to launch a pilot international project in 2014.

In 2013, the committee recommends that the Journalism School develop a business plan and curriculum for overseas training workshops.

EXPANDING OUR FACILITIES

The school is very near the capacity of its physical space. There are currently full-time instructors without offices, and adjuncts frequently compete for a place to perch when they are at the school. IT staff are being forced to double up in windowless offices intended for one person.

The Strategic Planning Committee recognizes that in proposing new initiatives, we will be [proposing] adding staff that will, in turn, require space for their activities and support from admissions, IT, student affairs and other administrative functions. If these new initiatives are successful, they will, in turn, require additional staff and space.

The committee recommends that the school begin discussions with CUNY about options to expand its physical footprint. Additional space would also give the school the potential for a satellite newsroom, perhaps in conjunction with a media outlet. With the enthusiasm in the profession for a “teaching hospital” approach to journalism education, a satellite newsroom could promote better local journalism and become one of the School’s strategic assets.

EXPANDING OUR FINANCIAL RESOURCES

It is clear that to launch so many ambitious initiatives successfully will require major additional funding. Nothing would be worse than having the Journalism School embark on a bevy of activities with insufficient resources.

With the market evolving so rapidly, the committee believes that it is essential for the school to begin funding market research, curriculum and business-plan development immediately. To get that process started, the committee recommends that the school reallocate up to \$150,000 from our current budget to support this activity.

If, as a result of our research and business planning, we conclude that some of our initiatives have no prospect of becoming self-sustaining, we will not move forward on them. If, however, these ideas for expanding the School’s educational footprint warrant further investment, the school will need to identify additional sources of funding to cover the startup costs, the amounts of which will not be known until the research is complete.

Beyond our expansion plans, there are other important financial needs that the school will face in the future. The competition for the highest-quality students, particularly those of color, has grown increasingly fierce. To remain competitive, we need to make sure that the Journalism School has a sufficient pool of scholarship money to offer admitted students.

The Strategic Planning Committee also supports raising funds to host three or more distinguished journalists at the school each year. Their presence would help raise the school’s visibility, draw top student applicants and contribute to the school’s intellectual environment. The price tag for three such luminaries: \$210,000 a year.

Lastly, the school needs to solidify its funding of the student summer internship program. While our annual gala nearly supports it currently, we anticipate that the financial need will increase over time. According to Diana Robertson, director of development, the cost of endowing the internship program would be about \$3 million.

Successful new educational programs will help the Journalism School grow over time. As that occurs,

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the committee recommends that as much of that new revenue stream be used to reduce the cost of tuition to students. To bolster the school's financial underpinnings dramatically, the Strategic Planning Committee recommends that the School, under the direction of the Development Office, begin the process of creating its own 501(c)3. The goal would be to launch it by 2015. Nearly every CUNY college has its own foundation, and given our ambitious goals, it is time we had one too. With board members specifically recruited to support our fundraising efforts, our foundation could begin the task of solidifying our financial future.

EMBEDDING STRATEGIC PLANNING

The Strategic Planning Committee believes it is important to build strategic thinking into the everyday life of the school. We don't want this report to sit on a shelf in someone's office, and, though time-consuming, we have found the process of engaging in collaborative, contemplative self-examination to be of great value. We recommend that the Governance Council create a permanent Strategic Planning Committee that would consist of representatives from the administration, the faculty, alumni and students. To inform its thinking, the committee may also invite external guests who are leaders in the field or engaged in transforming it to make presentations to the committee.

The primary responsibility of this committee would be to review the implementation of the school's strategic plan. This would include: ensuring that the school's annual budget allocations reflect the school's strategic priorities; considering the strategic direction of the curriculum; reviewing the evolution of journalism education; and evaluating the state of the school's infrastructure.



ACTION PLAN

2013

Strengthen Curriculum

Curriculum Committee works with faculty to integrate career-building skill instruction into the MA program – *Strasser*

Curriculum Committee creates a schedule over the next five years of reviews of programs (of both media disciplines and subject concentrations) – *Strasser*

Proposal to Governance Council to expand size of Curriculum Committee – *Strasser*

Strengthen Instruction

Overhaul faculty peer review process (process already underway) – *Watson*

Improve Alumni Ties

Create new Alumni Affairs Office, staffed with one full-time person.

Expand Opportunities

Online education pilot projects completed – *Jarvis, Junnarkar, Hester*

Launch search for new Continuing Education/Professional Development director, to be hired by yearend – *Watson*

Conduct market research for executive degree program, develop curriculum and business plan – *Dougherty*

Conduct market research, develop curriculum and business plan for summer intensive program – *Dougherty*

Develop business plan and curriculum for overseas training workshops.

Increase Funding

Begin process of creating 501(c)3 – *Robertson*

Embed Strategic Planning

Submit proposal to Governance Council for creation of Strategic Planning Committee – *Bartlett*

2014

Strengthen Curriculum

Curriculum Committee begins review of programs.

Expand Opportunities

Run at least six professional development workshops a year for faculty, monitor impact on faculty scholarship, classroom instruction, diversity of student assignments.

Grow revenues from Continuing Education business by 20%.

Undertake additional online educational initiatives, based on learning from 2013 pilot projects.

Enroll first executive degree cohort in fall.

Enroll first summer intensive cohort.

Launch pilot international training program in summer.

Once new dean is on board, begin exploring opportunities for additional space.

Strengthen Advisory Board

Expand size and composition of advisory board.

Strengthen Alumni Ties

Host Alumni Day, develop online database of alums, undertake additional steps to develop more robust alumni network.

Strengthen Funding

Continue process of creating 501(c)3.

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2015

Strengthen Curriculum

Review of programs.

Expand Opportunities

Run at least eight professional development workshops a year for faculty, monitor impact on faculty scholarship, classroom instruction, diversity of student assignments.

Grow revenues from Continuing Education business by 20%.

Undertake additional online educational initiatives, based on learning from 2014 projects.

Fine-tune executive degree program, based on learning from 2014.

Fine-tune summer intensive program, based on learning from 2014.

Launch at least two international training programs.

Increase Funding

Recruit foundation board members, launch 501(c)3.

Strengthen CUNY ties

Develop a Campus Wire for undergrad programs on a WordPress platform.

2016

Strengthen Curriculum

Review of programs.

Expand Opportunities

Run at least eight professional development workshops a year for faculty, monitor impact on faculty scholarship, classroom instruction, diversity of student assignments.

Grow revenues from Continuing Education business by 10%.

Undertake additional online educational initiatives, based on learning from 2015 pilot projects.

Continue to develop executive degree program.

Continue to develop summer intensive program, based on learning from 2015.

Run at least three international training programs.

2017

Strengthen Curriculum

Review of programs.

Expand Opportunities

Run at least eight professional development workshops a year for faculty, monitor impact on faculty scholarship, classroom instruction, diversity of student assignments.

Grow revenues from Continuing Education business by 10%.

Undertake additional online educational initiatives, based on learning from 2016 pilot projects.

Continue to develop executive degree program.

Continue to develop summer intensive program, based on learning from 2016.

Run at least three international training programs.

Strategic Planning Committee

Professor Sarah Bartlett (chair)
Tim Catts ('07)
Elbert Chu ('13)
Professor Greg David
Professor Peter Beinart
Jere Hester (Director, NYCNews Service)
Professor Jeff Jarvis
Professor Sandeep Junnarkar
Emily Laber-Warren
Daisy Rosario ('13)
Toby Salinger ('13)
Associate Dean Judith Watson

ITEM 3: GOVERNANCE PLAN AND BYLAWS

CUNY J-School Governance Plan

Approved by the CUNY Board of Trustees on November 26, 2007

Amended and Updated by the Governance Council May 7, 2013

Article IV. GRADUATE SCHOOL OF JOURNALISM.

A. Administrative Officers

1. Dean. The Dean of the Graduate School of Journalism (the “GSJ”) will be the chief academic and administrative officer. The Dean will have general responsibility to develop, implement and administer the GSJ’s M.A. program in journalism and any centers and institutes established under the GSJ’s purview, in accordance with the policies of the Board of Trustees of the City University of New York. The Dean will have responsibility and authority for the GSJ comparable to those set forth for Presidents in Article 11.4 of the Bylaws of the CUNY Board of Trustees.
2. Associate Dean. An Associate Dean of the GSJ may be appointed by the Dean in accordance with the established policies of the CUNY Board of Trustees for such appointments. The Associate Dean will have such duties and responsibilities as may be assigned to him/her by the Dean.
3. Assistant Deans. Assistant Deans of the GSJ may be appointed by the Dean in accordance with the established policies of the CUNY Board of Trustees for such appointments. Assistant Deans will have such duties and responsibilities as may be assigned to them by the Dean.
4. Program Directors. With input from the faculty, the Dean may appoint faculty members as program directors for each media track and subject concentration. These program directors will be responsible for selecting and overseeing adjunct faculty in that program and have such other duties and responsibilities as may be assigned to them by the Dean.

B. Governing Body

1. Graduate School of Journalism Governance Council. The governing body of the Graduate School of Journalism will be the Governance Council, which will operate in accordance with its Bylaws. A majority of the voting members of the Council will constitute a quorum.
2. Membership. The Governance Council will have voting and non-voting members. Voting members will include the Dean, the Associate Dean, all full-time faculty, all program directors, representatives from the consortial and adjunct faculty, and three student representatives chosen by the student body. Non-voting members will include the directors of administrative departments at the School.
 - a. Full-time faculty will constitute 60% of the Council’s faculty membership; consortial faculty will constitute 10%; and adjunct faculty representatives will constitute 30% . Consortial and adjunct faculty will vote on their representatives during the fourth week of every other academic year; nominations and self-nominations will be submitted to the Secretary of the Council by the end of the second week of the fall semester. The Secretary will oversee the election. Consortial and adjunct faculty representatives will be elected to a two-year term.
 - b. Student representatives will be selected to serve a one-year term. Two students will be selected by the elected representatives of the Student Graduate Council each spring and a third student, from the incoming class, will be selected in the fall.
3. Executive Committee. The Governance Council will have an Executive Committee, which will consist of a Chairperson, the chairpersons of all standing committees, the Dean, the Associate Dean and the Secretary of the Council. The Executive Committee will prepare the agenda for Council meetings. It may act with all of the authority of the Governance Council when a meeting of the Council cannot be scheduled in time to deal with an urgent matter. The Executive Committee will report to the Governance Council at its next regular meeting any official actions taken by the Executive Committee since the last Council meeting.

ITEM 3: GOVERNANCE PLAN AND BYLAWS

4. Duties. The duties of the Governance Council will be as follows:
 - a. to work with the Dean to formulate educational policy for the Graduate School of Journalism and to develop standards for admission, academic performance and degree requirements for students and to establish standards for the appointment, reappointment (with and without tenure) and promotion of faculty and criteria for each faculty position consistent with the Bylaws and policies of the CUNY Board of Trustees and other CUNY policies and procedures;
 - b. to review programs and curricula leading to the master's degree;
 - c. to consider any other academic matters of the Graduate School of Journalism and to make recommendations to the Dean and the CUNY Board of Trustees;
 - d. to consider reports and recommendations of the Council's standing committees;
 - e. to elect the Chairperson of the Executive Committee and the Secretary of the Council to two-year terms;
 - f. to appoint the six faculty members to serve as the faculty panel for service on the Faculty-Student Disciplinary Committee in accordance with Section 15.5 of the Bylaws of the CUNY Board of Trustees;
 - g. to review and recommend revisions to the governance document of the Graduate School of Journalism and the bylaws of the Governance Council; and
 - h. to provide advice to the Dean on budget matters.
5. Officers
 - a. Chairperson of the Governance Council. The Dean of the Graduate School of Journalism will serve as Chairperson of the Governance Council and will preside over its meetings. In the absence of the Dean, the Chairperson of the Executive Committee will preside.
 - b. Chairperson of the Executive Committee. The Chairperson of the Executive Committee will be elected to a two-year term by the Council from among full-time faculty members and program directors on the Council. The Chairperson will preside over the meetings of the Executive Committee. In the absence of the Chairperson, the Dean will preside.
 - c. Secretary of the Governance Council. The Secretary of the Governance Council Secretary will be elected for a two-year term by the Governance Council. The Secretary will prepare meeting agendas based on the directions of the Dean and Executive Committee, send out proper notice of Council meetings, prepare and distribute minutes, maintain custody of all Council records and supervise election of Council representatives and filling of vacancies.
6. Standing Committees.

The Governance Council will establish the following standing committees: Curriculum and Degree Requirements Committee, Faculty Standards Committee, Campus Life and Facilities Committee, Technology and Library Committee, Outcomes Assessment Committee, Diversity Committee, and Strategic Planning Committee. The Council may establish such other committees as it deems necessary to the discharge of its responsibilities. Each committee will consist of faculty members and student members as specified in its Bylaws.

C. Other Committees

1. Personnel and Budget (P & B) Committee. The P & B Committee will operate in accordance with the Bylaws of the Board of Trustees of the City University of New York. Its members will include all tenured full-time faculty members and the committee will be chaired by the Associate Dean. The duties of the P & B Committee will be:
 - a. to review and make recommendations to the Dean regarding appointment, reappointment, promotion, leaves and granting of tenure for all full-time faculty at the Graduate School of Journalism;
 - b. to appoint faculty search committees when faculty lines become vacant or new lines are authorized;
 - c. to make recommendations to the Dean regarding adjunct and consortial faculty appointments; and
 - d. to provide advice to the Dean on budget matters.

2. Admissions Committee. Membership will consist of at least 10 faculty members (full-time, consortial or adjunct, who need not sit on the Governance Council), the Dean and the Associate Dean. The Assistant Dean will serve as a non-voting member of the committee. Faculty members will be selected by the Assistant Dean. The committee's duties will include reviewing student admission applications and determining which students will be admitted annually, and maintaining a waiting list from which other applicants may be offered admission.
3. Academic Appeals Committee. Membership will consist of four faculty members (full-time, consortial or adjunct, who need not sit on the Governance Council) plus the Associate Dean. The faculty members will be selected annually by the Associate Dean from a list of faculty members who have indicated to the Chair of the Executive Committee that they are willing to serve, and those appointments are subject to approval by the Executive Committee. The committee's duties will be:
 - a. to hear student appeals regarding grades and dismissal from the program for academic reasons and to submit recommendations to the Dean on such appeals.
4. Faculty-Student Disciplinary Committee. A Faculty-Student Disciplinary Committee will be established and will function in accordance with Article 15 of the Bylaws of the CUNY Board of Trustees. This committee will also be charged with considering violations of the GSJ Code of Ethics.
5. Ad Hoc Committees. As the need arises, ad hoc committees may be created, either by appointment by the Dean or by the Governance Council.

D. Student Governance

1. Student Advisory Council. Students at the Graduate School of Journalism will be represented by a Student Advisory Council. At the end of each fall semester, six students will be elected by the student body to serve on the Student Advisory Council for the upcoming spring and fall semesters; at the start of each fall semester, two additional students will be elected from and by the incoming class to serve for the fall and spring semesters. When elections are to be held, the Director of Student Affairs will put out a call for candidates, with a deadline. Current Student Advisory Council members will oversee the election.
2. Duties. The Student Advisory Council will provide a forum for discussion of School-related issues and matters of particular concern to the student body. The School's director of Student Affairs will also serve as an ad-hoc, non-voting, member of the Student Advisory Council in order to transmit student concerns directly to the Dean and to respond to student questions about administrative or academic issues affecting them. The Student Advisory Council will have the opportunity to communicate student viewpoints directly to the faculty and administration through the three student representatives on the School's Governance Council. The Student Advisory Council will also decide how to allocate student activity fees and will make recommendations regarding changes to the level of such fees and will elect the six student members to serve as the student panel for service on the Faculty-Student Disciplinary Committee in accordance with Section 15.5 of the Bylaws of the CUNY Board of Trustees.

E. Amendments.

Amendments. Amendments to this governance document relating to the operations of the Graduate School of Journalism may be proposed by a two-thirds affirmative vote of the members present, there being a quorum, at any stated or special meeting of the Governance Council, provided that the text of the proposed amendment has been sent in writing to every member of the Governance Council at least 10 days before the meeting at which the proposed amendment is to be considered. Proposed amendments are subject to the approval of the CUNY Board of Trustees. The Executive Committee will appoint a committee to review the governance document and the Council's Bylaws every third year for possible revisions.

**BYLAWS OF THE GOVERNANCE COUNCIL OF
THE GRADUATE SCHOOL OF JOURNALISM
THE CITY UNIVERSITY OF NEW YORK**

Approved by the Faculty on October 29, 2007
Edited on advice by Counsel and reapproved by Faculty
Amended by the J-School Governance Council on 10/21/08, 12/2/08, and
4/24/13

Article I. **The governing body of the Graduate School of Journalism (GSJ) will be the Graduate School of Journalism Governance Council.**

Article II. **Graduate School of Journalism Governance Council**

2.1 Membership

The Governance Council will be composed of the Dean and the Associate Dean; all faculty members who hold appointments on lines assigned to the GSJ; all program directors, and representatives of the consortial and adjunct faculty; and student representatives. Full-time faculty will constitute 60% of the Council's faculty membership; consortial faculty will constitute 10%; and adjunct faculty will constitute 30% (the number of consortial and adjunct faculty members will be rounded off to the closest whole number, respectively). Consortial and adjunct faculty will be asked to vote on representatives during the fourth week of each new academic year; nominations and self-nominations will be submitted to the Secretary of the Council by the end of the second week of every other academic year and he/she will oversee the election. The Governance Council will also include three student representatives, selected by the student body. Directors of administrative departments at the GSJ, e.g., Admissions, Career Services, Administrative/Financial Services, Facilities and Security, Research Center, NYCity News Service, Broadcast and A/V Services, and Technology, will serve as non-voting members of the Council. These ex-officio members may send a substitute staff member to a Council meeting when they cannot be present.

2.2 Student representatives will be selected by the student body to serve a one-year term. Two students will be selected by the elected representatives of the Student Graduate Council each spring and a third student, from the incoming class, will be selected in the fall.

2.3 The Governance Council will have an Executive Committee which will consist of a Chairperson, the chairpersons of all standing committees, the Dean, the Associate Dean and the Secretary of the Council. The Executive Committee will prepare the agenda for Council meetings. It may act with all of the authority of the Governance Council when a meeting of the Council cannot be scheduled in time to deal with an urgent matter. The Executive Committee will report to the Governance Council at its next regular meeting any official actions taken by the Executive Committee since the last Council meeting.

2.4 Duties

The duties of the GSJ Governance Council will be as follows:

1. to work with the Dean to formulate educational policy for the Graduate School of Journalism and to develop standards for admission, academic performance, and degree requirements for students, and to approve standards for the appointment, reappointment (with and without tenure) and promotion of faculty consistent with the Bylaws and policies of the CUNY Board of Trustees and other CUNY policies and procedures;
2. to review programs and curricula leading to the master's degree;
3. to consider any other academic matters of the Graduate School of Journalism and make recommendations to the Dean and CUNY Board of Trustees;
4. to consider reports and recommendations of the Council's standing committees;
5. to elect the Chairperson of the Executive Committee and the Secretary of the Council to two-year terms;
6. to appoint the six faculty members to serve as the faculty panel for service on the Faculty-Student Disciplinary Committee in accordance with Section 15.5 for the Bylaws of the CUNY Board of Trustees;
7. to review and recommend revisions to the governance document of the Graduate School of Journalism and the bylaws of the Governance Council;
8. to provide advice to the Dean on budget matters.

2.5 Officers

1. Chairperson of the Governance Council. The Dean of the Graduate School of Journalism will serve as chairperson of the GSJ Governance Council and preside over its meetings. In the absence of the Dean, the Chairperson of the Executive Committee will preside.
2. The Chairperson of the Executive Committee. The Chairperson of the Executive Committee will be elected to a two-year term by the Council from among full-time faculty members and program directors on the Council. The Chairperson will preside over the meetings of the Executive Committee. In the absence of the Chairperson, the Dean will preside.
3. The Secretary of the Governance Council. The Secretary of the Governance Council will be elected for a two-year term by the Council. The Secretary will:
 - a. prepare meeting agendas based on the directions of the Dean and Executive Committee;
 - b. send out proper notice of GSJ Council meetings (at least 10 days in advance), including the agenda for each meeting;
 - c. prepare and distribute minutes of all Council meetings;
 - d. maintain and have custody of all records of the Council;
 - e. supervise election of Council representatives and filling of vacancies.

Article III. Committees

3.1 General Policy on Standing Committees

The GSJ Governance Council will establish Standing Committees as enumerated in Section 3.3 below and such other committees as it deems necessary to the discharge of its responsibilities.

1. It will be the function of each committee to maintain a continuing study of the subjects committed to its charge, as described in Section 3.3 of these Bylaws, and to report to the Council at least once per year. Committee reports and requests for action by the full Council must be sent to the Secretary of the Council in a timely manner for inclusion in the Council agenda sent to members in advance of a meeting.
2. All recommendations and proposals for GSJ Governance Council action will make explicit what action the committee seeks the Council to approve.
3. Ad hoc committees may be created, as needed, either by appointment by the Dean or by vote of the Governance Council.

3.2 Membership

1. Committee members will be drawn from the faculty and students appointed by the Student Graduate Council, and may include those who do not sit on the Council. Membership of each committee is specified under the description of each standing committee listed under Section 3.3. Faculty committee members will serve two-year terms; student members will serve one-year terms.
2. Each committee will elect a Chair annually. Each committee may request the services, as consultants, of University personnel who are not members of the committee, and may invite them to participate, without vote, in any or all of the committee meetings.

3.3 Standing Committees of the GSJ Governance Council and their responsibilities.

1. Curriculum and Degree Requirements Committee. Membership will consist of six faculty members, two students and the Associate Dean.
 - a. To consider general educational policy concerning curriculum and the review of GSJ programs.
 - b. To make recommendations to the GSJ Council concerning GSJ courses, programs and curricula leading to a graduate degree or certificate. This responsibility includes recommendations concerning the addition and withdrawal of programs and courses and changes in titles, descriptions and prerequisites for courses. When the committee meets for these purposes, the Chief Librarian and Director of Information Technology will participate as non-voting members.
 - c. To review standards and requirements for the M.A. in Journalism to be granted by the GSJ.

- d. To recommend standards of retention and matriculation for the M.A. degree in Journalism.
 - e. To consider issues raised by faculty and/or students regarding any program's curriculum and academic policies.
 2. Faculty Standards Committee. The five members will be selected from tenured faculty and include the Associate Dean.
 - a. To recommend to the Council and the Dean standards for the hiring and retention of full-time faculty, consortial faculty and adjuncts.
 - b. To recommend to the Council and the Dean standards for promotion of faculty members and for the granting of tenure.
 - c. To recommend to the Council and the Dean qualifications for each level of faculty member; e.g., lecturer, assistant professor, associate and full professor, and for each level of adjunct faculty. For library faculty, the committee will base its recommendations on nationally accepted standards for library faculty.
 - d. Once the Council has adopted standards, the committee will meet once a year to review them.
 3. Campus Life and Facilities Committee. Membership will consist of four faculty members plus two students. The Director and Associate Director of Admissions/Student Affairs and the Director of Administrative and Financial Services will serve as non-voting members of the committee.
 - a. To advise the Governance Council on issues regarding the delivery of services, including financial aid, personal counseling, and registration.
 - b. To review, recommend and report to the Governance Council on the maintenance of offices, classrooms, sanitary facilities and common areas of the school.
 - c. To provide input on security policies of the school.
 - d. To propose to the Governance Council a variety of extracurricular events, including speakers, seminars and workshops, and social activities.
 - e. To plan and assist in graduation ceremonies.
 - f. To help organize orientation events for students admitted to the GSJ.
 - g. To advise the Director of Admissions on effective recruitment activities.
 4. Technology and Library Committee. Membership will consist of four faculty members plus one student. The Chief Librarian, the Director of Information Technology and the Director of Broadcast and A/V Systems and Service will serve as non-voting members of the committee.
 - a. To propose and review computer and multimedia technology plans, budgets and strategies as they impact on the instructional, research and administrative functions at the school.

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- b. To participate in the development of Library goals, priorities, plans and requests.
 - c. To provide advice to aid the Library in delivery of services.
 - d. To allocate expenditure of student technology fees.
5. Outcomes Assessment Committee. The six members will include the Associate Dean, four faculty members and one student. Responsibilities will be:
 - a. To ensure that the school clearly identifies and continually updates learning outcomes for the Master's program.
 - b. To design and continually update an appropriate assessment instrument(s) to help gauge how successfully the school is meeting its stated learning outcomes.
 - c. To oversee collection of data/student work as part of the assessment process and to invite external evaluators to assist in an annual assessment.
 - d. To conduct the annual assessment.
 - e. To compile the assessment results, report them to the Curriculum Committee and the Dean, and make recommendations to the Curriculum Committee for curricular revisions deemed necessary to close any gap between stated learning outcomes and assessment findings.
6. Strategic Planning Committee. Membership will consist of six faculty members, two students and the Associate Dean. In addition, there will be two ex officio alumni representatives. The responsibility of the Strategic Planning Committee will be:
 - a. To review the annual implementation of the Strategic Plan.
 - b. To monitor the relationship between the School's annual budget allocations and the priorities of the School's Strategic Plan and make recommendations to the Dean when they diverge.
 - c. To consider the strategic direction and positioning of the school's curriculum in light of trends in graduate journalism education and the profession, and to outline the steps needed to implement changes.
 - d. To ensure that the state of the school's infrastructure is consistent with the expansion opportunities identified in the Strategic Plan
7. Diversity Committee. Membership will consist of four faculty members, two students, and the Director of Academic Operations. In addition, there will be one ex officio alumni representative. The responsibilities of the Diversity Committee will be:
 - a. To make sure the recommendations of the Diversity Plan are implemented.
 - b. To update the Diversity Plan as necessary.

- c. To keep students, faculty, and staff informed about issues and activities relating to diversity at the school.
- d. To monitor efforts to recruit a diverse student body, faculty, and administrative staff; maintain diversity in course content; and promote an atmosphere of tolerance and free expression, and to make recommendations to the Dean when they fall short.

Article IV. Meetings

- 4.1 The GSJ Governance Council and each of its standing committees will convene at least once each semester. The Dean will convene the Council and the committee chairs will convene meetings of the standing committees.
- 4.2 The Dean may also call special meetings of the Council or any of its committees; in such instances, all members must receive at least 10 days' notice and a listing of all items to be acted upon at the special meeting. The Secretary of the Council will call a special meeting of a committee upon the request of a majority of committee members; the Secretary will call a special meeting of the Governance Council upon the request of at least 10 members.
- 4.3 A majority of Council members eligible to vote will constitute a quorum at all meetings.
- 4.4 During the regularly scheduled spring semester meeting, the Dean will report on the GSJ budget request to the University for the upcoming academic year. During the regularly scheduled fall semester meeting, the Dean will report on the GSJ budget as approved by the University and State for that academic year.
- 4.5 All meetings of the Governance Council and its standing committees will be open to all members of the GSJ community. All members of the GSJ community have the right to speak at Governance Council meetings under procedures to be established by the Council.

Article V. Rules of Order

- 5.1 The procedures of the GSJ Governance Council and its committees will be governed by Robert's Rules of Order, newly revised, in all cases in which they are applicable and are not inconsistent with these Bylaws.

Article VI. Amendments and Review

- 6.1 The GSJ Governance Council Bylaws may be amended by a two-thirds affirmative vote of the members present, there being a quorum at any stated or special meeting of the Governance Council, provided that the text of the proposed amendment will have been sent in writing to every member of the Governance Council at least 10 days before the meeting at which the proposed amendment is to be considered. Every three years, a faculty committee appointed by the Executive Committee will review the School's governance plan and the Council's By-Laws for possible revisions.

PART II, Standard 2 Curriculum and Instruction



Part II, Standard 2 Curriculum and Instruction

Takeaways

- We produce young journalists who respect the profession's enduring values, understand modern platforms and are ready to specialize in an area such as economic, urban or international reporting.
- Summer internships are indispensable to our program. Every student must undertake one; if an employer does not offer payment, the school will subsidize the student's expenses.
- We rank teaching as the most important thing we do, offering small classes led by veteran New York City journalists.



■ PART II, Standard 2. Curriculum and Instruction

During the visit, the unit should provide the following documents in the workroom:

- a complete set of syllabi for all courses, both undergraduate and graduate, offered by the unit during the current term, the immediate past regular term, and the immediate past summer and special session (including interim terms and courses offered by correspondence or distance education).
- transcripts of the first 15 graduate students on an alphabetical list of those who received master's degrees during the year preceding the visit. (These may be copies of the official transcripts and do not have to carry the official university seal. Team members may want to review additional student records during the visit.)

Please respond to each of the following instructions:

1. Discuss any testing of language competence required of students entering or graduating from the program.

The Journalism School requires all applicants to take the GRE General Test, including the sections on verbal reasoning and analytical writing. In addition, the school administers its own battery of tests requiring applicants to write a news story from given information, to analyze a news event or trend, to identify current events and to show proficiency in grammar. Admissions officers and committees carefully review the results of these tests during the admissions process. Applicants who are admitted but show some weakness in grammar, spelling and punctuation are strongly advised to improve their proficiency before enrolling.

The school emphasizes correct writing throughout the curriculum. One of our writing coaches is a specialist in grammar and has produced a journalist's guide to grammar and usage. This coach administers regular grammar and usage quizzes to students in the basic craft courses and discusses the results during class sessions.

The Journalism School requires the TOEFL English-language proficiency test of all applicants who completed their undergraduate degrees in a language other than English. The school suggests a 106 score on the TOEFL test (out of a maximum of 120), but we do not automatically reject applicants scoring a lower grade.

As do all applicants, prospective students who speak English as a foreign language must take the GRE General Test and the Journalism School's own battery of tests.

In addition to requiring written tests, the Journalism School has admissions officers conduct one-on-one interviews in person or by Skype with all applicants, including those who speak English as a foreign language. This helps the school identify candidates who might have trouble with spoken English. In some cases, an ESOL specialist joins the discussion.

Admissions officers and committees consider performance on all of these examinations as part of the admissions process. Once enrolled in the school, students who speak English as a foreign language must perform at class level in English to earn a passing grade. The school employs a specialized ESOL coach to serve any students with language problems.

2. Describe the unit's curricular efforts to develop in its majors the professional values and competencies established by ACEJMC.

From the Journalism School's inception, the deans and faculty used the ACEJMC professional values and competencies as their template for the curriculum – the 12 values that apply to all accredited

schools as well as the additional requirement for graduate schools: demonstrating how our program contributes to the communications professions. (See Standard 2, Question 19.)

We have made these values the essence of our culture. Our students come to graduate school to achieve professional competence, and we strive to deliver that. But we chose to offer a Master of Arts degree rather than a Master of Science degree in large part because we also wanted to stimulate creativity, analytical thinking and the wide-ranging curiosity of the arts and sciences. That is why we offer a deep menu of skills courses but also require our students to specialize in an area of coverage, giving them choices that range from business and economics to arts and culture. These subject concentrations provide students with bankable skills and, more than that, with an understanding of how the markets work on Wall Street, how Broadway stays in business and how a city the size and breadth of New York governs itself.

The great majority of our students come to us with an arts and sciences degree. We try to admit well-rounded individuals with great curiosity and to graduate them as well-rounded journalists. We don't do that by offering any purely academic courses, such as the history of journalism. But we make such broader topics part of the fabric of our courses. Understanding the uses of history is a key part of our curriculum, for example. We require students to research the history of the New York City neighborhoods they cover, and we embed history into our courses on the journalistic craft and on legal and ethical issues, as well as into our subject concentrations. Journalists need more than what they can see in front of them. They need context.

We have positioned ourselves as the school that produces students who are on top of developments in a rapidly changing profession. (And we keep our alumni on top by offering them skills and technology classes at cut rates throughout their careers.) Yet at the same time – since day one – our dean has preached our commitment to “the eternal verities” of reporting, writing, critical thinking and ethical practice. Our core six-credit class, Craft of Journalism, taken by every student in the first semester, is an intense workshop in reporting and journalistic writing – with each student on assignment in one of New York City's richly diverse neighborhoods. Class sizes in the course, also called Craft I, are small – almost always fewer than 15 students – and resources are rich. Each class is taught by a lead professor and an adjunct; together they pay close attention to every student. Half of the scheduled class sessions devote a period to database research skills led by a dedicated specialist from The New York Times, Time Magazine, NBC News or other major outlet. Outside of class, students have access to dedicated writing coaches; these include a grammar specialist who has written a usage guide for our students and administers exercises. Students also learn to process data and make statistics comprehensible to their audiences as part of the normal business of a craft class. In addition, a Wall Street Journal specialist on data journalism spends most of one class every year teaching the principles of using data and statistics; she then administers an afternoon's worth of exercises to the students.

Our commitment to essential journalistic skills and values is also emphasized in the second semester, when students are required to take a second six-credit foundation course, Craft II. This course takes on more challenging analytical stories and requires more sophisticated multimedia presentations. Students may enroll in a section that emphasizes print, multimedia or broadcast platforms. All are encouraged to further develop their neighborhood beats.

Being sent into the streets of New York City gives students the opportunity to master the skills of multicultural reporting. We are eager to give them that opportunity, assigning a student from the Caribbean, for example, to cover the emerging Chinese community of Bensonhurst or sending a student from Texas to cover the vibrant Caribbean communities of Canarsie. Each experience becomes a lesson for the class – and a mark of our determination not just to attract a diverse student body but also to train our students to cover diversity. By the second semester, students can choose our international subject concentration, allowing them to cover diversity on a global scale.

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If there is a single quality that we hope gives us a place among the best journalism schools, it is our embrace of technological change in the profession. Last fall we introduced photography as a permanent part of the Craft I curriculum, requiring students to illustrate all of their stories photographically and analyzing the results in class. Our craft class is supplemented by other required courses on the technology and particular writing skills of broadcast journalism – and on the tools of multimedia and interactive journalism. Later in the curriculum, we offer courses in technologies that are developing so quickly we have trouble keeping up – such as mobile and tablet journalism. We have begun offering intense, one-credit, five-week courses in specialties such as journalistic gaming and coding. We want our students to be fluent in the new technology as it stands, and we aspire to be a laboratory for developing technologies that can serve journalism in the future.

3. If the unit has a core curriculum, briefly list and describe the courses required.

We require core courses in the first and second semesters of our three-semester program. All students take the following courses:

First Semester

Craft of Journalism (6 credits)

Craft is the foundation course for all students. We teach the essential skills of researching, reporting and writing. Students are assigned a neighborhood in New York City and concentrate their reporting there for the semester. The class takes up two full days of our week. The first day is spent in seminar and drill. The second day is spent reporting throughout the city. Students write stories from their beats and news stories as assigned.

Legal and Ethical Issues (3 credits)

Through a rigorous examination of court cases and ethical controversies, students learn to anticipate, recognize, and properly address ethical and legal concerns in journalism and learn about key issues in American journalism history.

Fundamentals of Multimedia Storytelling - Broadcast (3 credits)

Students learn the basics of producing news stories for broadcast or webcast – including writing scripts and shooting, recording and editing stories.

Fundamentals of Multimedia Storytelling – Interactive (3 credits)

Students report, write and produce stories across multiple platforms – from websites to mobile devices. The course explores how to build an audience using social media, interactivity and other methods, how to use data to find and tell stories, and how to tell stories visually.

Second Semester

Students take one of two courses:

1. Craft of Journalism II (6 credits)

Students enhance the skills developed in Craft I, producing multimedia stories in a newsroom atmosphere. Stories are longer and more analytical. Some are features, profiles or commentaries. The class takes up two full days. The first is spent in seminars and critiques. The second day is spent reporting in New York City.

2. Craft of Journalism II – Broadcast (6 credits)

Students get practical experience through in-class exercises and field assignments, using technology integral to broadcast news. Strong reporting, storytelling and production values are emphasized. Each student produces spot, feature and enterprise stories.

4. Describe the ability of students to plan individualized programs of study to meet their special interests and needs.

After students meet their core requirements – mostly in the first semester – they have a wide variety of choices in our fully converged curriculum. With help from the school’s student-services professionals as well as one-on-one assistance from a faculty advisor, each student can design his or her own program. Here are the main options available:

- **Subject concentration.** We require students to choose a topical beat, but they have a selection of choices: arts and culture, business and economics, health and science, international, and urban. Students must take a three-course sequence in the concentration of their choice, but they may take a course in any other concentration as an elective. In addition, some of our courses are shared between concentrations. For example, our course in urban environmental reporting counts as part of the sequence for both urban and health-and-science specialists.
- **Media Forms.** After completing our core reporting, writing and media courses, students may take any variety of media classes they like, from opinion writing to coding. Or they may stay within a track that especially interests them. Would-be magazine writers, for example, could take feature writing in the second semester, long-form narrative writing in the third semester and choose a writing-heavy menu of assignments in their subject-concentration classes.
- **Capstone.** Every student must complete a major, professional-level project that showcases the best of what the student learned and what the school teaches. Beyond that overarching standard, students are limited only by their imaginations. Capstones can be completed as the major assignment in any subject concentration or media course – or outside the boundaries of a course if a student can find a faculty advisor.
- **Electives.** It’s worth emphasizing that just about any second- or third-semester course – in any subject concentration, on any media track – can be taken as an elective. We have very few prerequisites. If they like, students can start building expertise during the school’s January intersession, when we offer a January Academy of short, optional workshops on everything from math for journalists to sports reporting. For example, a student could take a January Academy workshop on Final Cut Pro, the video-editing software, to prepare for the course on documentary video in the spring semester.
- **The fourth semester.** Although we offer a three-semester program, students increasingly are choosing to stay for a fourth semester. Some want more time to complete the required program, and some want to take additional courses, including courses in entrepreneurial journalism.
- **Entrepreneurial journalism.** Students can earn the regular M.A. in Journalism, then take our entrepreneurial sequence in a fourth semester, earning an Advanced Certificate in Entrepreneurial Journalism. Alternatively, they may opt to receive an M.A. in Entrepreneurial Journalism, which requires them to take the entrepreneurial sequence instead of courses in a subject concentration. Our five-course entrepreneurial sequence trains journalists to develop new business models and innovative projects – either working on their own, with startups or within traditional media companies.
- **CUNY Graduate Center.** Although we have our own facility and staff, organizationally we are part of the City University of New York’s Graduate Center. That gives our students access to a pool of 1,800 graduate-level faculty members throughout the CUNY system. Our students can and do sign up for electives beyond our walls. For example, a student in the international concentration could specialize in the Middle East, arrange for a summer internship in a Mideast country and study Arabic through the Graduate Center.

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5. Describe the unit's involvement in service courses to non-majors.

The school admits non-journalism students from the CUNY Graduate Center and other campuses to our classes on a case-by-case basis. We must determine that there is room in the class, and the professor must approve. The outside students must demonstrate that they have the journalistic ability to succeed in the class and that the class fits the needs of their own programs. In one case we admitted a German exchange student studying urban politics who previously had worked as a freelance journalist; he successfully completed our editing course. We also have admitted several students from Hunter College's Schools of the Health Professions to our health and science classes. The director of our business and economic reporting program teaches a business course at Baruch's Zicklin School of Business in exchange for a Baruch public policy professor's teaching a class in our urban reporting concentration. And Prof. Peter Beinart teaches a writing course to doctoral students in political science at the CUNY Graduate Center every semester.

6. Describe the teaching of ethics, law, history and theory of journalism and mass communications. If these subjects are taught as separate courses, describe instructors' qualifications. If these subjects are included in skills or other courses, tell how the faculty regularly evaluates the effectiveness of the teaching of these subjects.

As a graduate professional program, most of whose students come to us with degrees in the arts and sciences, we choose to weave expository material into our media and subject concentration courses rather than to offer a range of academic courses (which any interested student can take through the CUNY Graduate Center). Thus we teach a lot of New York City history in our school, but all of it in the context of background research in our craft courses and foundational work in our urban and business-and-economics concentrations.

Our course on legal and ethical issues in journalism is primarily concerned with the practical application of legal principles and ethical precepts to the practice of our profession. Every section is taught by a lawyer. As a means of understanding today's standards, students study the origins and development of established principles. The course traces the reasons for adoption of the First Amendment and its evolution, the sources of modern privacy law and the history of current libel law, among other historical precedents for today's standards.

Like all of our courses, those touching on history and theory are evaluated by students, faculty observers and the Curriculum Committee.

7. Tell how the unit ensures that the objectives of courses with multiple sections are achieved in all sections.

The school works to ensure the best educational conditions for students and for faculty members. We want to make sure that all students are getting high value from our courses; above all, we want to make sure that some are not getting short-changed. At the same time, it's important for faculty members to teach from their unique strengths, so we don't impose lesson plans.

We do impose standards and course outcomes. Among all of our offerings, we try to achieve the most uniformity in our six-credit foundation courses on reporting and writing – Craft I in the first semester and Craft II in the second semester. In a course like Craft I, which is taken simultaneously by every student in the class, we want to make sure that one section is not working on a story that another section already has completed and that students in one section do not feel overworked compared with their peers. We minimize such problems by working from a common syllabus updated each semester by the school's director of print journalism in consultation with the craft professors. During the course of the

semester, the craft professors meet regularly as a group to discuss problems and exchange best practices. Again, we try to keep a balance: We don't tell a professor how to teach his or her class, and we don't demand strict uniformity. But we try to keep everybody more or less on the same page.

All of our media and subject-concentration courses are taught from syllabi that were approved by the school's Curriculum Committee and are stored electronically in the research center, where any student or faculty member can read them. Our course on long-form narrative writing, for example, was written by an ad hoc committee and approved by the faculty. Its syllabus has been used as a template for the course since then. Any teacher can adjust the pace, schedule and readings, but the basic shape of the course and its objectives remain the same. At present we are discussing changes in the course – making the narrative story shorter and adding a multimedia or interactive component. Any such changes would be run through the Curriculum Committee and approved by the Governance Council. The resulting new syllabus would then become the master version for subsequent classes.

8. List achievements in teaching in the past six years: awards or citations for high-quality teaching; grants or other support for development of curriculum or courses; publications and papers on teaching; etc.

The school has not issued any awards, citations or other such incentives to the faculty, although excellent teaching is noticed (based on student feedback and peer reviews) and commended. We frequently invite new instructors to sit in on the classes of our best teachers, so they can observe great teaching in action and seek advice. We also have not sought grants to develop courses. Faculty members have done this work as a regular part of their jobs.

9. Describe professional development programs, workshops in teaching, or other methods used to stimulate and encourage effective teaching.

Over the past few years, the school has offered a series of lunch-time symposia to bring faculty members up to date on technical skills and allow for discussion of pedagogical issues. Among the subjects covered in these meetings: Wikis and Google Docs, podcasting, video storytelling, diversity in the curriculum, limiting the legal risk of student journalists, the case method of teaching, student writing problems and blended course design.

Faculty members are also invited to sign up for a January Academy enrichment workshop or a CUNY J-Camp professional development class at no cost.

The school's strategic plan calls for strengthening faculty training. This could be accomplished by holding more faculty meetings where best practices are shared, offering higher-quality training sessions, articulating clearer expectations about the need to learn new skills and, possibly, by increasing the incentives to faculty to undertake regular training.

The plan recommends that the school appoint a full-time staff person who will be responsible for professional development and continuing education.

10. Describe the importance of teaching in promotion and tenure decisions.

As a professional school offering small classes taught by experienced New York City journalists, we have always regarded teaching as our strength and as the most important thing we do.

The school's Personnel and Budget Committee typically has weighted teaching more heavily than scholarship or service in its hiring, promotion and tenure recommendations. Peer and student evalu-

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ations of professors are reviewed very carefully by the committee and by the administration when hiring and retention decisions are made. We value excellent teaching, we share teaching techniques in faculty symposia, and we often appoint co-instructors so that newer adjuncts can learn by observing veteran teachers. We encourage all faculty members to sit in on one another's classes to pick up new teaching techniques, and we have voted to require periodic peer reviews of tenured professors to bring fresh insights into their teaching methods and to underscore the expectation that all faculty will use effective, contemporary teaching methods.

The first section of our Guidelines for Appointment, Tenure and Promotion of Faculty lists our goals for teachers. Teachers are expected to:

- Know their subject areas, stay current with the latest developments and use that knowledge to enhance and evolve the curriculum.
- Communicate clearly when describing the course contents and workload, set high standards and expectations and hold students to those standards.
- Challenge the most able and the least able students simultaneously.
- Regularly show students what they will learn, identify what is learned as it happens and summarize what has been learned to reinforce the lesson. During the semester, use assessment tools to evaluate the extent to which learning has indeed occurred and use that feedback to improve teaching methods and the curriculum.
- Provide useful and timely feedback on student work through edits, conversations and conferences.
- Grade fairly, and base the grades on work submitted over the term. Reward excellent student work, and avoid grade inflation.
- Advise and mentor students. Listen and respond to student comments, thoughts and perspectives.
- Be organized, enthusiastic, accessible and flexible.
- Show respect for students and colleagues.
- Recognize that they are leaders within the classroom, and demonstrate a will to lead.
- Continue to refine and improve the quality of their teaching and participate fully in discussions about teaching.
- Appreciate journalistic work done in all media platforms and use cross-platform techniques as appropriate to instruction.

11. Describe any special recognition that the unit gives to outstanding students. Exclude scholarships, which are summarized in Table 10, “Student Aid.”

The Journalism School has handed out the following student awards at our annual galas:

Dean’s Award for Excellence in Journalism

May 2012: Alva French, Class of 2011

May 2011: Shane Dixon Kavanaugh and Simone Sebastian, Class of 2010

May 2010: Aisha Al-Muslim, Jenni Avins, Collin Orcutt, Class of 2009

May 2009: Fritzie Andrade, Joshua Cinelli, Dana Oliver, Class of 2008

May 2008: Angela Hill, Daniel Massey, Tanzina Vega, Class of 2007

Sidney Hillman Foundation Award for Social Justice Reporting

May 2013: Carla Astudillo, Class of 2012

May 2012: Nadia Sussman, Class of 2011

May 2011: Sherry Mazzocchi, Class of 2010

Frederic Wiegold Award for Business Journalism

May 2013: Taylor Tepper, Class of 2012

May 2012: Patrick Clark, Class of 2011

May 2011: Christine Prentice, Class of 2010

May 2010: Karina Ioffe, Class of 2009

May 2009: Cristina Alesci, Class of 2008

Newsweek Magazine Alumni Prize

May 2013: Sarah Kazadi, Class of 2012

12. Attach a copy of the unit’s internship policy.

Please see this policy attached as Item 1 at the end of Standard 2.

13. Describe the methods used to supervise internship and work experience programs; to evaluate and grade students’ performance in these programs; and to award credit for internships or work experiences. Provide copies of questionnaires and other instruments used to monitor and evaluate internships and work experiences. (These documents can be placed in the appendices binder.)

Internships are a vital part of our program. After their first year of study, students are required to take a full summer internship before coming back to school for their third semester. Students seek paid internships whenever possible, but the school will subsidize any student – up to \$3,000 for the summer – who must accept a nonpaying or low-paying internship.

The school requires each student to submit two reports over the course of the summer. The first, due midway through the internship, is a 750-word description of the student’s internship experience – the good and the bad. If there is cause for concern or a complaint about the internship, the school contacts the student to consider possible solutions. (Of course, students do not have to wait to file the report to let us know of any problems; the Career Services office remains open all summer, and the director is available for site visits and reachable by cell phone, email and Skype).

Career Services staff members check in with all students over the summer by email, phone or Skype. Students interning in the New York City area are invited to one or two evening classes where they have an opportunity to share experiences with classmates and discuss work challenges and solutions.

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The second report, submitted at the end of the summer, is a 350-word assessment of the student's internship that is filed in the office for the edification of students in subsequent classes. At about the same time, employers are asked to submit a written evaluation of each student's internship performance. The weight of the two student reports and the employer's report determine whether a student has successfully met the internship requirement. The summer internship, which is graded on a pass-fail basis, is worth three credits.

Finally, Career Services officers send interns a "see you soon" summer wrapup email that includes tips on tying up loose ends and managing the professional relationships forged over the summer.

In addition to these required summer internships, some students choose to intern during free time in the spring (second) or fall (third) semester. Such internships during the school year are restricted to 10 hours a week for students with GPAs below 3.7; students with GPAs of 3.7 or higher may work for up to 16 hours a week.

If a media company requires that a student earn academic credit for the internship, the student must get approval from her or his advisor before receiving a letter from career services stating that the intern will receive one academic credit for serious journalistic work.

Professional master's program:

14. Describe the process by which students are admitted to the graduate program. What is the typical number of applications, admissions and enrollments?

The CUNY Graduate School of Journalism typically receives 300 to 350 applications for entry into a class, makes 170 to 180 offers of enrollment and enrolls 90 to 100 students.

We have a holistic admissions process. Our admissions officers and Admissions Committees look at candidates from many perspectives. They consider grades, GRE scores, performance in our own admissions tests, our one-on-one interviews, the required three letters of recommendation, personal essays and writing samples. We also require TOEFL scores from applicants whose first language is not English. A relative weakness in one area is not necessarily a disqualifier.

We seek applicants from a variety of backgrounds. Some will come straight from college; others will be practicing journalists; yet others will be seeking a new career. In all cases, we look for demonstrated writing proficiency, a broad-based undergraduate education, a passion for current events and a commitment to journalism. The school's own admissions tests are designed to help us identify an applicant's talent for journalism. We require four timed tests: (1) writing a news story from given information, (2) writing an analysis of an issue in the news, (3) demonstrating knowledge of current events and (4) demonstrating knowledge of English grammar.

15. Tell how the unit assures that its graduate students have previous educational experience equivalent to the liberal arts education defined by ACEJMC for undergraduates.

ACEJMC requires that undergraduate students "take a minimum of 72 semester credit hours required for a baccalaureate degree outside of the unit and meet the liberal arts and sciences-general education requirements of the institution."

As a school that offers only a postgraduate degree in journalism, we have no direct role in any applicant's undergraduate experience. Nonetheless, in reviewing applications, readers for our Admissions Committee conduct an in-depth evaluation of every candidate's undergraduate transcript in order to

assure that each candidate has successfully completed a well-balanced, academically rigorous selection of classes.

Among the issues our readers consider: Has the applicant followed a coherent educational program even if pursued at more than one college or university? Does the transcript show strong performance – a challenging major useful for journalism, a GPA generally exceeding 3.0 and a record of consistently good (or consistently improving) performance over time? If the applicant majored in journalism, did he or she supplement that professional program with strong academic preparation in arts and sciences?

16. Tell how the graduate program is distinct from the undergraduate program. Show how instruction and curricular requirements for graduate students are at a more advanced and rigorous level than courses for undergraduate students, including courses open to both undergraduate and graduate students.

The CUNY Graduate School of Journalism does not offer an undergraduate program.

17. Provide a list and a brief description of specialized professional graduate courses offered as part of the curriculum.

The Journalism School offers an exclusively graduate-level curriculum.

18. Show that at least half the required credit hours in the master's program are in professional skills courses appropriate to professional communications careers.

With few exceptions, 33 of the 45 credits earned by a graduate of the Journalism School are taken in professional skills courses. In addition, students take a three-credit course on legal and ethical issues and nine credits in a three-course subject-concentration sequence such as urban reporting or business and economics reporting. The subject-concentration courses require intense use of reporting, writing and multimedia skills.

19. Describe the unit's curricular efforts to develop in its master's graduates the ability to contribute to knowledge appropriate to the communications professions in which they work.

The emphasis of the Journalism School is to provide intense professional preparation in the skills and values needed by a new generation of journalists. Toward that end, our program is practical rather than scholarly. We offer media courses and subject-concentration courses designed to prepare students for careers as professional journalists. We aim to contribute to our profession by incorporating the latest journalistic platforms, tools and communications methods into our curriculum, by contributing to the development of such tools and methods and by nurturing journalistic entrepreneurs.

We have worked hard and constantly to produce a curriculum that not only serves the journalistic profession but also helps to lead it into the future. In our Strategic Plan (the remaining paragraphs in this answer are adapted from that plan), we point out that since 2007, about 60 percent of our curriculum has been revamped. Examples of new courses include: Advanced Social Media, Data-driven Interactive Journalism, Mobile and Tablet Journalism, HTML and CSS, Java Script and JQuery for Journalists, WordPress Customization, Hyperlocal Journalism, Video Storytelling for the Web, Audio Podcasting, and News Games & Quizzes.

In constantly reevaluating our curriculum, the Journalism School also places a high priority on rethinking the business model for news to help make the industry more sustainable. Our new Tow-

■ PART II, Standard 2. Curriculum and Instruction

Knight Center for Entrepreneurial Journalism launched the nation's first M.A. in Entrepreneurial Journalism. The goal of the program is to attract entrepreneurs from around the world who will use this unique set of business, technology and journalism courses to develop innovative approaches to our profession that will help ensure its sustainability.

The impetus for new courses comes from the faculty and administration but also from our students, who are frequently the earliest adopters of new technologies and platforms. The Curriculum Committee meets regularly to examine and, ultimately, to authorize sound curricular changes, and our New York location gives us access to a pool of talented professionals able to teach these latest technologies and skill sets.

To institutionalize strategic thinking about curriculum, the school has created a standing Strategic Planning Committee that, among other duties, is charged with overseeing the broad scope of our course offerings and recommending any changes to the Curriculum Committee. For example, alumni and other school constituents have told us that our curriculum needs more emphasis on career-building skills, given that the profession is based increasingly on freelancing and entrepreneurialism. Topics like networking, time-management, pitching, personal finance, grant-writing, portfolio development, building a personal brand and others deserve a more prominent place in our curriculum. The Strategic Planning Committee has recommended that the Curriculum Committee examine ways to work instruction in these skills into our courses.

Further, the Strategic Planning Committee has recommended that the school seek ways to extend its curriculum directly to professionals, through online and executive education programs, summer workshops and training for international journalists.

20. Complete and attach Table 4 and Table 4A.

Please see these tables on the following pages.

Table 4.

Curriculum for Graduate Professional Programs

Provide the first 15 names on an alphabetical list of the graduate students who received a professional master's degree during the 2012-2013 academic year. Provide each student's name, undergraduate major and school attended as an undergraduate.

Use the numbers from this list in the table below.

1. Sarah Amandolare	English	Marist College
2. Anika Anand	Journalism, Mass Comm.	University of North Carolina
3. Carla Astudillo	Journalism	University of Florida, Gainesville
4. Oulimata Ba	Political Science	Binghamton University
5. Claudia Bracholdt		Foreign Institute, Germany
6. Kemiga Bunyasanand	Int'l Relations, Hispanic St.	University of Pennsylvania
7. Carl Burch	Journalism	New Mexico State University
8. Melissa Bykofsky	English Literature	Binghamton University
9. Sean Carlson	Writing	New School/Eugene Lang College
10. Althea Chang	Journalism	New York University
11. Terry Chao	Media Studies	Hunter College, CUNY
12. Elizabeth Chen	Earth Systems, Env't & Society	University of Illinois at Urbana
13. Kenneth Christensen	Law, Societies & Justice	University of Washington
14. Kizzy Cox	Religion	Hunter College, CUNY
15. Joanna Fantozzi	English	The College of New Jersey

■ PART II, Standard 2. Curriculum and Instruction

Table 4a.

Graduate Professional Curriculum

Academic year: 2012-2013

Show master's credit hours earned in all courses by the 15 students listed above.

Students 1-15, as numbered in the list above:

Course titles	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Courses inside the unit															
Craft of Journalism I	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
Legal and Ethical Issues	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Fundamentals of Interactive	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Broadcast Writing/Production	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Craft of Journalism II	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
Summer Internship	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Internship	1					1		1				1			
Audio News Writing & Reporting			3		5					3		3	3		3
Audio Podcasting									3	3		3			
Bus/Econ Reporting I		3											3		
Bus/Econ Reporting II		3				3							3		
Covering Wall Street		3											3		
Criticism and the Arts								3			3				3
Cultural Issues						3		3			3				3
Data-Driven Interactive		3	3				3								
Documentary Video					3										
Editing					3			3	3				3		3
Entertainment Reporting						3		3		3	3				3
Entrepreneurial Journalism		3				3									
Feature Writing	3			3		3	3	3			3	3			3
Health Medicine Reporting	3											3			
HTML & CSS						1	1	1	1		1				
Interactive Journalism II						3		3							
Interactive Projects		3	3				3						3		
Investigative Health Reporting												3			
Investigative Reporting							3								
JavaScript/JQuery							1		1		1				
Narrative Journalism	3			3											
National Political Reporting									3						
News Service Workshop														3	
Opinion Writing	3									3	3				

Graduate Professional Curriculum
Academic year: 2012-2013

Course titles	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Courses inside the unit															
<u>Photography for Reporters</u>			1			1									
<u>Photojournalism</u>								3							3
<u>Presentation and Design</u>						1	1								
<u>Radio News Writing/Reporting</u>	3			3					3						3
<u>Science Writing</u>	3						3					3			
<u>TV News Magazine Production</u>										3					6
<u>Urban Environmental Reporting</u>	3						3					3			
<u>Urban Investigative</u>			3						3						
<u>Urban Reporting I</u>			3	3	3				3						3
<u>Urban Reporting II</u>				3	3										3
<u>Urban Reporting III</u>				3	3										3
<u>Urban Reporting/Bus-Econ</u>			3	3	3				3						3
<u>Video and the Web</u>			1												
<u>Video Storytelling</u>	3		3	3					3	3		3			
<u>WordPress Customization</u>		1				1		1		1					
Courses outside the unit															
None															

Standard 2: Additional Documents

- Item 1: Internship Policy

ITEM 1: INTERNSHIP POLICY

Policy, Guidelines and Explanations The Summer Internship

- The summer internship is a three-credit course, a required part of the student's curriculum. There are no extra tuition costs for this course.

Note: Students officially enroll in the course at the same time that they register for fall courses: at the end of the spring semester.

- The student is responsible for securing his or her own summer internship. Throughout the fall semester, in addition to offering the Career Fair and multiple workshops and sessions where the student has access to hiring managers and editors, the Office of Career Services meets with students one on one to discuss how and where he or she might apply. Students are encouraged to make an appointment with Career Services (and his or her advisor and professors) for more ideas, leads and advice. Students can consult the Career Services page on the J-school website, where internship possibilities are posted. Student can also browse an "archive" of internship "reviews," evaluations written by students at the end of the internship, located in the small (knee-high) filing cabinet in the Career Services office.
- Students must intern full time at a single media outlet for at least eight weeks, for at least 35 hours a week – at least 280 hours total. Students can exceed, but cannot work fewer than, the minimum number of required hours.
- Internships must involve editorial work – no public relations, marketing or advertising – and must be approved for rigor and educational value by the Director of Career Services before credit or a stipend may be awarded.
- Internships may be at a media outlet in New York City or elsewhere in the country or the world – with an online publication, a community newspaper, a daily, a hyperlocal, a trade publication, a radio or TV station (including CUNY-TV) or a broadcast network.
- Upon accepting the internship, the student informs Career Services and is given a Summer Internship Agreement form, to be signed by the student and the summer employer. The agreement form asks the employer to put in writing all internship duties. The information on the form also verifies the amount of pay, if any, the student will receive.
- Students may intern abroad even if they are not on the international track.
- Students who are on the international track are expected and urged to go abroad, although some students have interned at one of the U.N.'s media outlets or at a global organization in Washington, D.C. Other exceptions (for international students, who are already "abroad" when they're here, and for other students) are made on a case-by-case basis.
- Students working with their professors on securing internships are asked to let Career Services know. For example, if a student is working with Greg David on a biz/econ internship for the summer, he or she could include that on the internship-progress reports.

ITEM 1: INTERNSHIP POLICY

- Some news organizations pay interns; some do not. The J-School provides a stipend of \$3,000 for unpaid internships. For internships paying less than \$3,000 for the summer, the J-School gives a stipend to make up the difference, up to \$3,000. If the internship pays more than \$3,000, that's great (but no stipend).
- Career Services holds an evening class or two during the summer for students interning in the NYC area; we discuss internships, share experiences and find solutions to problems. Students interning outside New York City, including overseas, stay in touch with Career Services by email, phone and Skype.
- Assignments and grading: The student is required to submit two pieces of writing – a brief, beautifully rendered, report on the internship experience, due midway through the summer (750 words); and at the end of the summer, a short (350 words), candid “review” of the internship – this is for the edification of future students. We also ask employers for a written evaluation of the student's performance. Grades are pass/fail.

Spring/Fall Internships

Spring and fall internships are one-credit courses that are not required for graduation. The J-School strongly counsels students to focus solely on their coursework during their first fall semester. But students who wish to intern in the spring and/or in their final fall semester, beyond the required summer internship, may do so. If the media company wants the student to get credit for the internship, the student must first get permission from her/his advisor and the director of Career Services. The internship must involve serious journalistic work. Students who are in good standing who have a GPA below 3.7 may intern for no more than 10 hours a week, or 150 hours a semester. Students with a GPA of at least 3.7 may work up to 16 hours a week, or 240 hours a semester. Students on academic probation are not eligible for fall/spring internships.

PART II, Standard 3 Diversity and Inclusiveness



Part II, Standard 3 Diversity and Inclusiveness

Takeaways

- Our diversity is a strength made possible by our location in a major New York City public university.
- Promoting diversity is our obligation at a time when our profession needs more young journalists from underrepresented groups.
- Our standing Diversity Committee monitors our progress in maintaining a diverse faculty and student body as well as ensuring that diversity issues are covered widely in our curriculum.



■ PART II, Standard 3. Diversity and Inclusiveness

Please respond to each of the following instructions:

1. Complete and attach the following tables:

- Table 5, “Area Population”
- Tables 6 and 6a, “Student Populations”
- Table 7, “Faculty Populations”
- Table 8, “Full-time Faculty Recruitment”
- Table 9, “Part-time/Adjunct Faculty Recruitment”

Tables 5, 6a and 7 are included in the following pages.

Tables 6, 8 and 9 do not apply to our school for the following reasons:

Table 6: The school does not serve undergraduate students.

Table 8: The school has not conducted a search for a full-time faculty member in the last three years. Note: One faculty member, Rebecca Leung, was promoted to the full-time interactive faculty as an associate professor in the fall of 2010 after two years on the adjunct faculty. Because she was a stellar adjunct and a perfect fit for the position, CUNY allowed us to waive the search.

Table 9: Part-time and adjunct faculty members are hired by individual department heads, not as a result of any formal searches.

Table 5. Area Population

Service Area: Describe here the unit’s geographic service area as far as student enrollment is concerned (region, states, state, counties, etc.).

The CUNY Graduate School of Journalism recruits its students from across the U.S. and abroad.

For the class entering in fall 2013, 46 percent of the students came from outside of New York State, including 13 percent from countries other than the U.S. In fall 2006, by contrast, only 22 percent of incoming students came from outside New York State.

Overall, the Journalism School is home to students from 14 states, the District of Columbia and 10 countries other than the U.S.

Based on the most recent U.S. Census figures, what percentages do the following groups represent of the population of the unit’s geographic service area as described above?

Group	% of population*
Black/African American	13.1%
White	78.1%
American Indian/Alaskan native	1.2%
Asian	5.0%
Hispanic/Latino (any race)	16.7%
Native Hawaiian/other Pacific Islander	0.2%
Two or more races	2.3%
White persons not Hispanic**	63.4%
Female	50.8%

* These figures are from 2011 U.S. Census data for the entire country.

** U.S. Census category. (The U.S. Census does not have a category for “other race.”)

Table 6a. Graduate Student Populations
Academic year: 2012-2013 (Total number of students: 90)

Group	Male	Female	% of total in unit	% of total in institution
Black/African American	1	7	9%	x
White	21	35	62%	x
American Indian/Alaskan native				
Asian	0	8	9%	x
Hispanic/Latino (any race)	4	3	8%	x
Native Hawaiian/other Pacific Islander				
Two or more races				
Other race	1	0	1%	x
International students (any race)	2	8	11%	x

Table 7. Faculty Populations, Full-time and Part-time
Show numbers of female, male, minority, white and international faculty members and the percentages they represent of the unit's total faculty. (Report international faculty the same way the university reports them.)

Academic year: 2012–2013 Full-Time Faculty (Total: 11)

Group	Female	% of total faculty	Male	% of total faculty
Black/African American	1	9%	1	9%
White	2	18%	5	45%
American Indian/Alaskan native				
Asian	1	9%	1	9%
Hispanic/Latino (any race)				
Native Hawaiian/other Pacific Islander				
Two or more races				
Other race				

Academic year: 2012–2013 Part-Time/Adjunct Faculty (Total: 85)

Group	Female	% total faculty	Male	% of total faculty
Black/African American	8	9%	4	5%
White	28	33%	36	42%
American Indian/Alaskan native				
Asian	4	5%	4	5%
Hispanic/Latino (any race)	1	1%		
Native Hawaiian/other Pacific Islander				
Two or more races				
Other race				

■ PART II, Standard 3. Diversity and Inclusiveness

2. Attach a copy of the unit's written plan for achieving an inclusive curriculum, a diverse faculty and student population, and a supportive climate for working and learning. This plan should give the date of adoption/last revision and any designated timelines for reaching goals.

Please see our diversity plan attached as Item 1 at the end of Standard 3.

3. Describe how the unit assesses its progress toward achieving the plan's objectives.

When we established a publicly financed graduate school of journalism in New York City, we saw as a real advantage the opportunity to attract a diverse group of students from the city, the nation and other countries. We would become known as the graduate program that provides an affordable, contemporary professional education for students of all backgrounds and financial means.

Beyond this opportunity, we believed we had an obligation to build a diverse student body. Journalism is in danger of becoming an elite profession, with too few people of color, immigrants, veterans and practitioners from working-class backgrounds employed in New York newsrooms and across the country.

We recognized the need for an affordable graduate institution that would attract a student body reflecting the makeup of the city. Our graduates, after apprenticeships in multi-ethnic urban neighborhoods, would provide unique perspectives on the news, covering communities that often have been neglected.

When we spoke of "diversity," that term included differences of race, gender, ethnicity, religion, economic class, sexual orientation, national origin, age and physical or learning abilities. We did not set a numerical goal for various kinds of representation. Instead, as CUNY has done overall, we worked to establish a reputation as a school that sought and welcomed diversity.

We nurtured cooperative relationships with CUNY's undergraduate journalism programs, whose students are diverse in terms of economic class, race and ethnicity. We held weekend journalism workshops for CUNY undergraduates, visited their schools to help with their news sites, and worked closely with our consortial faculty members, who all serve as CUNY undergraduate professors, to find the best prospects for our master's program. Our early classes of students featured the kind of diversity that we intend to make our hallmark.

Our initiatives have reached beyond the city's campuses. We publish Voices of NY, a website that curates the best stories from community and ethnic media. Last year we established a Center for Community and Ethnic Media. Under its auspices, we sponsor the Ippies, an annual awards ceremony celebrating the best from those media sectors.

Each year we mount a Global Documentary Film Festival on Women's Human Rights, and in the Spring of 2013 we co-sponsored a Global Media Ethics Conference that focused on the ways in which women are portrayed in popular culture.

Through our International Journalist-in-Residence Program, a partnership with the Committee to Protect Journalists, the school has hosted journalists from Africa, Asia and the Middle East.

These activities, along with the numerous forums and events we've held, have exposed students to the issues, perspectives and richness of diversity.

This year we have begun a more systematic effort to institutionalize diversity and measure our ef-

fectiveness at fostering it. This step came after three years when the percentage of nonwhite students dipped as we began to attract more students from beyond the New York City area. In response, we formed an ad hoc faculty Committee on Diversity to explore our record and how we could improve it. (We should note that the percentage of nonwhite students rose in the newly admitted Class of 2014 to 36 percent.)

The Diversity Committee consisted of full-time and adjunct faculty, students and a staff member. It surveyed faculty, students and alumni on diversity issues in the curriculum, in the classroom and in the school in general. The committee also conducted personal interviews with members of each of these groups, as well as with staff. The committee collected data on guest speakers, events and other initiatives with diversity components held at the Journalism School and documented efforts to reach out to diverse communities and student bodies. Two committee members attended CUNY-wide forums on diversity issues.

At the committee's recommendation, we added questions on diversity to our annual student and alumni surveys. (See the responses in the appendices binder.) Questions covered quality of instruction on diversity, quality of discussion on issues of diversity, diversity of viewpoints, diversity of faculty, diversity of the student body, diversity of the administration and staff, and preparation to cover diverse communities. Students and alumni were largely satisfied with our track record on issues of diversity. On no question did more than 15 percent of respondents voice any level of dissatisfaction. Nevertheless, we see these numbers as a starting point for improvement.

In its report to the Governance Council, the committee recommended steps to increase faculty and student diversity, to include diversity issues more systematically in our curriculum and to promote our school for its climate of diversity. It also recommended that the school commission a professional survey to further examine the quality of diversity at the school.

To track our progress, the committee recommended that the school establish a standing Committee on Diversity – a step that the Governance Council approved in May 2013. The committee will use current data on student and faculty diversity and on the school's atmosphere of inclusiveness as benchmarks to assess our progress in the future. Further, it will establish standards for diversity and measurable outcomes to help us ensure that we are making progress.

4. Describe the unit's curricular efforts to foster understanding of issues and perspectives that are inclusive in terms of gender, race, ethnicity and sexual orientation.

Diversity has a strong presence in the school's curriculum and classroom experience. Some classes are designed with diversity as a core element. Other classes incorporate diversity as one of several themes explored during the semester. In others, approaches to covering different communities are discussed as students raise questions about reporting.

Our core Craft of Journalism courses are about covering New York, so student reporters become immersed in the multiculturalism of the city. In Craft I, professors assign students to the neighborhoods they cover, and we make a conscious effort to cover areas that are distant from the media centers of Manhattan – from the Hasidic communities of Borough Park in Brooklyn to the Asian enclaves of Flushing in Queens.

The urban reporting concentration offers a course called Covering New York's Social Issues that includes reporting on race relations, immigrant communities and socioeconomic differences among the population.

■ PART II, Standard 3. Diversity and Inclusiveness

The international reporting concentration includes a Cross-Cultural Reporting course in which students study the customs and cultures of the ethnic and national groups of New York City.

In the arts and culture concentration the Cultural Issues course explores the roles of race, ethnicity and gender in the arts and how media cover these issues.

In the health and science concentration students cover poverty and health in America and the way in which doctors and the medical establishment confront racial and economic disparities.

Voices of NY, the website published by the Center for Community and Ethnic Media, is an outlet for student stories about immigrant and ethnic communities in New York. Students also translate stories into English for the site.

In our January Academy – classes offered during the intersession – we have invited reporters from ethnic media to run workshops on covering their communities.

The Diversity Committee did find shortcomings in the school's curricular efforts. In a survey of faculty members, half of the respondents said they had never received any guidance on how to incorporate diversity into syllabi or classroom discussions. This lack of a clear and defined standard has led to an uneven and inconsistent application of instruction about diversity. There are a few classes where the issue never comes up.

The Diversity Committee plans to develop examples of best practices for reporting diversity and incorporating this material into the curriculum. It also plans to hold forums where faculty members can share ideas on teaching diversity and receive guidance on addressing sensitive issues that may arise in the classroom. The associate dean has called on faculty members to include specific learning goals for issues of diversity and to include the topic in their lesson plans. Many syllabi already include consideration of the issue; we want almost every syllabus to cover it.

5. Describe efforts to establish and maintain a climate that is free of harassment and discrimination, accommodates the needs of those with disabilities, and values the contributions of all forms of diversity.

Preventing harassment and discrimination

The Journalism School abides by the City University of New York's policies on equal opportunity and non-discrimination and against sexual harassment. To quote from the policy:

“It is the policy of the university to recruit, employ, retain, promote, and provide benefits to employees and to admit and provide services for students without regard to race, color, creed, national origin, ethnicity, ancestry, religion, age, sex, sexual orientation, gender, gender identity, marital status, partnership status, disability, genetic information, alienage, citizenship, military or veteran status, pregnancy, or status as a victim of domestic violence/stalking/sex offenses, or any other legally prohibited basis in accordance with federal, state and city laws.”

In a recent revision, the university's Board of Trustees added a policy prohibiting intimate relationships between a faculty member or other employee and a student for whom she or he has professional responsibility. In the case of relationships between supervisors and the employees whom they supervise, the policy now requires that the supervisor must disclose that relationship to his or her supervisor to avoid or mitigate any possible conflicts of interest.

The school's administration is ready to respond to any charge of discrimination or harassment.

Students may consult with the assistant dean or any other trusted administrator or faculty member. Faculty members and staff also may consult with the assistant dean, who has been designated our action officer on all such complaints.

Accommodating the Disabled

As a new facility, the Journalism School complies fully with all provisions of the Americans with Disabilities Act. The university's office of disability services ensures that the school provides reasonable accommodations for students with disabilities. The office also provides counseling and referrals, and arranges support services, including assistive technology such as closed-caption televisions, height-adjustable tables and other devices. The university has also launched an autism initiative to serve the growing population of students with autism-spectrum disorders.

Promoting Diversity

The Journalism School brings a positive approach to the opportunities of diversity and the contributions of disabled students. The school's administration has put its full support behind the effort to institutionalize diversity and to encourage an atmosphere of professional collegiality and acceptance throughout the school. It has reaffirmed its commitment to maintaining an atmosphere of tolerance and respect for all students, faculty and staff. In particular, the administration will take the lead in promoting the value of diversity by supporting events and initiatives that foster an understanding of different groups and communities.

The Journalism School has many diversity initiatives that reach beyond the classroom and in some cases beyond the school. The Center for Community and Ethnic Media serves as a hub of research, training and professional support for publications in the New York City metropolitan region. The center has held scores of workshops for journalists and business executives from those media sectors.

There are plans to expand the work of Voices of NY, our website featuring the best journalistic work being produced by scores of community and ethnic publications. (When necessary, the site translates articles into English.) Under the Journalism School's direction, Voices of NY will commission more original content. We expect the site to evolve into a newswire service that enables the region's small, independent publications to exchange content.

The Ippies, awards given by the Journalism School, are the only journalism awards in New York City to honor reporting – in English and in other languages – by the ethnic and community press.

Our Global Documentary Film Festival on Women's Rights is held annually and brings together students, filmmakers and human rights activists from all over the world to focus attention on the treatment of girls and women.

The International Journalist-in-Residence Fellowship was created shortly after the Journalism School opened in 2006. It is designed to establish links between the American journalism community and international journalists forced to leave their countries. The visiting journalist spends a year at the school attending classes and interacting with students, faculty and the community at large. We have hosted journalists from Cameroon, Egypt, Ethiopia, Iran, Iraq and Sri Lanka.

The school has also hosted meetings and conferences held by the National Association of Black Journalists, the National Association of Hispanic Journalists and the South Asian Journalists Association.

■ PART II, Standard 3. Diversity and Inclusiveness

6. Describe the unit's efforts to recruit and retain a student population reflecting the diversity of the population eligible to enroll in institutions of higher education in the region or population it serves, with special attention to recruiting under-represented groups.

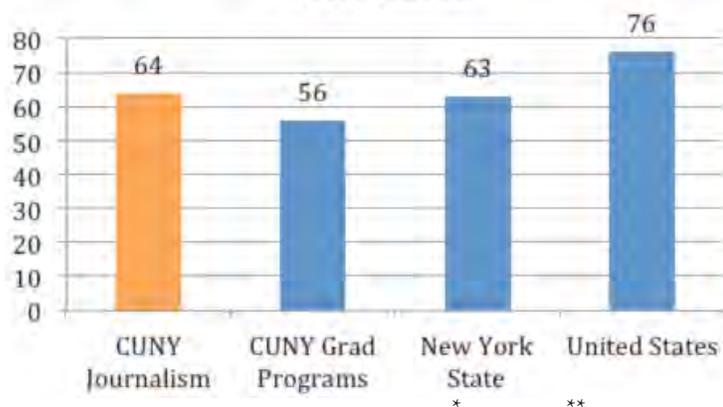
As a school with its home in New York City's Times Square, we have diversity all around us. Our university, the City University of New York, with campuses in all five boroughs, draws its students overwhelmingly from the city, attracting a student population that is both broadly diverse and one of the most economically disadvantaged in the nation.

Comparing our Journalism School and its current maximum of 200 students with the rest of CUNY, with its more than 200,000 full-time equivalent students (in fall 2012), is a problematic exercise. That is true even if you compare us with CUNY's nearly 20,000 full-time equivalent graduate students (also in fall 2012). For one thing, a large percentage of our students come from outside New York City and State – 41 percent in the current Class of 2013 – giving us a national reach beyond New York City. For another, CUNY students often fail to list racial and ethnic details on their admissions forms; as a consequence, CUNY bases its diversity numbers largely on extrapolations prepared by its office of institutional research and assessment. The numbers for our school are much more accurate, as our data keepers personally know every student enrolled.

The bottom line is that comparisons between the Journalism School and the rest of CUNY are problematic and not necessarily appropriate, given our different applicant pools.

That said, 64 percent of the students who attended our school in fall 2012 were white (60 percent from the U.S., 4 percent from other countries) compared with recent studies showing 70.3 percent at the CUNY Graduate Center, 55.7 percent at all CUNY graduate programs, 63 percent at public higher-education campuses throughout New York State and 76 percent of college students nationwide. Our analysis: We lack the diversity of CUNY and of its graduate programs, but we draw students from a much broader base than does the university as a whole and we do attract a richly diverse group of students.

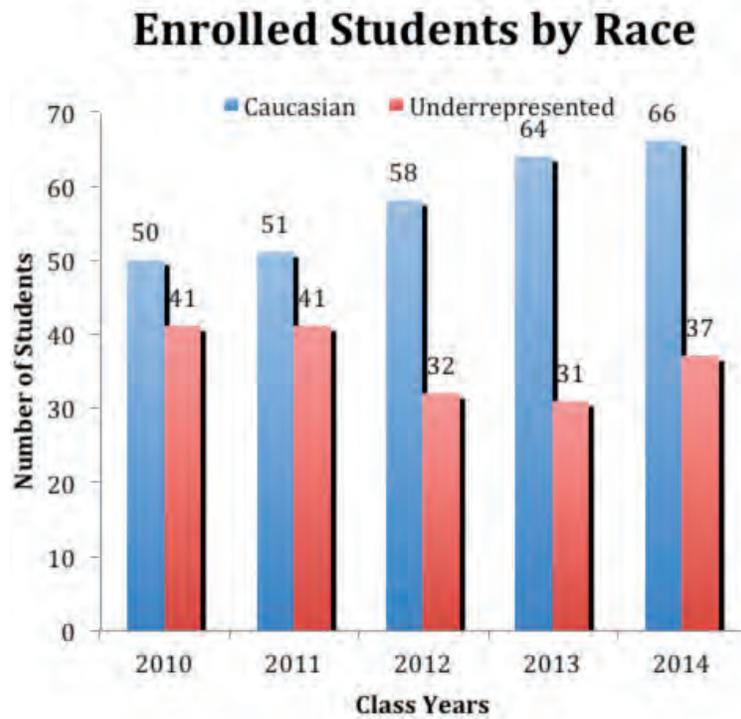
Percentage of White Students



* Public higher-education campuses throughout the state

** College students nationwide

We cannot be satisfied with this accomplishment. Over the eight years we have accepted students, the percentage of students from underrepresented groups has fluctuated from a high of 45 percent in the class of 2010 to a low of 32 percent in the Class of 2013. Diversity rebounded in the class of 2014 to 36 percent (37 students), a bit below our eight-year average of 38.7 percent.



The school remains committed to this mission. Our admissions office does extensive outreach and recruitment at minority journalism conferences and at historically black colleges and universities. Admissions officers also attend events held by state and local organizations that target minorities. They have recruited through veterans’ organizations and on CUNY campuses where the majority of students come from underrepresented groups and low-income families.

We will continue to work on ways to diversify our student body. Among other strategies, we will work closely with the CUNY undergraduate colleges to prepare students for admission to the Journalism School. Our representatives will reach out to students in their junior and senior years and offer guidance on the application process. And we will offer basic journalism courses for students in other disciplines who may have an interest in attending the school.

We will continue our practice of recruiting a diverse student mix outside of New York City. Part of the school’s mission is to train a population of journalists who will go on to diversify newsrooms across the country. We also serve a diverse mix of international students, who make up 14 percent of our current class.

7. Units in which admission is selective or varies from general university admission requirements should describe considerations given to the effects of selective requirements on minority enrollment.

In keeping with CUNY policy, we require the GRE General Test, including the sections on verbal reasoning and analytical writing, of all applicants. The Journalism School also gives its own battery of tests that seek to assess a student’s aptitude for journalism. We ask applicants to write a news story

■ PART II, Standard 3. Diversity and Inclusiveness

from information we provide, to analyze a news event or trend, to identify current events and to show proficiency in grammar.

Throughout the admissions process, we recognize the fact that a candidate's life experiences may affect his or her performance on such admissions tests. So it is accurate to say that our tests give us some evidence of a candidate's readiness for graduate school, and for graduate studies in journalism in particular, but that our process takes in far more than test scores.

When considering applicants, we have always stressed a holistic approach, looking at a candidate's commitment to journalism and aptitude for the profession as well as test scores. Because research has shown that students from underrepresented groups often do not test well on standardized tests such as the GRE, we will place less emphasis on scores and more value on journalistic aptitude and passion for the profession. Our admissions officers interview each candidate individually – in person or by Skype – to get a personal sense of the prospective student. Our Admissions Committees pay serious attention to every candidate's recommendation letters and personal statement, looking for students who show real motivation to become professional journalists and who demonstrate that they understand our program and how it suits their needs. If we think a candidate is motivated, and that we can provide what he or she needs, we will sometimes de-emphasize test scores that may rank on the low side and even a subpar undergraduate record.

Under the leadership of our Diversity Committee, we will offer more support to minority students once they enter the school. Most minority students graduate, but the retention and graduation rates for this population of students are somewhat lower than for the population as a whole. The school has coaches who offer academic support, but we want to take a more holistic approach. In order to do a better job of providing emotional and social support for minority students who may be struggling or feel isolated, the Committee on Diversity will oversee the pairing of students with faculty advisors who may share a similar background or experience and with mentors from alumni and journalists from minority media associations.

8. Assess the unit's effectiveness in retaining minority students from first enrollment through graduation. Describe any special program developed by and/or used by the unit in the retention of minority students. Note the role of advising in this process.

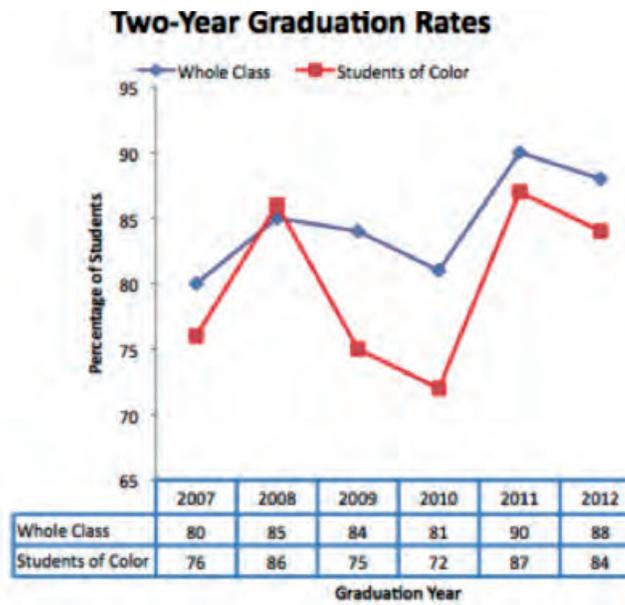
The Journalism School has been successful in retaining minority students, but we want to be more successful. Our first class, graduating in the fall of 2007, had a graduation rate of 80 percent; in that class, the rate for students from underrepresented groups (Black/African American, American Indian/Alaskan Native, Asian, Hispanic/Latino, Native Hawaiian/other Pacific Islander) was 76 percent. For the class of 2008, the graduation rate of students from underrepresented groups (86 percent) actually exceeded the rate for the class as a whole (85 percent).

We could not sustain that record; the 24-month graduation rate among students from underrepresented groups in the Class of 2009 dipped to 75 percent, and in the Class of 2010 to 72 percent. While we viewed those rates as positive outcomes in isolation, we did not like the downward trend.

To improve our record, we took several steps. First, we strengthened our advisory system. We required faculty to conduct advisement sessions and sign off on student schedules. We started a system of midterm warnings, requiring faculty to call attention to students who risked failing and to take steps before those students fell between the cracks. We ensured that writing, video, audio and photography coaches were available to assist students. We scheduled voluntary grammar workshops taught by a full-time professor, and we held presentations on time-management strategies. We implemented additional corrective measures. We took greater care during our admissions

process to ensure that all of our admitted students could handle the rigors of a graduate-level professional education. We initiated a nine-week “fast start” program to give newly admitted students with weaker skills an opportunity to target those weaknesses before starting the program. Such students were given summer exercises and help from writing coaches. In the fall of 2010 we expanded our new-student orientation to six days of seminars, workshops and information sessions. In the fall of 2011 we notified students who scored considerably lower than average on any section of our admissions test that they should pay close attention to the fast-start assignments in those areas.

Thanks in part to these steps, the graduation rate among students from underrepresented groups in the Class of 2011 improved dramatically, to 87 percent, almost equaling the class rate of 90 percent. In the Class of 2012, those respective graduation rates were 84 and 88 percent. In short, our strategy of improving our admissions process and targeting student weaknesses early appears to be paying off. We will continue to take any steps we can to keep these rates high and uniform.



9. Describe the unit’s efforts to recruit women and minority faculty and professional staff (as enumerated in Table 8, “Full-time Faculty Recruitment”).

As we stated at the start of this standard, the school has not recruited any full-time faculty members during the last three years. However, the City University of New York has always believed that diversifying its workforce strengthens the institution and advances its missions to cultivate diversity and combat bigotry. In 2007 the university created an office of the university dean for recruitment and diversity, and it has required the Journalism School – like all other CUNY institutions – to report on its record of faculty and staff diversity every year.

Since convening its first classes in 2006, the school has maintained a faculty-staff diversity of around 50 percent – that is, about half of our full-time faculty members and administrative staff are members of underrepresented groups. At present, our full-time faculty of 11 includes four professors of color. Four core faculty members are women.

We have three media programs – print, broadcast and interactive – two of which are headed by minority faculty members. The directors of two of our five subject concentrations are African-American – the director of international reporting and the co-director of arts and culture.

■ PART II, Standard 3. Diversity and Inclusiveness

Our goal is to ensure that the school's level of faculty and staff diversity remains as high as that of any other professional program in the university.

10. Describe the unit's efforts to provide an environment that supports the retention, progress and success of women and minority faculty and professional staff.

As a new institution intended in part to showcase the City University of New York in a dynamic field on a national stage, the Journalism School has been generously funded. Among other advantages, this allows the school to attract and nurture a first-class group of professors and adjuncts. Faculty men and women of all races and backgrounds are attracted by serious students, small class sizes, excellent facilities, generous supplies and numerous opportunities to conduct research and travel to conferences.

Our faculty, from the dean to the most recently hired adjunct, is composed almost exclusively of professional journalists. They work in a small school that encourages them to develop one-on-one mentoring relationships with students and to continue their own work. In a diverse school in a diverse city, minority faculty and staff members have risen to leadership positions at a school that regards its diversity as a major selling point. In short, the Journalism School provides an extremely supportive environment for its entire community.

11. If the unit hires adjunct or part-time faculty members, describe the unit's effort to hire minority and female professionals into these positions (as enumerated in Table 9, "Part-time/Adjunct Faculty Recruitment") and list those who are minority and female professionals.

The Journalism School strives to take full advantage of its location in the nation's media center. We employ a relatively small core of full-time faculty members and a relatively large contingent of adjuncts, most with close connections to the city's major journalistic outlets. We nurture long-term relationships with many of our adjuncts. Some of these "senior adjuncts" (our term, not the university's) serve as coaches and program directors. We invite adjuncts to our faculty meetings and give them a vote on our Governance Council. We pay them very generously by the standards of what adjuncts are paid in most universities.

So far in our brief history, as we point out at the top of this standard, we have been hiring these adjuncts in a decentralized way rather than through formal searches. It is up to the program directors to find, vet and recruit candidates for open positions, with final approval for each hire granted by the associate dean. Our adjunct staff at present is 75 percent white.

This is an area in which we intend to do better. We have strongly encouraged the program directors to seek out adjuncts from underrepresented groups. Under the leadership of our new Diversity Committee, we plan to mine the rich resources available in New York City. In addition to instructors from mainstream media, we will recruit from the many ethnic and community media organizations in the city. CUNY, with colleges in all five boroughs of the city, has a diverse faculty and we should take better advantage of that resource.

12. Provide examples of professionals, visiting professors, and other guest speakers invited or sponsored by the unit during the past three years whose background or expertise served to introduce students to diverse perspectives.

Speakers and Special Events

During most years, the Journalism School has organized special workshops for students and faculty members to make them sensitive to diversity issues as they cover the news. Faculty members regularly invite guest speakers who represent diverse points of view. Throughout the academic year, the school sponsors panel discussions and other special events covering a wide range of topics, with guests from many backgrounds.

School-wide diversity training

Class of 2013 Orientation:

- Cultural awareness session for new students led by Prof. Lonnie Isabel

Class of 2012 Orientation:

- Cultural awareness exercise in which students broke up into small discussion groups led by various faculty members

November 2010 Diversity Training:

- Workshops for the entire student body and faculty on understanding different perspectives to better report stories, led by Dori J. Maynard, president of the Robert C. Maynard Institute for Journalism Education in Oakland, Calif., an organization dedicated to helping the nation's news media accurately and fairly portray all segments of society

Class of 2007:

- Prof. Lonnie Isabel's presentation on covering diverse communities in Dean Stephen Shepard's journalistic-judgment course, which was required for all students in the second semester of 2007

Other school-wide events

Debut of "Where I'm From"

When: April 20, 2013

What: The pilot of the Journalism School's new radio show, which gives voice to the city's diaspora communities, was broadcast onstage before a live audience at historic Webster Hall in Manhattan.

Ippies Awards

When: March 28, 2013

What: Awards were given by the Journalism School to honor best stories of the ethnic and community press.

Ethnic Community Meet-Up

When: February 28, 2013

What: Representatives from the city's ethnic media outlets came to the school to speak to students about summer internships.

■ PART II, Standard 3. Diversity and Inclusiveness

January Academy Workshop: Covering New York City (The Short Version)

When: January 10, 2013

What: This three-hour seminar offered a fast-paced overview of the critical details reporters need to know about how New York City works, including its diverse demographics, economic structure, and web of nonprofits and advocacy groups that provide essential social services. It was taught by Prof. Sarah Bartlett, director of the urban reporting program.

Presentation by Washington Post Foreign Correspondent Juan Forero

When: October 25, 2012

What: Forero gave a multimedia presentation about his stories as well as his urban and international reporting experiences.

An Evening with Juan Gonzalez

When: April 5, 2012

What: Gonzalez discussed his book *News for All People: The Epic Story of Race and the American Media*, which reveals how racial segregation distorted the information Americans received from the mainstream media. The book depicts the struggle of Black, Latino, Asian, and Native American journalists who fought to create a vibrant, democratic press.

Meet Liberian Journalist Mae Azango

When: April 26, 2012

What: Azango discussed her reporting on the practice of female genital mutilation in Liberia. Azango is a reporter for New Narratives, which is a team of leading African media journalists using the power of media to transform their countries.

State of the Ad Market for Community and Ethnic Publications

When: January 26, 2012

What: The school hosted a conference on new revenue sources for the community and ethnic press.

News Coverage of Women of Color in the Age of Michelle Obama

When: December 1, 2011

What: A panel considered coverage of women of color, or lack of such coverage, including how the First Lady was portrayed in the media, and the media's handling of such stories as the Dominique Strauss-Kahn sexual assault case and the SlutWalk protest.

Voices of NY Launch

When: September 8, 2011

What: The Journalism School introduced its Voices of NY website to community and ethnic journalists.

Reception for Community and Ethnic Journalists

When: June 23, 2011

What: Organizers of our new center held a reception for the city's leading community and ethnic journalists.

An Evening with Ayman Mohyeldin of Al Jazeera English

When: March 21, 2011

What: Mohyeldin, an Arab-American journalist, discussed his experiences watching and reporting as millions in the Middle East raged against oppression.

Commencement Speaker

2007: Dean Baquet, assistant managing editor of The New York Times, addressed the graduating class.

A few of the guest speakers who have appeared in classes

- Teri Agins, former fashion editor for The Wall Street Journal
Spoke about covering fashion
- Eddie Bautista, NYC Environmental Justice Alliance
Discussed the history of environmental justice efforts in New York City
- Veronica Chambers, then features editor of Glamour magazine
Spoke on how to build a career in magazine journalism
- David Chen, New York Times reporter
Spoke in an urban reporting class
- Steve Choi, Min Kwon Center (a Korean-American community activist organization)
Spoke in an urban reporting class
- Jon Kalish, NYC freelancer
Spoke about freelancing stories in the Jewish community
- Tamara Keith, NPR
Spoke about writing for the ear, capturing moments on tape
- Mark Luckie, creative content manager for journalism @Twitter
Spoke about developing entrepreneurial skills
- Habiba Nosheen, independent broadcast journalist
Discussed her reporting in print, video and radio on health issues around the world

■ PART II, Standard 3. Diversity and Inclusiveness

The Experience of One Concentration

Leaders of the three media tracks and five subject concentrations offered at the Journalism School make heavy use of class visitors. For example, here is the guest list of the arts and culture concentration over the last four years. It includes a diverse mix of people working in the arts industries as well as those who cover it. About a third of the visitors named below are women, six are African-American, two are Hispanic and one is Asian-American.

Kurt Andersen, host of Studio 360, public radio's culture magazine show
Kate Betts, former editor, Harper's Bazaar
Mark Bittman, author and food columnist, The New York Times
Jess Cagle, managing editor, Entertainment Weekly
Pat Cole, arts reporter, Bloomberg News
Leslee Dart, CEO 42 West, an entertainment publicity firm
Elysa Gardner, critic, USA Today
Bernard Gersten, executive producer, Lincoln Center Theater
Thelma Golden, director, Studio Museum of Harlem
Jeff Gordinier, food writer, The New York Times
Seth Fradkoff, director of publicity, Sony Pictures
Bruce Handy, senior editor, Vanity Fair
Eugene Hernandez, director of digital strategy, New York Film Society
Chuck Klosterman, critic, essayist and columnist, The New York Times Magazine
Lisa McLaughlin, Editorial Director, CookingDistrict.com
Brian Mencher, partner Beame & Mencher, copyright attorneys
Carolina Miranda, art critic, WNYC
Priscilla Painton, editor-in-chief, Simon & Schuster
Elena Park, assistant manager, Metropolitan Opera
Troy Patterson, critic, Slate and NPR
Ann Powers, music critic, L.A. Times
Kelefa Sanneh, staff writer, The New Yorker
Rob Sharenow, senior VP, A&E Networks
Danyel Smith, editor, Billboard
Touré, host on MSNBC
Sam Tanenhaus, editor, The New York Times Book Review

Standard 3: Additional Documents

- **Item 1: Diversity Plan**

ITEM 1: DIVERSITY PLAN

The following report was approved by the Journalism School's Governance Council on May 7, 2013.

Diversity Committee Report
Submitted April 26, 2013

Overview

Contributing to diversity in newsrooms was a motivating factor in creating a graduate school of journalism at CUNY. Journalism is in danger of becoming an elite profession, with too few people of color, immigrants, veterans and practitioners from working-class backgrounds in newsrooms in New York and across the country

We recognized the need for an affordable graduate institution that would attract a diverse student body, one that would reflect the makeup of the City, bring different perspectives to news organizations and provide coverage of communities and issues often ignored by mainstream media.

To a large extent we have been successful. In our first class, minority representation was 40%. We have alumni of color working at ABC, NBC, CBS and PBS, as well at local affiliates and cable networks. Others are reporters and editors at The New York Times, Newsday and the New York Daily News and numerous other print and Web publications.

Our initiatives have reached beyond mainstream media. We publish Voices of NY, a website that curates the best stories from community and ethnic media. Last year we established a Center for Community and Ethnic Media (CCEM). Under the auspices of CCEM, we sponsor the Ippies, an annual award ceremony celebrating the best from those media sectors.

Each year we mount a Global Documentary Film Festival on Women's Human Rights and have co-sponsored a Global Media Ethics Conference that focused on how women are portrayed in popular culture.

Through our International Journalist-in-Residence Program, a partnership with the Committee to Protect Journalists, the school has hosted journalists from Africa, Asia and the Middle East.

These activities, along with the numerous forums and events we've held have exposed students to different issues and perspectives and the richness of diversity.

Still, the journalism school recognizes that there is work to be done. The number of students from under-represented groups has dropped over the last three years, and we need to attract a more diverse faculty.

DIVERSITY PLAN:

We will build on what we have already accomplished and create an even more diverse and inclusive school by implementing the following plan of action:

ITEM 1: DIVERSITY PLAN

STANDING DIVERSITY COMMITTEE

Establish a standing Diversity Committee to oversee implementation of the diversity plan.

PROFESSIONAL SURVEY

Commission a professional survey measuring not just the quantity but quality of inclusiveness at the school.

INCREASE FACULTY DIVERSITY

Increase the number of adjuncts from underrepresented groups.

Instruct all program directors to consider diversity when hiring faculty.

Recruit more adjuncts from CUNY campuses and other schools in the boroughs outside Manhattan.

Recruit adjuncts from foreign language and ethnic media. Use attendance at minority journalism conferences to recruit adjuncts.

FORUMS FOR FACULTY DISCUSSIONS ON DIVERSITY

Hold forums each semester where faculty members can address problems, share ideas, and talk about diversity issues encountered in practicing journalism.

Offer guidance on handling sensitive diversity issues that may arise in the classroom.

DEVELOP AN INCLUSIVE CURRICULUM

Develop guidelines for incorporating diversity into the curriculum.

Design “best practices” materials to use when integrating diversity issues into the curriculum.

Stress that the definition of diversity goes beyond race/ethnicity and gender.

Make diversity a component of new-faculty orientation and include the issue in the adjunct handbook.

INCREASE DIVERSITY OF STUDENT BODY

Admissions:

Develop better guidelines for evaluating applicants. Put less emphasis on test scores and place more value on commitment, background, experience and interests.

Offer journalism prep courses for potential applicants from CUNY undergraduate campuses.

Offer workshops to CUNY students in their junior and senior years to help them prepare to apply to the J-school and transition to graduate school.

Retention and progress:

In addition to providing coaches, encourage students to seek out faculty advisors who have similar interests, backgrounds and experiences.

Create a mentorship program, partnering students with alumni and journalists from the minority journalism associations and other press organizations.

PROMOTE A CLIMATE OF INCLUSIVENESS

Include diversity in the Dean’s Reasons to Choose CUNY.

Hold events where students learn about the history of various social and political movements and current issues surrounding race, gender, sexual orientation and disability. These could be panel discussions, individual speakers or documentaries.

Reaffirm that the administration has an open-mind, open-door policy and that all members of the school, whether faculty, students or staff, can express concerns about bias, discrimination or insensitivity without fear of reprisal.

ASSESSING PROGRESS

METHODOLOGY

As stated in our diversity plan, the school will establish a standing committee to insure that we are moving forward toward our goals to create a more diverse and inclusive school.

The Diversity Committee for this report consisted of full-time and adjunct faculty, students and a staff member. We surveyed faculty, students and alumni on diversity issues in the curriculum, in the classroom and in the school in general. We also interviewed members of each of these groups in addition to staff. We collected data on guest speakers, events and other initiatives with diversity components held at the school and documented efforts to reach out to diverse communities and student bodies. Two committee members attended CUNY-wide forums on diversity issues.

We will use our current data on student and faculty diversity and an atmosphere of inclusiveness as a benchmark to assess our progress in the future.

1. Curriculum

Overall, diversity has a strong presence in the school's curriculum and classroom experience. Some classes are designed with diversity as a core element. Other classes incorporate diversity as one of several themes explored during the semester. In others, approaches to covering different communities are discussed as students raise questions about reporting.

Our core craft courses are about covering New York, so student reporters become immersed in the multiculturalism of the city.

The Urban Reporting Concentration includes a course called *Covering New York's Social Issues* that includes reporting on race relations, immigrant communities and socioeconomic differences.

The International Reporting Concentration includes a *Cross-Cultural Reporting* course in which students study the customs and cultures of the ethnic and national groups in New York.

In the Arts and Culture Concentration the *Cultural Issues* course explores the roles of race, ethnicity and gender in the arts and how media covers these issues.

In the Health and Science concentration students cover poverty and health in America and how doctors and the medical establishment confront racial and economic disparities.

Voices of New York, the website published by the Center for Community and Ethnic Media, is an outlet for student stories about immigrant and ethnic communities in New York. Students also translate stories for Voices of NY.

In our January Academy, where classes are offered during intersession, we have invited reporters from ethnic media to run workshops on covering their communities.

However, there are a few classes in which diversity is never or seldom addressed.

ITEM 1: DIVERSITY PLAN

Half of the respondents to the faculty survey said they had never received any guidance on how to incorporate diversity into syllabi or classroom discussions. This lack of a clear and defined standard has led to an uneven and inconsistent application of instruction about diversity.

We plan to develop examples of “best practices” for reporting diversity and incorporating this material into the curriculum. We also plan to hold forums where faculty members can share ideas on teaching diversity and also receive guidance on addressing sensitive issues surrounding diversity that may arise in the classroom.

2. Faculty

Our full-time faculty of 11 includes four professors of color. Four core faculty members are women.

Our adjunct staff is 75% percent white. We have three media programs, two of which are headed by minority faculty members. The director of our International Reporting concentration is African-American, as is the co-director of our Arts and Culture concentration.

Faculty diversity is an area where we intend to do a lot better. Hiring of adjuncts and part-time faculty is left to the discretion of program directors. In the future, we will strongly encourage them to seek out adjuncts from underrepresented groups. We plan to mine the rich resources available in New York, the media capital of the world. In addition to instructors from main-stream media, we'll recruit from the many ethnic and community media organizations in the city. CUNY, with colleges in all five boroughs of New York, has a diverse faculty who teach a diverse student body. We will draw from faculty on those campuses.

3. Students

Over the seven years since the school started, the percentage of students from underrepresented groups has fluctuated from a high of 45% in the class of 2010 to our current low of 32% in the class of 2013.

Part of the school's mission is to train a diverse population of journalists who will go on to diversify newsrooms across the country, if not the world. International students comprise 16% of our current [Class of 2013] class.

While our numbers have declined over the last three years, the school remains committed to this mission. Our Office of Admissions does extensive outreach and recruitment at minority journalism conferences and at historically black colleges and universities. Admissions officers also attend events held by state and local organizations that target minorities. They have done recruitment through veterans' organizations and on CUNY campuses where the majority of the student body comes from underrepresented groups and low-income families.

Still, recently our numbers have fallen short. We must do a better job at reflecting the diversity of New York City and of CUNY. We will work closely with the other CUNY colleges to prepare students for admission to the journalism school. We will reach out to students in their junior and senior years and offer guidance on the application process. We also plan to offer basic journalism courses for students in other disciplines who may have an interest in attending the school.

In our admissions process, we have always stressed a holistic approach to evaluating students, looking at an applicant's commitment to journalism as well as test scores. Because research has shown that students from underrepresented groups often do not test well, we will place less emphasis on scores and more value on a passion for the profession.

We will offer more support to minority students once they enter the school.

The majority of minority students graduate but the retention rate for this population of students is lower. The school has coaches who offer academic support, but again, we must take a more holistic approach. We are dedicated to doing a better job of providing emotional and social support for minority students who may be struggling or feel isolated. Pairing students with faculty advisors who may share a similar background or experience is one step. We also plan to establish a mentorship program, partnering students with alumni and journalists from minority media associations.

4. Climate

The administration has put its full support behind the goals outlined in this plan. It has reaffirmed its commitment to maintaining an atmosphere of tolerance and respect for all students, faculty and staff.

The administration will take the lead in promoting the value of diversity by supporting events and initiatives that foster an understanding of different groups and communities.

5. Other Initiatives

The journalism school has many diversity initiatives that reach beyond the classroom and in some cases beyond the school.

The Center for Community and Ethnic Media (CCEM) serves as a hub of research, training and professional support for community and ethnic publications in the New York City metropolitan region. CCEM has held scores of workshops for journalists and business executives from those media sectors.

The website Voices of NY features the best journalistic work being produced by scores of community and ethnic publications and where necessary translates the work into English. There are plans to expand the work of the website. Under the Journalism School's direction, "Voices" will commission more original content. We expect "Voices" to evolve into a newswire service that enables the region's small, independent publications to exchange content.

The Ippies are the only journalism awards in NYC to honor reporting in English and in languages other than English by the ethnic and community press.

Our Global Documentary Film Festival on Women's Rights is held annually and brings together students, filmmakers and human rights activists from all over the world to focus attention on the treatment of girls and women.

The International Journalist-in-Residence Fellowship was launched in partnership with the Committee to Protect Journalists shortly after the CUNY J-School opened in 2006. It is designed to establish links between the American journalism community and international journalists forced to leave their countries. The journalist-in-residence spends a year at the J-school attending classes and interacting with students, faculty and the community at large. We've hosted journalists from Iran, Iraq, Cameroon, Sri Lanka and Ethiopia.

The school has also hosted meetings and conferences held by the National Association of Black Journalists, the National Association of Hispanic Journalists and the South Asian Journalists Association.

ITEM 1: DIVERSITY PLAN

COMMITTEE MEMBERS

Professor Linda Prout, Chair
Distinguished Lecturer Lonnie Isabel
Professor Rebecca Leung
Professor Margot Mifflin
David Lewis
Robert Williams
Lisa Armstrong
John Smock
Amy Dunkin
Latima Stephens ('13)
Erin Brodwin ('13)
Jessica Glazer ('13)

PART II, Standard 4

Full-Time and Part-Time Faculty



Part II, Standard 4

Full-Time and Part-Time Faculty

Takeaways

- We employ a relatively small full-time faculty and a relatively large group of adjuncts, an approach that lets us attract full-time New York media professionals to our classrooms to teach our students.
- Every tenure-track professor and part-time adjunct participates in substantial peer reviews every semester; our tenured professors also are reviewed.
- Students have the opportunity to review every professor in every course they take at the school.



■ PART II, Standard 4. Full-Time and Part-Time Faculty

During the visit, the unit should provide the following documents in the workroom:

- curriculum vitae of each full-time faculty member (Full-time faculty refers to those defined as such by the unit.)
- résumés of adjunct or part-time faculty, and of graduate students serving as teachers of record, teaching during the fall 2013 semester
- records on faculty promotion and tenure

Please respond to each of the following instructions:

1. Describe how the unit selects full-time and part-time faculty and instructional staff.

We have several categories of instructional employees at the Journalism School. (1) We have a small core of full-time professors, most of them tenured or on the tenure track, all with rich journalistic backgrounds. (2) We have a class of adjunct professors informally known as “senior adjuncts.” All teach at least two classes per semester or supervise a program; some have offices. They are paid more than most part-timers and are considered members of the school family. (3) We have a large group of well-paid adjunct professors working in the professional world who come from their newsrooms into our classrooms to teach a class. We welcome them to our family, as well, inviting them to attend faculty meetings, for example, where they give us their views on policy and cast votes. (4) We hire coaches to help our students with specific skills – reporting, writing, photography, video, multimedia, grammar and English as a second language. We offer a wide range of coaches, including media professionals and some third-semester students and alums who are proficient in multimedia and other skills. Some of these coaches keep office hours for students who request help; others work in classes assisting professors. (5) We draw from a pool of journalism professors in CUNY undergraduate colleges who teach here and take as big a role in our policies and governance as they are able. These consortial faculty members are highly qualified, experienced, and play a key role not only in teaching at our school but also in making sure that some of the best journalism students in their undergraduate classes look at our school for graduate studies.

We take two main approaches to hiring our instructional staff.

Full-time professors. The creation of any new full-time teaching line must be approved by the university budget and personnel offices. The dean must justify the additional expenditure, based on expanded need, developments in the profession or superior opportunity – or must show that the position can be funded within the Journalism School’s existing budget by shifting spending priorities or through increased enrollment revenues. Once a new position is approved, the school’s Personnel and Budget Committee devises a list of the academic and professional qualifications appropriate to the new position. We mount a recruiting effort – advertising in professional journals and on professional websites, notifying appropriate departments of other CUNY colleges, and reaching out to other universities for applicants.

Our Personnel and Budget Committee, made up of tenured faculty members, appoints a search committee, seeking diversity and a range of experiences. The Graduate Center’s affirmative action officer charges the committee – clarifying university policies on sourcing, screening, interviewing, hosting on-campus visits, follow-up and final selection. The committee is also bound by the university’s policies on legal compliance and affirmative action. The search committee interviews finalists and sends from two to four names to the dean and associate dean, who interview the candidates. The dean makes the final selection. An offer of employment is made in consultation with the human relations office at the CUNY Graduate Center. All appointments are subject to approval of CUNY’s Board of Trustees and the university’s financial ability.

Adjunct professors and coaches. Most adjunct professors and coaches are selected by the directors of the media tracks or subject concentrations in which they teach or coach. Others are recruited by the associate dean, who also coordinates teaching by consortial professors from the CUNY undergraduate colleges. The associate dean approves all adjunct and coaching positions, and she also approves each selected candidate.

This decentralized system has given us an excellent corps of adjuncts and coaches but not as diverse a group as we would like. Under the leadership of our new Diversity Committee, we have made it our goal to increase the number of adjuncts from underrepresented groups. Program directors have been instructed to consider diversity when hiring. We will recruit more adjuncts from CUNY undergraduate campuses outside of Manhattan. And we will recruit adjuncts from New York City's ethnic media.

2. Provide examples of published advertisements for faculty openings in the past six years (prior to the self-study year) that show required and preferred qualifications of candidates.

Please see an example attached as Item 1 at the end of Standard 4. Other examples will be included in the appendices binder.

3. Describe the unit's expectations of faculty members in teaching, research, creative and professional activity, and service.

Our full-time faculty members – including tenured professors and professors on the tenure track – are expected to contribute as teachers and scholars and to give service to the Journalism School. Our two distinguished lecturers oversee programs, teach and mentor large groups of students.

Our expectations are specified in the school's guidelines for appointment, tenure and promotion, attached as Item 4 at the end of Standard 4. The section relevant for this question reads as follows:

Teaching

Teaching includes all activities that contribute to student learning within the classroom and, when applicable, outside the classroom.

Teachers are expected to:

- Know their subject area and stay current with the latest developments. Use that knowledge to enhance and evolve the curriculum.
- Communicate clearly when describing the course content and workload. Set high standards and expectations, and hold students to those standards.
- Challenge the most able and the least able students simultaneously.
- Regularly show students what they will learn, identify what is learned as it happens and summarize what has been learned to reinforce the lesson. During the semester, use assessment tools to evaluate the extent to which learning has occurred, and use that feedback to improve teaching methods and the curriculum.
- Provide useful and timely feedback on student work through edits, conversations, and conferences.

■ PART II, Standard 4. Full-Time and Part-Time Faculty

- Grade fairly, and base the grades on work submitted over the term. Reward excellent student work and avoid grade inflation.
- Advise and mentor students. Listen and respond to student comments, thoughts, and perspectives.
- Be organized, enthusiastic, accessible and flexible.
- Show respect for students and colleagues.
- Recognize that they are leaders within the classroom and demonstrate a will to lead.
- Continue to refine and improve the quality of their teaching and participate fully in discussions about teaching.
- Appreciate journalistic work done on all media platforms and use cross-platform techniques as appropriate to instruction.

Scholarship

The Trustees of the City University of New York in 2004 authorized creation of the CUNY Graduate School of Journalism with a focus on “the professional preparation of journalists in a dynamic urban environment” and diversification of New York newsrooms. To implement that charge, the school has recruited a diverse faculty with extensive journalistic experience and expects those faculty members to continue to practice journalism at the school and maintain ties to the profession.

Scholarship expectations for the Journalism School’s faculty are substantial and rigorous, but because this is a professional school, they differ from those that exist elsewhere in the university. While scholarly articles and educational texts are always welcome, scholarship at the Journalism School also extends to journalistic works that contribute to public knowledge or debate on matters of significance and that advance the practice of journalism.

This work can focus on topics ranging from contemporary events to criticism to the journalism profession itself. While qualifying work may be produced for a general audience, it must demonstrate substantial original reporting or primary research, secondary research, sophisticated analysis, critical thought and mastery of its subject.

Qualifying work should appear in respected venues and can span a range of media formats, including but not limited to: substantial articles in newspapers or magazines; collections of shorter pieces about one subject area or diverse topics; books; audio or video pieces or documentaries for television, radio or the web; contributions to websites or blogs; or creation of a website or blog as a body of work. Qualifying work should reach its appropriate audience, and interaction with that audience can be considered part of the work.

A body of work will be evaluated not on its length or quantity, but on its quality and intellectual impact. We recognize that immediate and timely pieces can influence public debate as significantly as works that take months or years to complete.

Peer review plays a key role in evaluating the quality of more traditional academic scholarship, and faculty members at the Journalism School are expected to demonstrate that their journalis-

tic work is valued by their peers. This might be shown by substantive reviews of a piece of work by experts in journalism or in the subject matter; citations by peers that address how a piece of work advances journalism or the subject matter; solicited testimony or assessment by experts regarding a work's impact on journalism or the topic covered; invitations to present or discuss the work in public forums; the level and quality of debate spawned by the work; awards, including fellowships, granted to the faculty member by peer groups; or the reputation of the journalistic outlet that has chosen to publish or air a piece of journalism.

Qualifying journalistic work will typically appear under faculty members' bylines or in on-air credits recognizing their contributions. However, some forms of journalism are aimed at bringing out the best in others – for example, the work of an editor, or efforts that require collaboration with others, as in the work of a co-author, broadcast producer or broadcast editor. This work is critical to quality journalism, but it poses a challenge in evaluating journalistic achievement.

The chief criteria by which such work will be judged include the quality and impact of the resulting publication or broadcast, as well as the faculty member's contribution in conceptualizing, shaping and creating the final product. Testimony from collaborating authors, editors and publishers will serve as evidence of an editor's or co-author's contribution. Shared work must also be valued by experts in the field covered and constitute a significant achievement.

As new forms of journalism, journalistic entrepreneurship and journalistic technologies emerge, the school is open to considering work in these venues, but the same emphasis on quality and impact will apply in assessing whether this work should qualify toward tenure and advancement. In all instances, work that is necessarily short-lived (and has short-lived peer reaction) must have been adequately preserved so that an appropriate peer assessment of its value can be made.

More traditional forms of scholarship – academic research into a journalistic topic, for instance, or inquiries into ways to improve journalistic pedagogy – will be valued as highly as outstanding works of journalism.

While excellent journalistic work is a requirement for tenure or promotion, all faculty members at the Journalism School, regardless of tenure or rank, are expected to continue producing, on a regular basis, high-quality journalism that meets the standards enumerated above. Those in tenure-track positions should recognize that expectations are more rigorous with each successive appointment.

Service

Service includes the contribution that a faculty member makes to the academic profession (aside from scholarly efforts), to the journalism profession, to the Journalism School, The City University of New York and to society at large. Contribution is typically demonstrated by:

- Participating in professional and scholarly associations or serving on editorial boards of scholarly organizations.
- Taking part in any of a broad array of organizations whose purpose is to improve journalism, extend its reach or diversity, or expand the ranks of those who practice good journalism.
- Serving on school committees, making appearances on the school's behalf, advising and mentoring students, and participating in the life of the school.

■ PART II, Standard 4. Full-Time and Part-Time Faculty

- Representing the school on various university-wide committees and projects, as requested, to help improve program integration and information sharing among the CUNY colleges and graduate programs.
- Joining the work of civic groups or neighborhood organizations, public and government commissions, or a range of volunteer organizations, using journalistic expertise to help improve the society at large.

Significant accomplishments in the category of service will strengthen a candidacy for promotion, but cannot replace scholarship or strong teaching practices as a justification for promotion.

Our expectations for teaching excellence apply not only to full-time professors but also to every adjunct working at the school. We expect our adjuncts to be available to students out of class. Adjuncts are required to schedule at least one office hour a week, and we also encourage them to schedule appointments with individual students as necessary. At the same time, we expect them to continue to produce great journalism while they teach here. And they do.

All adjuncts are invited to attend and participate in faculty meetings and faculty training sessions. Representative adjuncts have seats on the school's Governance Council.

4. Describe the normal workload for a full-time faculty member. Explain how workloads are determined. If some workloads are lighter or heavier than normal, explain how these variations are determined.

Full-time faculty members at the Journalism School teach three three-credit courses per semester, comparable to other graduate programs at CUNY. Because of our small size, almost all of the faculty members in journalism receive at least one course release for administrative assignments or to complete scholarly work.

New faculty members are given 24 hours of release time over six years – the equivalent of eight three-credit courses – to work on scholarship projects needed for tenure. Most tenured faculty members oversee some part of the program and thus receive a course release for that work, approved by the associate dean. They oversee selection of adjuncts, update and develop courses, write syllabi, monitor classes and counsel students interested in the professor's area of specialty.

When a faculty member has received an external grant for a project or oversees a center, such as the school's Tow-Knight Center for Entrepreneurial Journalism, he or she might be relieved of a three-credit course. Occasionally, a faculty member might be charged with overseeing a large faculty project, such as drawing up a diversity plan, and that would warrant a course release. Lastly, when a faculty member is immersed in completing a major scholarship project, such as a book, the associate dean is likely to approve a course release.

5. Describe the unit's processes and criteria for evaluating the performance of full-time and part-time faculty and instructional staff. Provide course evaluation forms, peer review forms or other documents used in evaluations.

Every instructor at the Journalism School – from full professor to an adjunct teaching one course – participates in peer reviews. We believe that a full schedule of peer reviews every semester keeps our faculty fresh and helps faculty members talk about teaching and learn from each other. Peer reviews

are required for any professor on the tenure track, but we also recently instituted peer reviews of our tenured professors, who all support the process.

The reviews are conducted by full-time professors and some permanent instructors, including our news service director. Every faculty member observed is given at least 24 hours' notice. An observer must stay for the entire instructional session being observed – typically three hours. The observer works with a standard faculty-observation report form (attached as Item 2 at the end of Standard 4), which covers a class's organization and content, as well as the professor's presentation skills and ability to engage students. The observer writes a report on his or her observations and schedules a meeting to discuss the report with the professor whose class was observed. Both professors sign the report, which goes into the observed professor's file.

Students also have an opportunity to evaluate every professor in every course they take. The new evaluation form, adopted by the Governance Council in May 2013 (attached as Item 3 at the end of Standard 4), allows students to evaluate more distinctly both the content of the course and the quality of the teaching. Students are given about 20 minutes to complete their evaluations, typically during the second-to-last class of the semester. The professors leave the room while students fill out the evaluation.

Student evaluations are often used by the school's administrators and program directors to adjust, change, create or eliminate courses. Over the years, our interactive curriculum has been totally revamped, in large part to provide the most up-to-date mix of journalistic and technical skills appropriate for our students. We also have adjusted courses in many of our subject concentrations based on student feedback.

In 2013 we introduced a short, narrative mid-term questionnaire, which all new teachers are required to distribute. This questionnaire will be available to any other teachers who wish to use it. Unlike the end-of-term survey, the mid-term survey will not be submitted to administrators or program directors but will be used as a guidepost for the teacher to improve a course in progress.

The school's Strategic Planning Committee recommended a further overhaul of our faculty review process. The committee suggested that reviewers make three visits to a class instead of one, beginning earlier in the semester. The committee also suggested that fewer teachers be reviewed each semester. And it said reviewers should examine faculty edits of student work and previous student evaluations as well as course syllabi.

6. Describe the process for decisions regarding promotion, tenure and salary. Provide relevant faculty handbook sections and any supplementary promotion and tenure criteria and procedures adopted by the unit.

The school's policies on promotion and tenure are contained in our guidelines for appointment, tenure and promotion of faculty. Those guidelines are attached as Item 4 at the end of Standard 4, as is our faculty handbook (Item 5).

In summary, the school's Personnel and Budget Committee makes recommendations to the dean on promotion and tenure.

Faculty members on the tenure track are hired for one year and must be reappointed annually following a performance review that includes peer observations and student evaluations. Candidates for tenure who receive six reappointments, each according to standards more rigorous than the previous approval, are eligible to be considered for tenure in the fall of their seventh year.

■ PART II, Standard 4. Full-Time and Part-Time Faculty

Once the tenure process reaches its final stage, a candidate's portfolio is sent to external reviewers chosen from a pool proposed by the committee and by the candidate. The Personnel and Budget Committee meets to vote on the case with the help of the external reviews and the candidate's portfolio and file. The committee's recommendation is forwarded to the dean. If the dean decides that tenure should be approved, he sends his recommendation through the university's vice-chancellor for academic affairs to the CUNY Board of Trustees for a final determination.

Promotions are handled in much the same way as tenure decisions. The process starts when a candidate informs the Personnel and Budget Committee that she or he seeks promotion, or when a candidate is nominated by the dean or associate dean.

7. Describe faculty members' activities outside the unit in service to the campus or university.

Professors at the Journalism School contribute to their communities and their profession far beyond the school's walls. Here is a sampling of this broad range of service:

- Participation in the university's Black Male Initiative
- Membership on the CUNY Journalism Discipline Council of undergraduate programs (an organization that our school created)
- Creation of Campus Wire, an initiative to provide a common platform for CUNY undergraduate publications and broadcasts and to train student staff and faculty advisors. After this platform is in place, we will create a CUNY-wide newswire that publishes the best undergraduate journalism and provides cross-campus coverage of issues that affect all CUNY colleges.
- Membership on the CUNY Council of Librarians
- Membership on the CUNY Writer's Institute Advisory Board
- Participation in a Global Film Series on Human Rights that holds events at several CUNY campuses
- Attendance at the Global Media: Ethics of Representation Conference
- Participation in the CUNY Graduate Center's Just Publics@365 initiative, which brings together academics, community leaders, journalists and others to promote equality and social justice
- Co-sponsorship of the Just Publics@365 Seminar on Criminalization
- Participation in CUNY-wide initiatives and faculty exchanges

8. Units should demonstrate that full-time tenured, tenure-track, and fixed-term faculty taught the majority of courses for the three years before the site visit.

Full-time faculty members do not teach a majority of courses at our school as a matter of policy. Here are the requested three-year statistics:

Percentage of courses taught by full-time faculty

2012-13 school year:	21 percent (three faculty members were on leave one semester)
2011-12 school year:	28 percent
2010-11 school year:	26 percent

Note: The percentages given above reflect all courses led by a full-time faculty member. In some cases, adjuncts assisted faculty members.

9. In cases where full-time tenured, tenure-track and fixed-term professional faculty are not teaching the majority of courses, the unit should explain how its staffing plan accomplishes the goal of reserving the primary responsibility for teaching to the full-time faculty.

The Journalism School decided as its founding strategy to take advantage of its location in the heart of the nation’s media capital. We did that by employing a core group of full-time professors and reaching out to the first-class professionals working literally in our neighborhood: We are located in the former home of the legendary New York Herald Tribune, next door to The New York Times and within an easy walk of major national and international publishing, broadcast and news service outlets.

Our strategy has been to draw in a talented group of full-time professionals to teach in our school, paying them more than the standard adjunct salary and inviting them to engage in the life of our campus – teaching, holding office hours, joining our committees, coaching and advising our students. Some of these part-timers become “senior adjuncts,” directing programs and such initiatives as our new publishing operation. We believe that the ability to give our students this real-world practical experience, which often comes with internships and job opportunities, is one of the key advantages of our program.

Our strategy also lets us take advantage of the many excellent, experienced faculty members teaching journalism in CUNY’s undergraduate colleges, including Pulitzer Prize winners and noted authors. These consortial professors add fresh thinking to our professorial ranks and give us an advantage in recruiting the best CUNY undergraduate students.

Professional master’s program:

Our program offers only a master’s degree. Please see answers to the following questions above.

10. List members of the graduate faculty and show that they meet the institution’s criteria for graduate instruction.

11. Units should demonstrate that graduate faculty taught the majority of professional graduate courses for the three years before the site visit.

Percentage of courses taught by graduate faculty:

2012-13 school year	-
2011-12 school year	-
2010-11 school year	-

12. In cases where full-time tenured, tenure-track and fixed-term professional faculty are not teaching the majority of professional graduate courses, the unit should explain how its staffing plan accomplishes the goal of reserving the primary responsibility for teaching to the full-time faculty.

Standard 4: Additional Documents

- Item 1: Employment Ad
- Item 2: Faculty Peer Review Form
- Item 3: Student Course Evaluation Form
- Item 4: Tenure and Promotion Guidelines
- Item 5: Faculty Handbook

ITEM 1: EMPLOYMENT AD

Assistant or Associate Professor (Tenure-Track) - CUNY Graduate School of Journalism

Posted: Thursday, April 30, 2009 at 9:29 PM EST

Internal Reference Code: FY16195

Job ID 1729

Job Posting:

The City University of New York

Career Opportunity

The Graduate Center

Title	Assistant or Associate Professor (Tenure-Track) – Broadcast Journalism
Location/Department	CUNY Graduate School of Journalism
Position Detail	Faculty
FLSA Status	Exempt
Compensation	\$69,003 - \$91,079 Commensurate with experience
Web Site	www.journalism.cuny.edu

Notice Number	FY16195
Closing Date	Open Until Filled with review of resumes to begin May 1, 2009

Position Description and Duties

The City University of New York Graduate School of Journalism is seeking a broadcast journalist with significant experience in traditional television news who also embraces new techniques in video and audio storytelling. The position will require teaching, mentoring and helping develop an evolving broadcast curriculum in a converged media environment.

The successful candidate will be expected to remain active in the industry and develop a portfolio of video journalism projects that have been telecast and/or webcast by respected news organizations; to bring depth, enthusiasm and a strong sense of ethics to the classroom; and to participate in the public life of the school.

ITEM 2: FACULTY PEER REVIEW FORM

CUNY GRADUATE SCHOOL OF JOURNALISM

Faculty Observation Report

All non-tenured CUNY Graduate School of Journalism faculty members are to be observed teaching once every semester, consistent with the professional evaluation procedures contained in the PSC/CUNY collective bargaining agreement. Tenured professors are to be observed once a year. The evaluation report is to be communicated within 10 days of the observation to the observed teacher orally in a face-to-face meeting, and the observed teacher shall be given an opportunity to respond in writing if he/she wishes. The report, along with any response submitted, should be forwarded to the Associate Dean, is placed in the observed teacher's personnel file, and may be viewed by subject-matter concentration directors, media program directors, deans and tenure committee members. This formal and required evaluation may be in addition to informal observations by media or subject concentration chairs, or by deans.

Faculty observations are part of the regular evaluation process and are designed to assist teachers in developing their skills and technique. Observers are intended to observe and not to participate in the class. Constructive suggestions should be included in the observation form and communicated in the face-to-face meeting. Observers should incorporate concrete examples to illustrate comments and check-box evaluations. (Questions listed under each category are to be used as a guide and may not all apply to the class or course observed.)

Date of observation _____

Date of Meeting _____

Name of Teacher Observed _____

Name of Observer _____

Name of Course _____

- I. **Organization** (Is syllabus clear and descriptive? Does class follow what is prescribed in the syllabus, or if not, is there an explanation? Does class move fluidly from one topic to another? Is it clear what the goal of the class is? Do students know and understand what assignment for next class is? Are readings directly related to the goal of the particular class session? When discussion veers from the goal, is professor successful at bringing the class back to the goal for the session as warranted?)

Excellent _____ Good _____ Average _____ Poor _____ N/A _____

Please provide specific examples in your comments from the syllabus and/or the class observed.

- II. **Presentation** (How well does teacher present the material? Does he/she make use of a variety of aural and visual media to teach the class? Does the teacher employ effective techniques during the class to emphasize the goals of the lesson? Is the teacher clear? Can all students hear and see everything presented? Is the teacher flexible in adapting to news or interests of students, if warranted?)

ITEM 2: FACULTY PEER REVIEW FORM

II. Presentation (How well does teacher present the material? Does he/she make use of a variety of aural and visual media to teach the class? Does the teacher employ effective techniques during the class to emphasize the goals of the lesson? Is the teacher clear? Can all students hear and see everything presented? Is the teacher flexible in adapting to news or interests of students, if warranted?)

Excellent _____ Good _____ Average _____ Poor _____ N/A _____

Please provide specific examples in your comments from the class syllabus and/or the class observed.

III. Ability to engage students (Do students appear attentive? Are they prepared? Does teacher interact with students? Does teacher draw out non-participating students? Is teacher responsive to students' comments and questions? Does he/she entertain questions at regular intervals? Do students interact with one another? Do assignments on syllabus allow for student creativity?)

Excellent _____ Good _____ Average _____ Poor _____ N/A _____

Please provide specific examples in your comments from the class syllabus and/or the class observed.

IV. Content (Does content reflect what is projected in the syllabus? Does the content seem appropriate for a course of this subject matter? Does teacher have mastery of the content? Does teacher generally stick to the subject that is the stated aim of the class session? Does the teacher adapt the subject matter to different media, if this is appropriate? Do students seem interested in the subject?)

Excellent _____ Good _____ Average _____ Poor _____ N/A _____

Please provide specific examples in your comments from the class syllabus and/or the class observed.

V. FOR TENURE TRACK PROFESSORS ONLY: Evaluating Student Competence and Communication of Evaluations (Review 6-8 student assignments that have been returned to students. How does professor communicate his/her evaluation of student work? Is it clear to students where the assignment has not met standards and what students can do to improve the assignment? Is student give an opportunity to rewrite or redo to improve performance and how is evaluation of rewrite communicated? Does professor conduct regular office hours? Do students regularly consult with professor over past or upcoming assignments? What other evaluation tools does professor utilize for class -- quizzes, tests, etc? Do these other techniques relate to skills taught in class? Do they offer the students an opportunity to demonstrate what they have learned related to the goal of the course?)

Please provide additional comments on the teacher's ability, effectiveness or talent for relating to students on the back of this sheet or on additional sheets. Also, please communicate to the observed teacher any suggestions for steps to take to improve performance in subsequent courses or semesters.

Signature of Observer

Signature of Teacher Observed

ITEM 3: STUDENT COURSE EVALUATION FORM

Student Evaluation (Test page)

Home » Student Evaluation (Test page)

Student Evaluation (Test page) [Edit](#)



2013 Spring Course Evaluation DRAFT

INSTRUCTIONS:

Please take 15 minutes to evaluate this course as thoughtfully as you can. The deans and faculty weigh student evaluations carefully when making curriculum changes and hiring decisions. Your instructor will not receive these evaluations until after grades have been posted.

Name (optional)

First Last

Course *

Validation Number: *

TELL US ABOUT THE COURSE

Please answer questions on a scale of 'yes, absolutely' to 'no, not at all.' If a question is not relevant to this course, respond N/A.

THE COURSE: *

	Yes, absolutely.	Yes, for the most part.	Not sure.	Somewhat.	No, not at all.	N/A
The course was as advertised.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course content was substantive and comprehensive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The assignments were challenging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The workload was manageable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The grading system was adequately explained.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The assigned materials I read, watched, or listened to were helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was able to do satisfying work in my preferred medium.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I benefited from doing work in media that I am less familiar with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I came away from this course having gained practical knowledge and skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall the course met my expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

YOUR COMMENTS ON THE COURSE:

Your constructive comments and suggestions are helpful in improving this course.

ITEM 3: STUDENT COURSE EVALUATION FORM

TELL US ABOUT THE INSTRUCTOR (first)

Please answer questions on a scale of 'yes, absolutely' to 'no, not at all.' If a question is not relevant to this course, respond N/A.

THE INSTRUCTOR (first): *

	Yes, absolutely.	Yes, for the most part.	Not sure.	Somewhat.	No, not at all.	N/A
Has the experience and knowledge to teach this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicated course objectives and learning goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was prepared and organized class time well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Made lessons engaging and kept my interest.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had command of the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Established a class environment that fostered learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrated a variety of media into the curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided useful feedback and revision suggestions on my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Returned assignments in a timely fashion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kept students apprised of whether they were meeting expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was approachable and available outside of class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend this instructor to others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

YOUR COMMENTS ON THE INSTRUCTOR (first):

Your constructive comments and suggestions are helpful in improving instruction.

ITEM 4: TENURE AND PROMOTION GUIDELINES

CUNY GRADUATE SCHOOL OF JOURNALISM

GUIDELINES FOR APPOINTMENT, TENURE, AND PROMOTION OF FACULTY

The Faculty Standards and Personnel & Budget (P&B) Committees of the CUNY Graduate School of Journalism have approved these guidelines to assist in the interpretation of the Bylaws of the Board of Trustees, the Statement of the Board on Academic Personnel practice, and the current Professional Staff Congress/CUNY Contract as they apply to personnel actions involving faculty at the School. These guidelines are consistent with the texts of the three documents governing personnel actions in the City University of New York.

INTRODUCTION

The surest guarantee of excellence in a graduate journalism program is a superior faculty. To that end, the CUNY Graduate School of Journalism seeks to hire, retain, and promote faculty members who excel in three areas of achievement that are not mutually exclusive but overlapping and complementary: teaching, scholarship, and service.

Teaching

Teaching includes all activities that contribute to student learning within the classroom and, when applicable, outside the classroom.

Teachers are expected to:

- Know their subject area and stay current with the latest developments. Use that knowledge to enhance and evolve the curriculum
- Communicate clearly when describing the course contents and workload. Set high standards and expectations, and hold students to those standards
- Challenge the most able and the least able students simultaneously
- Regularly show students what they will learn, identify what is learned as it happens, and summarize what has been learned to reinforce the lesson. During the semester, use assessment tools to evaluate the extent to which learning has indeed occurred, and use that feedback to improve teaching methods and the curriculum
- Provide useful and timely feedback on student work through edits, conversations, and conferences
- Grade fairly, and base the grades on work submitted over the term. Reward excellent student work and avoid grade inflation
- Advise and mentor students. Listen and respond to student comments, thoughts, and perspectives
- Be organized, enthusiastic, accessible and flexible

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- Show respect for students and colleagues
- Recognize they are leaders within the classroom and demonstrate a will to lead
- Continue to refine and improve the quality of their teaching and participate fully in discussions about teaching
- Appreciate journalistic work done in all media platforms and use cross-platform techniques as appropriate to instruction

Scholarship

The Trustees of the City University of New York in 2004 authorized creation of the CUNY Graduate School of Journalism with a focus on “the professional preparation of journalists in a dynamic urban environment” and diversification of New York newsrooms. To implement that charge, the School has recruited a diverse faculty with extensive journalistic experience and expects those faculty members to continue to practice journalism at the School and maintain ties to the profession.

Scholarship expectations for the Journalism School’s faculty are substantial and rigorous, but because this is a professional school, they differ from those that exist elsewhere in the University. While scholarly articles and educational texts are always welcome, scholarship at the CUNY Graduate School of Journalism also extends to journalistic works that contribute to public knowledge or current debate on matters of significance and/or advance the practice of journalism.

The subject matter of this work can range from contemporary events and topics, to criticism, to a focus on the journalism profession itself. While qualifying work may be produced for a general audience, it must demonstrate substantial original reporting/primary research, secondary research, sophisticated analysis, critical thought, and mastery of its subject.

Qualifying work should appear in respected venues and can span a range of media formats, including but not limited to: substantial articles in newspapers or magazines; collections of shorter pieces about one subject area or diverse topics; books; audio or video pieces or documentaries for television, radio or the web; contributions to websites or blogs; or creation of a website or blog as a body of work. Qualifying work should reach its appropriate audience, and interaction with that audience can be considered part of the work.

A body of work will be evaluated not on its length or quantity, but on its quality and intellectual impact, in recognition that immediacy and timeliness can be just as important in influencing public debate as lengthier pieces that can take months or years to complete.

Peer review plays a key role in evaluating the quality of more traditional academic scholarship, and faculty at the CUNY Graduate School of Journalism are expected to demonstrate that their journalistic work is valued by their peers. This might be shown by: substantive reviews of a piece of work by experts in journalism or in the subject matter; citations or online links by peers that address how a piece of work advances journalism or the subject matter; solicited testimony/assessment by experts regarding a work’s impact on journalism or the topic covered; invitations to present or discuss the work in public forums; the level and quality of debate spawned by the work; awards, including fellowships, granted to the faculty member by peer groups; or the reputation of the journalistic outlet that has chosen to publish or air a piece of journalism.

Qualifying journalistic work will typically appear under the faculty member’s byline or his/her con-

tribution will be recognized in on-air credits. However, some forms of journalism are aimed at bringing the best out in others, e.g. the work of an editor, or efforts that require collaboration with others, as in the work of a co-author, broadcast producer, or broadcast editor. This work is critical to quality journalism, but it poses a specific challenge in evaluating journalistic achievement.

The chief criteria by which such work will be judged include the quality and impact of the resulting publication or broadcast, as well as the faculty member's contribution in conceptualizing, shaping, and creating the final product. Testimony from collaborating authors, editors and publishers will serve as evidence of an editor or co-author's contribution. Shared work must also be valued by experts in the field covered and constitute a significant achievement.

As new forms of journalism, journalistic entrepreneurship, and journalistic technologies emerge, the School is open to considering work in these venues, but the same emphasis on quality and impact will apply in assessing whether this work should qualify towards tenure and advancement. In all instances, work that is necessarily short-lived (and has short-lived peer reaction) must have been adequately preserved so that an appropriate peer assessment of its contribution/value can be made.

More traditional forms of scholarship, e.g., academic research into a journalistic topic, or inquiries into ways to improve journalistic pedagogy, will be valued equally with outstanding works of journalism.

While excellent journalistic work is a requirement for tenure or promotion, all faculty at the CUNY Graduate School of Journalism, regardless of tenure or rank, are expected to continue producing, on a regular basis, high-quality journalism that meets the standards enumerated above. Those in tenure-track positions should recognize that expectations are more rigorous with each successive appointment.

Service

Service includes the contribution that a faculty member makes to the academic profession (aside from scholarly efforts), to the journalism profession, to the CUNY Graduate School of Journalism, The City University of New York and to society at large. Contribution is typically demonstrated by:

- Participation in professional and scholarly associations or service on editorial boards of scholarly organizations
- Active participation in any of a broad array of organizations whose purpose is to improve journalism, extend its reach or diversity, or expand the ranks of those who practice good journalism
- Service on School committees, appearances made on the School's behalf, the advising and mentoring of students, and participation in the overall life of the School
- Representation of the Graduate School of Journalism on various University-wide committees and projects, as requested, to help improve program integration and information sharing among the CUNY colleges and graduate programs
- Active participation often related to professional expertise, in the work of civic groups or neighborhood organizations, on public and government commissions, or in a range of volunteer activities dedicated to improving the society at large

Significant accomplishments under the criterion of service will strengthen a candidacy for promotion, but cannot replace scholarship or strong teaching practices as a justification for promotion.

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LEVELS OF FACULTY APPOINTMENT

The Personnel & Budget (P&B) Committee is responsible for making recommendations to the Dean regarding all full-time faculty appointments, promotions, and tenure decisions.

Full-time faculty members at the CUNY Graduate School of Journalism will have one of the following four titles:

Professor

The position of Professor is the highest academic rank at the City University of New York and will be conferred on candidates who demonstrate superior achievement in every category of performance.

Appointment or promotion to Professor requires:

1. A proven record of teaching excellence
2. A substantial body of original scholarship that constitutes a major contribution to the public's knowledge or current debate on newsworthy topics, or advance the practice of journalism
3. National or international reputation for scholarly or professional activities and proven leadership in a journalistic discipline
4. Outstanding service to an academic institution, the journalism profession, and/or the public
5. An exemplary record of journalistic achievement, preferably with at least 10 years of experience in the profession
6. A post-graduate degree and/or correlative professional media experience or their equivalent

Associate Professor

The position of Associate Professor is a tenure-track academic post. It is conferred upon candidates who demonstrate excellence as journalists and teachers and who make significant contributions to the School and the media profession

Appointment or promotion to Associate Professor requires:

1. A proven record of teaching excellence
2. A significant body of original scholarship that contributes to the public's knowledge or current debate on newsworthy topics, or advance the practice of journalism
3. Professional or scholarly activities that demonstrate a clear path to a national leadership role in a journalistic discipline
4. Outstanding service to an academic institution, the journalism profession, and/or the public
5. An exemplary record of journalistic achievement, preferably with at least 10 years of experience in the profession
6. A post-graduate degree and/or correlative professional media experience or their equivalent

Assistant Professor

The position of Assistant Professor is an entry-level tenure-track academic post.

Appointment to Assistant Professor requires:

1. A distinguished record of journalistic achievement, preferably with at least 5 years of experience in the profession
2. A post-graduate degree and/or correlative professional media experience
3. Demonstrated ability to teach effectively
4. Production of major works of journalism and/or engagement in important research or other scholarly, technical, or creative professional activities
5. Involvement in activities that contribute to the advancement of the journalism profession

Distinguished Lecturer

Distinguished Lecturer is a full-time, non-tenure-bearing title that may be renewed annually on a contractual basis for a limited duration, based on the needs of the School and the performance of the individual. Initial appointment to this post is subject to the University-wide cap on Distinguished Lecturers, as established by the CUNY contract with the Professional Staff Congress (PSC.)

Appointment to Distinguished Lecturer requires:

1. A distinguished record of journalistic achievement, preferably with at least five years of experience in the profession
2. A post-graduate degree and/or correlative professional media experience
3. Demonstrated ability to teach effectively
4. Involvement in journalistic endeavors that would bring national or international recognition to the School
5. Significant service to the profession

Visiting Faculty

Instructors who are teaching temporarily at the J-School may be appointed as visiting faculty in the grades of visiting professor, visiting associate professor, or visiting assistant professor, depending on their qualifications. Appointments are for full- or part-time service for a stated term of one year or less. The appointments are renewable, but may not be held for more than two consecutive years without the prior permission of the Dean or Associate Dean.

RECRUITMENT OF NEW FULL-TIME FACULTY

When a faculty line is open and the school has budget authorization to make a hire, the Associate Dean will consult with the chair of the Faculty Standards Committee to appoint a search committee chair and other committee members.

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Following broad advertisement for the position and an appropriate application period, the search committee will review candidate credentials and select semifinalists for interview. After going through the interview process and receiving appropriate approvals from the School's affirmative action officer, the search committee will select between two and four finalists to be sent to the Associate Dean and Dean for interviews.

The Dean will make a final selection and an offer will be made, in consultation with the HR office at the CUNY Graduate Center. All appointments are subject to approval of CUNY's Board of Trustees and financial ability. Searches are traditionally carried out for a position that will be open at the start of the following academic year, but mid-term appointments can be made where there is a demonstrated need.

New faculty in tenure-track positions are hired for one year only, with the possibility of reappointment following an annual performance review and subject to the financial ability of the institution.

All hiring procedures must conform to requirements set forth in the Bylaws of the CUNY Board of Trustees, the CUNY-PSC Contract, and the Statement of the Board on Academic Personnel practice. CUNY is an equal opportunity employer; we take pride in our pluralistic community and continue to seek excellence through diversity and inclusion.

FACULTY EVALUATION PROCESS

Once each semester, every adjunct and tenure-track faculty member must be observed by a faculty department head or his/her designee. The observer will prepare a written observation report, meet with the faculty member to discuss the observation, and provide a copy of the report. The Associate Dean will then review the observation report before sending it to the Office of Human Resources for inclusion in the faculty member's personnel file. Assigned observers must give the faculty member at least 24 hours notice before entering his/her classroom.

After writing a report, the observer must share it with the faculty member and discuss any suggestions for improvement. If the faculty member objects to certain findings in the report, s/he may file a statement with the Associate Dean taking exception. This material will be placed in the faculty member's personnel file, along with the observation report.

These observation reports are taken into consideration when reappointment, tenure, and promotion decisions are made.

In an effort to give all faculty the benefit of peer review of their teaching practices, tenured faculty members will be observed once a year by a peer with tenure. The observation process described above will be followed.

Additionally, in an effort to provide constructive feedback from students, every faculty member will be evaluated once a semester by his/her students, via an electronic questionnaire. The faculty member, the immediate supervisor, the Associate Dean, and the Dean will read the survey results. If any red flags are raised, the Associate Dean will meet with the faculty member to discuss what needs to be improved. Student evaluations are kept in the faculty member's personnel file and considered in reappointment, tenure, and promotion decisions.

PROCEDURES FOR REAPPOINTMENT

Each year a tenure-track faculty member is subject to increasingly rigorous annual reviews to determine whether he/she should be reappointed in the following academic year. Tenure-track faculty

who receive six annual appointments are considered for reappointment with tenure during the fall of their seventh academic year.

Every September, tenure-track faculty must submit to the Associate Dean, for distribution to the P&B [Personnel and Budget] Committee, an updated copy of his/her CV and a full detailing of what s/he has accomplished in the areas of scholarship, teaching, and service in the previous 12 months. This effectively becomes the start of the portfolio required for reappointment; a copy is kept in the office of the Associate Dean.

Following a review of this material by the P&B, the Associate Dean must write a letter to the tenure-track professor reporting any concerns voiced by P&B Committee members about any perceived deficiencies in scholarship, teaching, or service that might hamper the faculty member's quest for reappointment.

In a faculty member's third year, in addition to the CV and updated report on scholarship, teaching, and service, the portfolio must include a personal statement of up to two pages.

The P&B Committee is expected to conduct its annual review of the tenure-track professor's progress and provide an assessment with the candidate's package to the Associate Dean. Following the P&B's review, and in accordance with CUNY's Pre-tenure Review Policy, the Associate Dean must sit with the tenure-track professor to provide a thorough review of his/her progress toward tenure. She will summarize that review in a memorandum to the faculty member and after it is initialed and dated, a copy will be sent to the individual's personnel file.

The P&B Committee is charged with recommending to the Dean whether to offer reappointment to each tenure-track professor. The Dean will advise the faculty member of whether a reappointment will be recommended to the Board of Trustees. A letter advising faculty of reappointments and other actions approved by the Board of Trustees will be sent to them following the Board meeting.

Faculty members who are not recommended for reappointment will be notified in writing in accord with contract notification deadlines. In these instances, the faculty member remains on the payroll until the day before the start of the next academic year. A decision not to reappoint may be appealed.

PROCEDURES FOR TENURE AND PROMOTION

Candidates must be reviewed for tenure at the beginning of their seventh full academic year at CUNY. Those seeking early tenure review must submit a request to the P&B Committee, which will decide whether to authorize early tenure consideration. Faculty must serve for at least one full academic year before requesting consideration of early tenure.

In promotion cases, the candidate notifies the P&B Committee of his/her intent to seek a promotion or is nominated for promotion by the Dean or Associate Dean.

In both tenure and promotion cases, the same general procedures are followed:

- The Committee will propose a promotion or tenure review timeline.
- Candidate proposes four independent external reviewers.
- P&B Committee names four other possible independent external reviewers.
- Candidate submits his/her updated portfolio to the Associate Dean and up to seven copies to the Dean's assistant. [SEE SAMPLE PORTFOLIO BELOW*]
- The P&B Committee selects six external reviewers from the eight suggested and sends the candidate's portfolio to them for comment.
- The Associate Dean distributes the portfolio to P&B Committee members for review.

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- The external reviews are collected and distributed to P&B Committee members.
- The P&B Committee meets to review the candidate's record.
- The P&B Committee meets to vote on its tenure or promotion recommendation to the Dean.
- The Dean makes a determination about granting tenure or promotion and notifies the candidate of the decision. In tenure cases, this must occur no later than December 1st of the candidate's sixth year at the School.
- If a promotion request is denied, the candidate is free to reapply within three years. If tenure is denied, under the PSC contract the faculty member remains on the faculty up until the day before the start of the new academic year.
- The School sends the CUNY Vice Chancellor for Academic Affairs the Dean's recommendation to grant tenure or promotion.
- The Vice Chancellor for Academic Affairs submits the tenure or promotion action to the CUNY Board of Trustees for a final determination.
- The candidate is notified of the Board of Trustees' decision. Approval by the Board constitutes the final step in the granting of tenure or promotion.
- A promotion becomes effective immediately. In tenure cases, the first day of the next academic year.

APPLYING FOR A FELLOWSHIP LEAVE

Full-time faculty members who have completed six years of continuous service to the School, including full-time teaching service at another CUNY college, are eligible to apply for a fellowship leave. The purpose of this leave is to produce a substantial piece of journalistic scholarship or to improve a faculty member's teaching practices; priority will be given to scholarship leaves. Application may be made for a full-year leave at 80% of the bi-weekly salary rate or a half-year leave at full pay.

Interested faculty members must complete a Graduate School of Journalism fellowship leave application and submit it to the P&B Committee according to the schedule laid out below. Applicants will be expected to explain how their proposed project will advance thought leadership in journalism or their area of expertise, and how it will contribute to the value/reputation of the school. Applicants will be asked to include a plan of study or timeline for completing their proposed project, and specify what they will produce by the end of the fellowship year. Those applying for a fellowship to improve their teaching will explain how their plan of study will measurably improve their instructional practice and redound to the benefit of their students and the school.

Criteria for approval include the worthiness of a proposed project and its potential impact on the profession or field of study, the expected benefit to the school, the demonstrated ability to accomplish the project, the staffing needs of the school in the semester/year in which the leave is requested, service to the school, and length of service within CUNY. Special consideration shall be given to applicants who have not had a sabbatical leave or fellowship in 14 or more years.

If approved by the P&B Committee and the Dean of the CUNY J-School, the application would be reviewed by the Human Resources Department at the CUNY Graduate Center for compliance with all rules and procedures and then filed with the Office of the CUNY Vice Chancellor for Faculty and Staff Relations.

Six months after the start of the leave, the faculty member is expected to file a mid-point report, offer a seminar, or otherwise inform the P&B Committee members about his/her progress and any obstacles that have arisen. The purpose is to provide the faculty member feedback and advice from his/her peers, to help stay on track. At the end of a leave, the faculty member must file a comprehensive report to the Associate Dean detailing the scholarship work that was produced.

Deadlines are as follows:

Fellowship to begin in the fall semester (Aug. 15-Aug. 14 for full-year leave; Aug. 15–Jan. 15 for one-semester leave):

Filing an application	No later than the preceding Feb. 1
Approval by dean	April 1
Mid-fellowship report	Feb. 15 for full-year leave; Oct. 15 for fall semester leave
End-of-fellowship report	Sept. 1 for full-year leave; Jan. 31 for fall semester leave

Fellowship to begin in the spring semester (Jan. 1 - Dec. 31 for full-year leave; Jan. 1 - June 30 for one-semester leave):

Filing an application	No later than the preceding Aug. 1
Approval by dean	Oct. 1
Mid-fellowship report	July 1 for full-year leave; Mar. 15 for one-semester leave
End-of-fellowship report	Jan. 31 of the next year for one-year leave (July 31 for one-semester leave)

* **SAMPLE PROFESSIONAL PORTFOLIO FOR FACULTY**

The faculty member determines the contents of the portfolio, subject to guidelines set forth in the CUNY Bylaws, PSC/CUNY Agreement, and the Guidelines for Faculty Evaluation. The faculty member will provide up to eight identical sets of his/her portfolio materials for each new reappointment, tenure, and/or promotion action.

The Associate Dean will hold one copy of the portfolio. The faculty member may choose to update (add to and/or remove from) the portfolio already in the Associate Dean's possession, or to substitute the older set with an updated version. A second set will be used by the P & B Committee during its review of the requested personnel action, and then returned to the faculty member. The remaining copies will be sent to external reviewers in tenure or promotion cases.

The portfolio is to be kept confidential at all times. Only the faculty member is authorized to make any changes, additions, or removals to the portfolio.

Sample Portfolio

I. Table of Contents

Includes a detailed list of the contents of your portfolio so that reviewers can identify and locate support materials.

II. Personal Statement (1-2 pages)

Statement of philosophy about the role of a full-time faculty member in a higher education institution. This should be a summary of the faculty member's qualifications and accomplishments in support of the reappointment/tenure/promotion request. This is an opportunity for the candidate to summarize and highlight specific accomplishments. The reflective statement should be updated with each submission of the portfolio.

III. Curriculum Vitae

The CV should reflect your cumulative work as teacher, scholar, and member of this community –

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your presentations; major publications, broadcast products and/or multimedia work; service to the college; grants, etc. You should be prepared to present the actual work and share the details of the selection process and any reviews, if requested.

IV. Annual evaluations for every year.

V. Teaching

- Teaching statement (1-2 pages)
- Memo describing specific examples of teaching strategies and strengths (no more than one page)
- Discussion of student evaluations and peer observations (generally no more than one page)
- Future plans/goals for teaching (up to one page)
- A list of teaching responsibilities (all courses taught, organized by semester)
 - *Student teaching evaluations for each course by semester (these can be obtained from the Associate Dean if you have not saved them)
- Syllabi for each course for each semester

VI. Professional Progress

- Professional/Scholarly Progress statement (1-2 pages)
- Future plans/goals for professional/scholarly progress (no more than one page)
- List of scholarship activities (include a brief overview of professional growth and achievements)
- List of publications, broadcast products, or multimedia works
- List of awarded grants
- Professional reputation and recognition (all activities must be documented); examples: membership in professional associations within field of expertise; service on accreditation teams; consultancies; awards

VII. Service (All service activities must be documented.)

- Service statement (1-2 pages)
- Future plans/goals for service (up to one page)
- Active participation in school-wide programs, committees, initiatives – appropriate activities include: academic advisement, student mentoring, curriculum development, program leadership
- Active participation in CUNY-wide programs, committees, initiatives

The teaching, professional progress, and service statements should summarize your record and make a case for your strengths/achievements in each area. The second statement requested looks forward to what you plan to achieve in the areas of teaching, scholarship, and service in the coming months or year.

ITEM 5: FACULTY HANDBOOK

CUNY GRADUATE SCHOOL OF JOURNALISM HANDBOOK FOR FACULTY MEMBERS FALL 2013

Introduction: As a member of the faculty of the CUNY Graduate School of Journalism, whether full-time, consortial or adjunct, there are many policies, issues and facts that may differ from other places you have taught before – or this may be your first teaching assignment. This handbook is aimed at answering many of the questions you may have or that may crop up along your career here. Feel free to contact the Dean or Associate Dean any time you are in doubt.

Overview of the School: The City University of New York Graduate School of Journalism, located at 219 West 40th Street, between Seventh and Eighth Avenues, opened its doors in August 2006, with a first class of about 50 candidates for the Master of Arts degree in journalism.

Part of the City University of New York, the nation's leading urban university with campuses in all five boroughs, the Journalism School is under the aegis of the prestigious Graduate Center, which administers 30 doctoral and six master's programs, as well as 28 research institutes.

A full-time program, the intensive, three-semester course of study offers a converged curriculum that teaches students the multimedia skills every journalist is expected to have today. Students may choose to focus in print, broadcast, or interactive journalism, but they are also free to mix and match media courses, depending on their interests and career goals. In the second semester, students choose a subject specialty in arts/culture, business/economics, health/medicine, international, or urban reporting. Core required courses cover reporting, writing, editing, legal and ethical issues, research techniques, fundamentals of interactive media, and broadcast news writing and production.

In order to graduate, each student must complete a "capstone project," either a significant print piece, broadcast project, or major web site or multimedia project. Students also participate in an 8-10 week summer internship between their second and third semesters, augmented by supervision and group discussions led by the Director of Career Services Joanna Hernandez. Students may also earn one credit for an unpaid internship during the academic year.

Students also have the option to stretch their studies into a fourth semester for any one of a variety of reasons: to take additional media courses or electives at the journalism school, to take related courses at other CUNY colleges, to allow more time to complete their M.A. in journalism, or to take advantage of the Entrepreneurial Program in Journalism, among others.

Getting Hired: Hiring policies for full-time faculty can be found in the school's Guidelines for Appointment, Reappointment, Tenure and Promotion of Full-time Faculty.

As an adjunct, you may have been hired by Associate Dean Judith Watson, (judith.watson@journalism.cuny.edu, 646-758-7821), or by one of the program or media directors. No matter who hired you, there are two necessary next steps to take as soon as possible.

First, the administrative: Contact Marie Desir, executive assistant to the Dean, (marie.desir@journalism.cuny.edu, 646-758-7801) for information on administrative procedures, including completing all the necessary paperwork to be placed on the payroll. You will also have to sign a monthly timesheet that Marie will submit. She is located on the fourth floor outside the Dean's office.

Second, the advisory: If you are in need of advice on academic issues and questions surround-

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ing teaching a course, consult with your supervising program director or media director. They can provide prototype course syllabi, context about how your class fits into the curriculum, advice about students, and suggestions on teaching techniques. The other resource is Associate Dean Watson. She can advise you on the department's evaluation processes for students and for faculty members. Her office is also on the fourth floor.

NOTE: A lot of your questions can be answered by consulting the J-School's web site: www.journalism.cuny.edu.

Letter of Appointment: Before the start of classes, adjuncts will receive a letter confirming your hiring by Associate Dean Watson, the course you will be teaching, the start and end dates of the semester, and your salary. If you do not receive this before the semester starts, check with Marie Desir.

People You Need to Know: In addition to Marie, you may want to introduce yourself to these administrative staff members before the semester starts, if you have not already met them during the hiring process.

Dean Stephen Shepard (steve.shepard@journalism.cuny.edu, 646-758-7816). Wholeheartedly dedicated to the excellence and success of the School, Dean Shepard maintains an open door policy in his office, Room 406, and is always willing to discuss a student, a course, curriculum issues, or anything else.

Associate Dean Judy Watson (judith.watson@journalism.cuny.edu, 646-758-7821), oversees all academic functions of the school. She can be found in Room 410.

Suzette Foster (suzette.foster@journalism.cuny.edu, 646-758-7855), director of budget and finance, is responsible for handling reimbursements for expenses and a host of other accounting issues. She can be found in Room 417.

Dan Reshef (dan.reshef@journalism.cuny.edu, 646-758-7833), director of information technology (IT), is responsible for the J-School's telecommunications; Internet access; email systems; computer and software support; class wikis, blogs, and web sites, and web training. He works in Room 422 in the northwest corner of the fourth floor.

Sharmela Girjanand (sharmela.girjanand@journalism.cuny.edu, 646-758-7832), manager of support services in the IT department, will set up your CUNY email account (which you can arrange to bounce to whatever email account you regularly use) and answer most questions about the School's computer system. She can also help you use the technology available in the classrooms. Her office is next to Dan Reshef's in Room 424.

Barbara Gray (barbara.gray@journalism.cuny.edu, 646-758-7735) oversees library and database functions. Her office is in the Research Center (the library), which is on the third floor. You should make it a point to talk with her to find out what resources - print and electronic - are in the library collection that can be used for your course.

Yahaira Castro (yahaira.castro@journalism.cuny.edu, 646-758-7726), associate director of student affairs, works closely with students on academic, financial, and personal issues. She can be very helpful to you in explaining policies and procedures relevant to faculty members. She is in Room 307 of the Admissions & Student Affairs Office near the third-floor elevators.

Joanna Hernandez (Joanna.hernandez@journalism.cuny.edu, 646-758-7732), director of Career Services, assists students in securing their required summer internships and jobs following graduation. She is in Room 309 of the Admissions & Student Affairs Office. Please send her any job listings or job leads that come across your path.

Steve Dougherty (steve.dougherty@journalism.cuny.edu, 646-758-7731), assistant dean, oversees all administrative services, as well as the admissions process. He can be found in Room 412.

Amy Dunkin (amy.dunkin@journalism.cuny.edu, 646-758-7735), director of academic operations, manages the editorial content of the J-School's web site. She can update your bio, post faculty news stories, and publicize your special events and speakers. You may also contact her about your interest in teaching January Academy, August Academy, and continuing/professional education classes. Her office is in Room 415 on the fourth floor.

George Casturani (george.casturani@journalism.cuny.edu, 646-758-7857), director of broadcast and A/V systems and services, oversees the TV and radio studios, the post-production suites and classrooms, and the equipment checkout room. He also schedules time in the broadcast studios. If you need training in Final Cut Pro or ProTools, speak to George. His office is along the back wall of the newsroom in Room 318B.

Pam Drayton (pamela.drayton@journalism.cuny.edu, 646-758-7834), associate director of facilities and security. Pam can help you with ID cards, finding a cubicle/file cabinet, custodial requests and security issues. She also oversees all event planning/scheduling at the School.

Academic Calendar: The Journalism School follows the CUNY academic calendar. The calendar can be viewed by going to this link on the J-School's web site, <http://cuny.edu/academics/calendars.html> and then selecting the appropriate semester. If you have any questions, check with Associate Dean Watson.

You can also view current course schedules at <http://www.journalism.cuny.edu/academics/class-schedule/#.UkHqi4WK7XE>

Identification Card: Before you begin teaching, you must obtain a CUNY photo identification card from the Journalism School. This will permit access to the building, which is regularly open from 8 AM to 11 PM (Monday-Friday), 9 AM to 7 PM (Saturday), and 11AM to 7 PM (Sunday). The building also remains open even when classes are not in session, except for federal holidays.

To obtain a card, have a copy of your appointment letter and contact Pamela Drayton at 646-758-7834 or public.safety@journalism.cuny.edu. ID cards will also be issued at the new faculty orientation session preceding the start of the fall semester. After receiving your CUNY Photo ID, please visit the Library circulation desk on the third floor for a bar code sticker to be placed on the back of your photo ID card. This card with the bar code sticker will provide access to library services at any CUNY campus.

As a CUNY employee, you are entitled to an email account, access to the university server from home, and use of several online research tools, such as LEXIS/NEXIS and Factiva. To take advantage of these features, you must activate your account by contacting Sharmela Girjanand. Those who attend the faculty orientation can have their accounts activated at that time.

Email Addresses: All student, faculty and staff email accounts follow the same format, which allows you to easily figure out how to contact anyone at the school: firstname.lastname@journalism.cuny.edu. In recent years, students have been given shortened addresses but following the procedures cited here will always get you to them, as well.

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Mailboxes and Lockers: Faculty mailboxes are on the fourth floor, next to Dean Shepard's office. Every faculty member has a mailbox. Check your mailboxes regularly for any updates/changes you may need to be aware of. Lockers can be found throughout the fourth-floor hallway. If you would like a locker, Pam Drayton will assign you one and instruct you in setting its combination.

Web Site Bio: As you can see on the School's web site, journalism.cuny.edu/faculty/, all teachers, full-time and adjunct, have short biographies listed. If your bio is not posted, please provide one to Director of Academic Operations Amy Dunkin via email before the semester begins.

Getting Paid: Your compensation will be noted in the letter of appointment you receive confirming your hiring. Paychecks are issued every two weeks. You should expect your first check before the end of the first month of the semester. Direct deposit is available. If you choose not to enroll in direct deposit, you can pick up your paycheck from Marie or you can provide her with self-addressed, stamped envelopes and your checks will be mailed to you directly from the Graduate Center. Make sure you notify both Marie and the Graduate Center's Human Resources office at 212-817-7700 of any change in address.

Union: Faculty members are represented by the Professional Staff Congress-AFT Local 2334, psc-cuny.org. The union office is located at 61 Broadway, 15th floor, New York NY 10006; telephone: 212-354-1252. You are required either to join the union and pay dues or, if you choose not to join the union, pay an "agency fee" (which is virtually equivalent to the union dues) to the union. Information on benefits and the provisions of the adjunct contract can be found in the pamphlet "CUNY Adjuncts: Your Rights, Your Benefits," at <http://www.psc-cuny.org/members/adjunct-rights-and-benefits>. For other information, you can contact the union directly.

Expenses: Faculty members will be reimbursed for all reasonable expenses associated with their class other than books. Arrangements for reimbursement should be discussed with Suzette Foster.

Course Materials: You should decide on course materials as far in advance as possible. There is no journalism bookstore; most students order their materials online.

Barbara Gray or Tinamarie Vella in the Research Center can help place your course materials on reserve and can also obtain the requisite permissions for copying and providing to your students articles or portions of books. To place items on reserve, you will need to complete a reserve request form available at <http://cunyjschool.wufoo.com/forms/reserve-request-form/> and provide Barbara or Tinamarie with the necessary materials. They are also gifted and responsive in obtaining broadcast materials for use in your classes or by your students. Take a look at the Research Center web site to get an idea of what services and resources are available: <http://www.journalism.cuny.edu/research-center/#.UkHtk4WK7XE>.

Research Center: The CUNY J-School Research Center is dedicated to providing students and faculty with the latest research training, tools and resources for journalists. The Research Center collaborates with research adjuncts from The New York Times, Time, ProPublica and NBC, who teach students research methods for reporting as part of the J-School's core Craft of Journalism classes. Our web site has a trove of research guides on topics taught at the school.

Faculty members should go to the Research Center to get a barcode for the back of their School ID cards, to enable them to access all J-School databases remotely and take books out of any CUNY library. If you wish to request that an article or portion of a book be placed on electronic reserve for your students, available here or remotely, please fill out the reserve request form. If you think the Research Center should buy a book, DVD or resource, please fill out the purchase

recommendation form. The Research Center also offers Interlibrary Loan Services (ILL). Faculty can obtain books and articles that are not available through the CUNY library system.

Copying materials: Printers and copying machines are located all over the Journalism School, and you are free to use them for class materials. If you have a particularly large copying job, contact Marie and give her 3-4 days notice. Many professors find it is often easier just to provide students with the URL and have them read or print the article themselves before class.

Copy machines are also capable of scanning documents into PDFs that you can send to your CUNY Journalism email account. You can consult Sharmela Girjanand if you have questions on scanning documents.

Syllabus: It is essential to have a syllabus for your course. It keeps you on track and it alerts the students from the very beginning as to your expectations. Most courses have a prototype syllabus, which has been approved by the faculty. You should consult this as you draw up your own course syllabus. Whoever hired you can provide you with this information, as can Associate Dean Watson. There is a difference of opinion among teachers on this issue (flexibility vs. predictability), but first-time teachers may find it helpful to be as specific as you can be. If you have a policy on attendance, include it; if you are not going to accept late submissions (or intend to reduce the grade for lateness), announce that. Hopefully, this will avoid surprises and petty disputes. Every syllabus must list course outcomes – general statements of what students should know/be able to do upon completion of the course. In line with recommendations from our Diversity Committee last spring, please also consider how you might include topics in diversity in your course outline and, perhaps, require readings or assignments that require students to grapple with issues/considerations in covering diverse communities.

It is also sometimes helpful, a few weeks into the semester, to issue a revised syllabus once you have seen how the course is progressing and where you need to make adjustments.

Please send a copy of your syllabus to Dan Reshef and George Casturani so they're aware of any technology needs you have for your class, from training to equipment checkout. Syllabi should also be sent to Tinamarie.vella@journalism.cuny.edu in the Research Center so that students considering taking your course can see what it entails.

First Class Meeting: You will be advised before your first class of the location of your classroom for the semester. Many faculty members find it helpful to look at the room before the first meeting, so they know where everything is, can retract the screen, and make sure there is a marker. If you need assistance in learning how to use the podium, from which you can show web pages, DVDs, etc, please contact George Casturani in advance, and he'll make sure someone from the audio-visual or equipment-room staff will be around at the time of your class in case you forget everything you learned.

It is essential to go over the syllabus at the first class (you cannot go over it too many times) and to lay down whatever ground rules you have (cell phones off during class, no late arrivals, attendance policy, office hours, etc.). One persistent problem is the issue of students conducting other business on their laptops during class: checking Facebook and personal email, instant messaging, playing online games, writing or editing stories for other classes. Teachers have developed a variety of strategies for dealing with this, but probably the most effective is to declare, "Laptops closed," unless and until there is something that you want them to look at or do on them. Even then, you may be surprised to see students using them.

As a journalism school, we certainly want to encourage students to do the best job of reporting that they can. Sometimes, this may mean taking a call from a source during a class period. Teachers' views differ widely on this issue as well. A middle ground is to allow students to leave the room on

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the rare occasion when they need to answer a phone call, but if it gets to be chronic, speak to them and withdraw the privilege.

Returning Graded Work Promptly: The most frequent complaint we hear from students about professors is that they do not return graded work promptly. Students say that without the benefit of expert feedback, they continue to make the same mistakes on future assignments and do not improve as quickly. Whenever possible, student work submitted in one class session should be graded and returned by the next class.

Office Hours: You are expected to schedule at least one office hour a week at the School; you may also conduct office hours by appointment. Adjunct faculty members are invited to use whatever cubicle is designated as “Open” in the fourth-floor faculty area. Other adjuncts will share the cubicles so please leave the space clean. There are file drawers in the cubicles, which you may use, and lockable file drawers throughout the faculty office area. See Pam Drayton for a key if you want your own file drawer. There are sign-up sheets on the cubicles so that you may reserve for your office hours for the entire semester. Students are used to meeting with faculty in these cubicles, but faculty members also are free to use Room 446 or the Dean’s conference room if it is not in use.

We have several methods you can use to communicate to your students. You may want to use an announcement list or a group email, or you may want to manage your course through a course blog or website. If you are not sure which method is best for you, we can help you figure it out. You can visit our Tech Site, <http://tech.journalism.cuny.edu>, for additional information or you can reach out to any member of our IT Help Desk team (help@journalism.cuny.edu or 646-758-7750).

Also, make sure that you spell out clearly on your syllabus and at the first class session your preferred method of contact: your mailbox on the fourth floor, telephone number, email, or all of the above. Students will want to contact you repeatedly during the semester.

Grades: The basic rules for grading are as follows: You will be asked to give each student a semester grade of A+, A, A-, B+, B, B-, C+, C, C-, F or Incomplete (no D-level grades). F means they get no credit for the course. In order to remain in the program and to graduate, students must maintain a cumulative average of 3.0 (B). Continued registration and most financial aid awards are conditional on making satisfactory progress toward the degree (i.e. remaining in good standing).

Students are on notice in the Student Handbook that deadlines are important in journalism and that late submissions of assignments will earn them penalties of at least one letter grade step (A to A-) per day of lateness. You may impose a more stringent policy in your class, but you must clearly state it in your syllabus and in your initial class, and then be consistent in its application.

Likewise with absences from class. The Student Handbook provides:

As a professional school, the CUNY J-School has the same expectations for professional behavior as a news organization. Reporters are expected to show up every day ready to work and J-School students are expected to attend every one of their classes. This is not college, where classes are sometimes skipped on a whim. Reporters who don’t show up don’t have a story – and pretty quickly, they don’t have a job.

If you cannot attend one of your classes, you are expected to notify the professor with the reason and get an excused absence. A medical or family emergency is generally sufficient reason for an excused absence from the CUNY J-School, just as it is from a job. An unexplained or unexcused absence is never okay and will lead to a lowering of your grade. It is within the professor’s discre-

tion to determine what qualifies as an excused absence. Similarly, arriving later for class on a regular basis also will lead to a grade reduction for unprofessional behavior.

Make sure you alert your students to your policy and apply it consistently.

You will also be asked to submit midterm notification to any student who is earning below a B or who is on academic probation. This notice can be in the form of an e-mail to the student, stating what the current grade is, and what the student needs to do to raise it to a B by the end of the semester. Associate Dean Watson and Yahaira Castro should receive copies of the notification. Associate Dean Watson will provide more detailed instructions when these notices are due. This allows early intervention for any student potentially at risk.

It is advisable to be very clear on your syllabus what your grade will be based on and what numerical scale you use to award grades. There is no uniform university standard. One possibility is: 97-100, A+; 93-96, A; 90-92, A-; 87-89, B+; 84-86, B; 81-83, B-; 77-80, C+; 74-76, C; 70-73, C-; 0-69 F. As long as your scale is reasonable and the students are aware of what it is, you are within bounds. Some faculty members choose to issue grades without assigning numbers; in such instance, it is important to delineate the general level of performance associated with each grade.

Since anything below a B can jeopardize a student's ability to maintain the required 3.0 average, students can be energetic about challenging a low grade. The best advice on grading is, obviously, be fair and consistent, and keep good records because you may be required to explain your decision in case of a student grade appeal or dismissal notice.

If you have any concerns that a student is doing something in your course that may be grounds for academic probation or dismissal from the program (i.e., plagiarism, consistently failing to show up for class, etc.), it is essential that you keep detailed notes and document all conversations with the student from the moment you notice the problem. You should also immediately notify Associate Dean Watson and Yahaira Castro of your concerns.

Plagiarism/Fabrication: Regrettably, as the computer and Internet have made electronic cutting and pasting of text and multimedia materials so much easier, the incidence of plagiarism has expanded greatly in universities across the country. Each year, all students at the CUNY J-School must sign an honor code that states they will not plagiarize or fabricate. That has not stopped a few from consciously or unconsciously misappropriating the work of others and passing it off as their own. When this occurs, the School quickly initiates disciplinary proceedings; in several cases, these proceedings have resulted in the expulsion or withdrawal of the student charged. We ask faculty members to be alert to incidents of plagiarism or fabrication, and to report them promptly to Associate Dean Watson. Please do not try to handle this on your own.

Re-using reporting in a second medium: All students are expected to become somewhat fluent across media platforms. To make efficient use of reporting time, the School allows students to use the same reporting to produce two separate stories in two different media for two separate classes. If a student chooses to do this, s/he **MUST** get the approval of the professor in the course in which the reporting would be used a second time. Even then, it is **NEVER** acceptable for a student to hand in the same finished piece of work to fulfill requirements in two different courses. If you are uncertain about what is permissible, please feel free to check with the program director through whom you were hired or Associate Dean Watson.

Incompletes: You do not have to grant Incompletes. Students know that Incompletes are entirely at the discretion of the instructor and usually are granted only where there has been a medical or fam-

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ily emergency. If you do grant an Incomplete, make sure that you and the student are in agreement about when you require the late work to be submitted.

Extra Credit: You may not give one student opportunity to earn extra credit without making that same opportunity available to the entire class. So, you cannot come up with some “extra project” for a student who is in trouble in the course if you have not made the opportunity available to everyone. You may want to include some opportunity for extra credit on your syllabus at the outset so there is a safety valve for students who would otherwise fall below a B. Similarly, faculty members frequently will allow students to rewrite a story so that they might improve their grade on a particular assignment.

Grade Pleas: Many teachers, particularly those in the classroom for the first time, are extremely surprised by the creativity and the passion of the stories offered by students in making their case for better grades. There is a very complete and detailed description in the Student Handbook of the appeals process with respect to grades in individual courses and to decisions to terminate a student. Invariably, summarizing would distort or truncate some of the provisions. It is important that you read this, as well as the rest of the handbook, to know what the rules are.

Filing Grades: Final grades are submitted electronically. You will receive instruction by email on how and when to file your grades by Associate Dean Watson or Yahaira Castro.

Advisors: Each student has an advisor. In the first semester, the advisor will be assigned. In the second and third semesters, the student may choose an advisor. If you have a question, problem, or concern about a student, it is often helpful to consult with the advisor, both as a reality check (perhaps you are not the only teacher noticing the problem) and to alert the advisor that something may be wrong. If you don't know, Yahaira Castro can inform you of the name of the student's advisor.

Adjunct and consortial professors may also serve as advisors if a student makes a request and if the faculty member is willing to assume the responsibility. If a student selects you, you must be available, approve course selections, and meet with advisees at least twice a semester. This is a serious commitment. A new Advisor Resource Guidebook, detailing the duties and responsibilities of faculty advisors, is available for your examination.

Coaches: A key resource available for students is a broad array of writing, multimedia, ESL, grammar and data coaches. These are intended to supplement, not replace, regular instruction. You should feel free to refer students – not only those who are struggling but also those excelling who need special attention – to the coaches at any time during the semester. A schedule of the coaches' regular hours is circulated at the beginning of each semester.

Audio-Visual Aids: Since this is a journalism school, there is a lot of opportunity and interest in using television, radio, film, and web sites to illustrate lectures. Requests for assistance with audio-visual presentations and equipment should be made to Alistair Wallace (alistair.wallace@journalism.cuny.edu, 646-758-7757). All classrooms are equipped with lecterns that display DVDs, Power Point presentations, web sites, and audio. Training on this equipment is available by appointment with Alistair. Please note that copies of audio/video/broadcast footage from a wide array of sources can be ordered through the Research Center.

NYCity News Service and Other News Outlets: We encourage our students to publish their work, whether for free or paid. The NYCity News Service, nycitynewsservice.com, is a means for students to have their course-generated pieces published in professional publications or web sites, or shown on broadcast outlets. The service depends on submissions from faculty. Feel free to steer any piece you feel has potential – whatever the medium – to News Service Director Jere Hester, jere.hester@journal-

ism.cuny.edu, 646-758-7736. Please also encourage students to submit their work – with art – directly to the News Service. While the focus of the News Service is community/neighborhood-based news, a good story is a good story – so don't hesitate to pass along anything that seems engaging.

Longer stories are more appropriate for inclusion in 219 Magazine and can be submitted to Steve Strasser (steve.strasser@journalism.cuny.edu).

Cable and digital shows produced in our TV news magazine course appear regularly on CUNY-TV, a 24-hour network, which is the largest university TV station in the country and serves 7.3 million households in the New York metropolitan area.

The Nabe is hyperlocal online news outlet covering the Fort Greene-Clinton Hill neighborhood in Brooklyn. The *Mott Haven Herald* is an online and print community newspaper serving the Mott Haven, Melrose and Port Morris neighborhoods of the Bronx

Capstones: All third-semester students are required to complete a capstone project before they graduate. This will be a major, professional-quality journalism suitable for today's multimedia, interactive market. Each project will be completed in an established class under the guidance of the grading professor. Each capstone project must showcase the essential reporting and writing proficiencies of a journalist, as well as demonstrate a student's competence in multimedia or interactive skills. If a student decides to do his/her capstone in your third semester class, you become the capstone advisor for that student, and the capstone will fulfill the requirement of two of the major assignments in the course. In that case, you'll want to refer to the capstone project guidelines on the Research Center website, <http://www.journalism.cuny.edu/academics/capstone/#.UkH6doWK7XE>. Essentially, your role as capstone advisor will be to approve a student's project, sign off on it during the first week of classes, update the administration on its progress during the mid-semester review, and finally to grade it AFTER you have received notification from the Research Center that the student has properly archived it. If you have any questions, please contact Associate Dean Watson.

Internship/Career Advice and Contacts: All students must secure a summer internship following the second semester (we subsidize those who cannot find a paid internship) and by the third semester, students are actively looking for permanent jobs. The Office of Career Services coaches students in how to get a job and maintains a roster of internships and current job openings. However, we depend on all of our faculty members to provide career advice to students upon request, to alert our Career Services staff to openings you hear about, and help us with contacts at news organizations around the city. Our students have been enormously successful at finding internships and journalism jobs after they graduate, as a result of this "all hands" approach. If you have an internship or job lead/contact, please pass it on to Career Services Director Joanna Hernandez (Joanna.hernandez@journalism.cuny.edu).

Evaluations: Each faculty member will be observed by a full-time faculty member during the semester and will receive a written evaluation during the semester. Teachers will receive ample notice of when this will occur. The faculty observer must review the evaluation report with you and both of you must sign the evaluation form, which goes into your personnel file. If you disagree with the evaluation report, you may submit a written response, which will also be placed in your file. Only the dean, associate dean, and your program director will see the evaluation. Students also will be asked to complete online evaluations of all instructors. These are generally done at the last or next-to-last class session and the instructor is asked to leave the classroom during the evaluation. You will be mailed a copy of your class evaluations. While student evaluations provide useful feedback and should be taken seriously, do not be discouraged as there are always a couple of students who are sharply critical of a teacher or a course.

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Faculty meetings: Faculty meetings are typically held on Tuesdays between morning and afternoon class sessions. A schedule of faculty meetings, faculty symposia and student events will be distributed to all faculty, and the list is also available through Associate Dean Watson. Faculty meetings generally last about 90 minutes. All full-time, consortial, and adjunct faculty members are encouraged to attend. During the semester, we also conduct faculty training or discussion sessions. All full-time, consortial, and adjunct faculty are invited and encouraged to attend these sessions. All faculty are also invited to audit any Journalism School class or January Academy class. Full-time faculty and adjuncts who have taught for at least 10 successive semesters are eligible to take courses elsewhere in the university on a space available basis.

Special Issues:

The Disabled Student: If the School is aware that a student in your class has a disability, we will alert you and advise you of any special procedures for dealing with that student. If a student tells you that he/she has a disability after the semester starts, please see Yahaira Castro.

The Ill Student: Students may get ill during the semester. If they miss more than a couple of classes, they should present a doctor's note detailing the nature and possible length of their illness. Even if you have enunciated a "no extensions" policy, you may want to rethink it when a student is genuinely unable to complete the work. Always feel free to consult with Associate Dean Watson or Yahaira Castro when you are in doubt as to how to proceed.

The Pregnant Student: If a student announces that she will need to miss classes and/or deadlines due to being pregnant, please consult with Yahaira Castro about any necessary accommodations. CUNY policy is this: "Absences due to medical conditions relating to pregnancy will be excused for as long as deemed medically necessary by a student's doctor and students will be given the opportunity to make up missed work."

Student Harassment: Under Title IX of the Civil Right Law "if a school knows or reasonably should know about student-on-student harassment that creates a hostile environment, Title IX requires the school to take immediate action to eliminate the harassment, prevent its recurrence, and address its effects." This obligation for school intervention ranges from complaints alleging sexual harassment, sexual assault, stalking or intimate partner violence. It also extends to incidents that took place off-campus, as well as on-campus, and it extends to employees. If a student confides in you about an incident of harassment, do not keep it to yourself – you must report it to either Director of Security Pamela Drayton or Associate Director of Student Affairs Yahaira Castro.

Intimate Relations with Students: Dating or sexual activity, even when consensual, are inappropriate when they occur between a faculty member and any student for whom s/he has a professional responsibility because of the unequal power dynamic. Therefore, under CUNY policy, faculty members are prohibited from engaging in intimate relationships with students for whom they have a professional responsibility such as teaching, counseling, grading, advising, or coaching.

The Overworked Student: Experience has shown that students are extremely eager to take on internships during the academic semester. Whether they believe this will give them a leg up on a summer placement or they just want some nuts-and-bolts experience, they often take on more than they can handle with the rigorous academic program. Students are limited to eight hours a week. If you have a student who is regularly missing class or assignment deadlines because of outside work, speak to the student's advisor and to Yahaira Castro.

Student Safety: From the Student Handbook:

As a regular part of your course requirements, you will be asked to venture into unfamiliar parts of the city and to cover incidents or events that may unexpectedly erupt into uncomfortable or dangerous situations. While instructors never knowingly put students at risk, occasionally situations may become unsafe.

STUDENT SAFETY IS PARAMOUNT.

If you feel you have been asked or are required to cover an event or story which makes you uncomfortable or nervous about your safety, discuss the assignment with your instructor or Associate Dean Judy Watson. If you find yourself in a situation in which you fear for your safety, get out. There will be other stories.

For the rest of the special issues, or even the ones addressed above, always consult with Dean Shepard or Associate Dean Watson. Besides the experience, advice, and perspective they can offer, it is important that someone be alerted to the little problems before they turn into big ones.

Smoking, Drugs and Alcohol: CUNY facilities are smoke-free environments. No smoking is permitted at any time in the Graduate School of Journalism. Violations will be referred to the Associate Direct of Student Affairs and may result in disciplinary action.

There is a strict, no-tolerance policy for illegal drugs by the Journalism School. Violation will result in dismissal.

Alcohol – wine or beer only – may only be consumed on school premises in the context of a celebration, such as an end-of-semester class or sponsored student function. If you want to bring wine or beer into the school for any such function, please notify Facilities Director Pamela Drayton at least 24 hours in advance.

Governance: While most day-to-day issues affecting faculty are raised at faculty meetings, the School has a Governance Council for taking official actions. Representatives from the consortial faculty and the adjunct faculty sit as voting members on the Council, along with all members of the full-time faculty. If you are interested in serving as a representative, see Associate Dean Watson. The Council, which also includes student members and non-voting staff representatives, is expected to meet once or twice a semester, and generally on a Tuesday. Even those who do not serve as a representative may be asked or volunteer to serve as committee members in service to the school.

Important Phone Numbers

Main School Number: 646-758-7800

Office of the Dean

Dean Steve Shepard (Room 406): 646-758-7816

Associate Dean, Judy Watson (Room 410): 646-758-7821

Director of Academic Operations Amy Dunkin (Room 415): 646-758-7826

Executive Assistant to the Dean Marie Desir: 646-758-7801

Office of the Dean, fax: 646-786-7709

Office of Finance and Administration

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Director of Budget & Finance Suzette Foster (Room 417): 646-758-7855
Director of Facilities/Public Safety Pamela Drayton (Room 409): 646-758-7834

Office of Admissions & Student Affairs

Office of Admissions Main Number: 646-758-7700
Asst. Dean Stephen Dougherty, (Room 412): 646-758-7731
Associate Director of Student Affairs Yahaira Castro (Room 307): 646-758-7726
Associate Director of Admissions and Enrollment Management Colleen Marshall (Room 311):
646-758-7852

Office of Career Services

Director of Career Services Joanna Hernandez (Room 309): 646-758-7732
Career Services Coordinator Marisa Osorio (Room 311A): 646-758-7727

Research Center:

Interim Chief Librarian Barbara Gray (Room 313): 646-758-7735
Checkout Desk: 646-758-7728 or 7730

Technology/Help Desk:

646-758-7860; help.journalism.cuny.edu for submitting trouble tickets; help@journalism.cuny.edu
for sending an email query or request.

AV Request

av.request@journalism.cuny.edu

Emergency Numbers on Campus:

Public Safety: 646-758-7777
Building Security: 212-391-9245
Police, Fire, Ambulance: dial 8, then 911

Epilogue

This handbook is not meant to be exhaustive. In fact, it couldn't possibly be, as each semester presents a different group of students with a new set of challenges and needs. It is meant as a starting point.

Unfortunately, what is not discussed is the main reason you are here: the joy of teaching. And, as you will soon discover, there is plenty of that! CUNY Journalism students are smart, funny, enthusiastic, intense, curious, and always challenging. By all means, do not permit the small and annoying hassles of a large bureaucracy and a wide variety of personalities to obscure the real reason you are here, which is to share your wisdom and experience with the journalists of tomorrow. Have fun!

This handbook was, to a large extent, written by Ruth Hochberger. Any suggestions of additions, amendments, or corrections should be sent to Director of Academic Operations Amy Dunkin, amy.dunkin@journalism.cuny.edu.

PART II, Standard 5

Scholarship: Research, Creative and Professional Activity

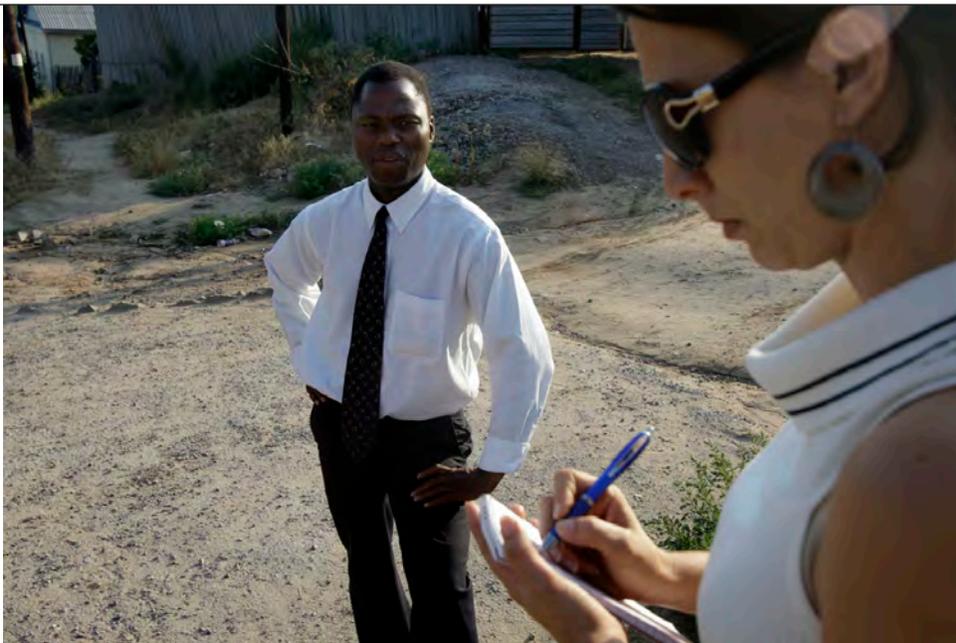


Part II, Standard 5

Scholarship: Research, Creative and Professional Activity

Takeaways

- We expect scholarship from full-time and adjunct professors, emphasizing original reporting, sophisticated analysis and publication in a respected journalistic venue.
- We strongly support faculty scholarship; we supply tools, databases and software, as well as assistance writing grant proposals.
- We help faculty members sharpen their professional skills, providing scholarships to writing workshops and inviting submissions to the school's new journalism book imprint.



■ PART II, Standard 5. Scholarship: Research, Creative and Professional Activity

Please respond to each of the following instructions:

1. Describe the institution's mission regarding scholarship by faculty and the unit's policies for achieving that mission.

As a professional school with academic autonomy from the rest of the university, we have always tended to regard the practice of professional journalism as a form of scholarship appropriate for our faculty. We encourage academic research in journalism. To encourage more of it, we have established the CUNY Journalism Press, an academic imprint that publishes books about journalists and journalism. But as we say in our guidelines for appointment, tenure and promotion, our definition of scholarship also extends to journalistic works of any length that appear in respected venues.

As the Journalism School has matured, we have sharpened our focus on faculty scholarship. In practical terms, we will expect all faculty members – full-time and adjunct – to contribute excellent works of journalism as well as thought leadership in the profession.

These works of journalism can take a variety of forms: books, articles, web or broadcast pieces, contributions to blogs and others. Interaction with an appropriate community can be considered part of the work. Supervisory work can also count – the contribution of an editor, a co-author or a broadcast producer, among others. In all cases, the work must demonstrate quality, defined in part by peer assessments, and impact.

To support this new emphasis, our strategic plan calls for more support for scholarship at the school. The administration will make available release time for specific scholarly projects and will cover some expenses of scholarship that promises to reach completion and to have an impact.

We also intend to integrate scholarship into the life of the school. Faculty members are asked to share the products of their scholarship – the key points of a newly published book, for example, or a documentary film – with their colleagues. In addition, our new strategic plan calls for scheduling at least six professional development workshops a year for faculty, and for monitoring the impact of that training on faculty scholarship and other measures of professional growth.

2. Define the group of faculty whose work is included in this section and state time restrictions used to incorporate activities of faculty who were not employed by the unit during all of the previous six years (for example, new faculty and retired faculty).

Our full-time faculty includes 11 teaching professors; seven are tenured, two are on the tenure track and two are distinguished lecturers. One of the tenured professors recently was promoted from associate professor to full professor. The dean and associate dean also are ranked as tenured professors who are not teaching while serving on administrative assignment.

We have always tracked the scholarship activities of our full-time faculty. Last year we began tracking the scholarship of our other categories of faculty, as well. These include consortial faculty members, who hold full-time, tenured positions at CUNY undergraduate colleges; senior adjuncts, our term for part-time professors who devote most of their time to the school and often hold important posts as subject concentration directors and media track directors; and adjuncts who come to the school to teach a course or to coach.

We decided to include adjuncts because of their special role at our school. Most of them have taught our classes for more than four years, and they are reimbursed at higher levels than adjuncts typically receive. We are proud to count them as part of our community. The school provides space and

sometimes equipment for them to pursue their journalistic work and actively encourages them to do so. We have paid for adjuncts to attend conferences and have given them funding to pursue scholarship. In the spring 2013 semester, we gave a longtime adjunct a partially funded semester's leave to complete a film that had won acceptance at two film festivals; he also used the time to work on an accompanying book.

The scholarship we discuss in this standard includes the work of faculty members employed at the school. Almost all of these professors have been teaching at the school for more than a year. The great majority of our full-time, consortial and senior adjunct professors have been with us for all or most of the school's existence.

3. Using the grid that follows, provide counts of the unit's productivity in scholarship for the past six years by activity, first for the unit as a whole and then for individuals broken down by academic rank. The grid should capture relevant activity by all full-time faculty. Provide the total number of individuals in each rank in place of the XX. Adapt the grid to best reflect institutional mission and unit policies and provide a brief narrative.

The grid includes the work of our teaching professors and associate professors as indicated. (We do not currently have any assistant professors.) It also includes contributions from our dean, Stephen Shepard, who received the Richard Clurman Award for Mentoring from the Livingston Foundation in June 2012 and also recently published a book: *Deadlines and Disruption: My Turbulent Path from Print to Digital* (McGraw-Hill 2012).

In the category of "Other Faculty" we have included the work of our senior adjuncts (those who teach significant hours and/or head subject concentrations) as well as our consortial faculty members (those who hold full appointments at CUNY undergraduate colleges).

To demonstrate the contributions of our excellent group of adjunct professors – those who typically hold full-time journalism jobs and teach one course at the school – we have included another chart in the appendices binder highlighting their scholarship and service.

It should be noted that the school's definition of scholarship encompasses a far broader range of activity than the categories delineated on the chart. For example, we consider serving as the executive producer of a weekly television show on diversity in the media as a major piece of ongoing scholarship. Below, we have listed it in the "other" category – but the quality and impact of this work by Prof. Linda Prout measure up to the more traditional scholarship activities listed here. How should something like that be counted? We have denoted it with a count of 100+, reflecting the number of shows produced. The same problem comes up when categorizing Prof. Peter Beinart's twice weekly blog for *The Daily Beast* on Judaism and Middle East politics. We have placed that work under another category of "other" and counted it, too, as 100+.

PART II, Standard 5. Scholarship: Research, Creative and Professional Activity

Scholarship, Research, Creative and Professional Activities	By Individuals					Totals (26)
	By Unit *	Full Prof. (3)	Assoc. Prof. (6)	Asst. Prof. (N/A)	Other Faculty** (17)	
Awards and Honors	37	6	3	N/A	29	38
Grants Received Internal	5	0	0	“	5	5
Grants Received External	19	12	2	“	5	19
Books, Sole- or Co-authored	18	2	3	“	13	18
Textbooks, Sole- or Co-authored	0	0	0	“	0	0
Books Edited	10	0	2	“	8	10
Book Chapters	17	4	3	“	10	17
Book Introductions, Prefaces***	4	4	0	“	0	4
Monographs	7	1	0	“	6	7
Articles in Refereed Publications†	25	0	20	“	5	25
Refereed Conference Papers	8	0	0	“	8	8
Invited Presentations††	223	90	129	“	4	223
Encyclopedia Entries	2	0	1	“	1	2
Book Reviews	3	0	1	“	2	3
Articles in Non-refereed Publications‡	94	16	7	“	71	94
Juried Creative Works	0	0	0	“	0	0
Creative Works (Documentaries)‡‡	2	0	0	“	2	2
Other (Columns/Essays) ∞	200+	0	100+	“	100+	200+
Other (Industry Review/Commentary)	201+	100+	100+	“	1	201+
Other (Multimedia Works) ∞∞	100+	0	100+	“	0	100+
Other (TV News Magazine)	200+	100+	0	“	100+	200+

* Co-authored work should be counted as a single publication in the unit totals; however if, for example, two members of the faculty are co-authors on the same journal article, it would be reported as a publication for both authors

** Includes consortial faculty members who have full-time jobs at other CUNY colleges and “senior adjuncts” who have significant responsibilities at the school

*** Category added

† Modified from “Articles in Refereed Journals” to reflect that peer-reviewed work in the journalism profession is not confined to publication in journals

†† Modified from “Invited Academic Papers” to reflect the kind of conference and event participation standard in the practices of journalism and journalism education. “Presentations” here include lectures, speeches and talks, debates, roundtable discussions, panel participation and moderation.

‡ Online or print magazine articles and essays on news topics

‡‡ Modified from “Non-juried” creative works to reflect the substantive external critique involved in producing publishable documentaries, while acknowledging that these works are still non-juried in the strict sense

∞ Plus signs indicate substantial but practically uncountable numbers of works consistently produced over periods of time in the six years before the accreditation review year: weekly or bi-weekly news columns, op-ed pieces, television productions, public blogs on the journalism profession and digital education, etc.

∞∞ Video and audio works published online, websites built, etc.

4. List the scholarly, research, creative and professional activities of each member of the full-time faculty in the past six years. Please provide a full list; do not refer team members to faculty vitae for this information. (Full-time faculty refers to those defined as such by the unit.)

The list of works below represents the scholarly activity of full-time faculty members over the six years prior to the accreditation-review year. Works include articles in trade publications and journals; books written, contributed to or edited; blogs maintained or contributed to; invited lectures, speeches and talks; panel participation and moderation; and multimedia and television productions. In the case of faculty-awarded grants, some of which have led to the funding of academic centers, listings are offered in recognition of the journalistic activity and scholarship the grants have helped facilitate.

Sarah Bartlett

Professor

Articles/Essays

Bartlett, S. (2012, December 10). Immigrants Face Bigger Hurdles in Sandy Recovery. *voices of NY*. Retrieved from <http://www.voicesofny.org/2012/12/immigrants-face-daunting-hurdles-in-sandy-recovery/Bartlett>, S. (2007, September 27). Greenmarket's 'Bread Guy' Says So Long. *Tribeca Trib*, 14(1).

Grants Obtained

Ford Foundation
Kohlberg Foundation
Revson Foundation
Walmart Foundation

Academic Centers Established

Center for Community and Ethnic Media, CUNY, The Graduate School of Journalism, New York, NY., <http://ccem.journalism.cuny.edu/>

Invited Presentations

Bartlett, S. (2012, September 30). Management Innovations Undertaken During the Lindsay Years. Moderator of panel conducted at the Baruch College/CUNY Symposium, New York, NY.

Bartlett, S. (2012, November 8). Overview of NYC Political System. Lecture to Revson Political Fellows conducted from Center for Community and Ethnic Media, New York, NY.

Bartlett, S. (2012, October 4). Researching New York City. Lecture to Revson Political Fellows conducted from Center for Community and Ethnic Media, New York, NY.

Bartlett, S. (2012, September 13). Background to NYC Elections. Lecture to Revson Political Fellows conducted from Center for Community and Ethnic Media, New York, NY.

Bartlett, S. (2012, April 25). Media and Civic Engagement. Panelist on panel conducted at a meeting of the Online News Association.

Bartlett, S. (2012, January 26). How Corporate and Government Advertisers View Cross-Cultural Marketing in 2012. Moderator of panel conducted from Center for Community and Ethnic Media, New York, NY.

Bartlett, S. (2009, November 10). Where Can We Turn? Moderator of panel conducted at the School of Public Affairs at Baruch College, CUNY, New York, NY.

■ PART II, Standard 5. Scholarship: Research, Creative and Professional Activity

Bartlett, S. (2009, October 23). So, you want to be a business journalist? *Getting Started in Business News*. Moderator of panel conducted at the conference of the UNC School of Journalism and Mass Communication and the Carolina Business News Initiative, NC.

Bartlett, S. (2009, September 26). The Economy & The News. *News in Hard Times*. Panelist on panel conducted at the New York Press Club Journalism Conference, New York, NY.

Bartlett, S. (2009, April 2). Watching the Watchdogs: Best Practices in Financial Crime Reporting. *How Do They Get Away With It? Tracking Financial Crime in the New Era*. Moderator of workshop conducted from John Jay College of Criminal Justice, New York, NY.

Bartlett, S. (2009, February 3). Emerging Industries. *The Future of New York City*. Moderator of panel at conference organized by Crain's New York Business, New York, NY.

Bartlett, S. (2008, November 12). Beyond the Crisis: Where did the financial system go wrong? How do we set it right? Moderator of panel conducted from Dēmos, New York, NY.

Bartlett, S. (2008, October 24). Beyond the Crisis: The Future of the Global Economy. Moderator of panel conducted by BigThink, New York, NY.

Bartlett, S. (2008, September 23). Saving Wall Street. Moderator of panel conducted from China Institute, New York, NY.

Peter Beinart

Associate Professor

Articles/Essays

Beinart, P. (2010, June 10). The Failure of the American Jewish Establishment. *New York Review of Books*. <http://www.nybooks.com/articles/archives/2010/jun/10/failure-american-jewish-establishment/>

Beinart, P. (2010, June 21). How the Financial Crisis has Undermined U.S. Power. *Time*. <http://www.time.com/time/magazine/article/0,9171,1995884,00.html>

Beinart, P. (2010, June 8). The Icarus Syndrome. *Talking Points Memo*. <http://peter-beinart.com/articles/the-icarus-syndrome/>

Beinart, P. (2010, June 7). Think Again: Ronald Reagan. *Foreign Policy*. http://www.foreignpolicy.com/articles/2010/06/07/think_again_ronald_reagan

Beinart, P. (2010, April 9). Politics and Faith [Review of the book *Taming the Gods*]. *The New York Times*. <http://www.nytimes.com/2010/04/11/books/review/Beinart-t.html?scp=1&sq=&st=nyt>

Beinart, P. (2010, February 28). Why Washington Is Tied Up in Knots. *Time*. <http://www.time.com/time/printout/0,8816,1964778,00.html>

Beinart, P. (2010, January 7). Amid the Hysteria, a Look at What al-Qaeda Can't Do. *Time*. <http://www.time.com/time/magazine/article/0,9171,1952315,00.html>

Beinart, P. (2009, December 7). Obama Shrinks the War on Terrorism. *Time*. <http://www.time.com/time/nation/article/0,8599,1945182,00.html>

Books

Beinart, P. (2012). *The Crisis of Zionism*. New York: Times Books, Henry Holt & Co.

Beinart, P. (2010). *The Icarus Syndrome: A History of American Hubris*. New York: HarperCollins.

Beinart, P. (2008). When Politics No Longer Stops at the Water's Edge: Partisan Polarization and Foreign Policy. In P. Nivola and D. Brady (Eds.), *Beyond Red and Blue: Consequences and Correction of America's Polarized Politics, Volume Two*. Washington, DC: Brookings and Hoover Institution Press.

Columns

Beinart, P. (2009-2012). Weekly or twice-weekly column. *The Daily Beast*.
<http://www.thedailybeast.com/author/peter-beinart/>

Beinart, P. (2007-2012). Occasional columns, reviews and essays:

The Atlantic

The Boston Globe

Die Zeit

Financial Times

Foreign Policy

Frankfurter Allgemeine Zeitung

The New York Times

Newsweek

Polity: the Journal of the Northeastern Political Science Studies Association

Reader's Digest

Slate

Time

The Wall Street Journal

Beinart, P. (2007-2009). Monthly column. *The Washington Post*.

Beinart, P. (2007). Weekly column. *New Republic* (reprinted in the New York Post and elsewhere).

Invited Presentations

Beinart, P. (2012). 52 lectures conducted from locations across the U.S. and globe.

Beinart, P. (2010, December 4). On the end of American exceptionalism. Lecture conducted from Boston College, Boston, MA.

Beinart, P. (2010, December 2). On the failure of the American Jewish establishment. Lecture conducted from Brown University, Providence, RI.

Beinart, P. (2010, November 12). Speech given at the Mid-East Centre, St. Antony's College, United Kingdom.

■ PART II, Standard 5. Scholarship: Research, Creative and Professional Activity

Beinart, P. (2010, November 12). On Afghanistan and Iraq after the midterm elections. Moderator of panel conducted at National Defense University, Fort McNair, D.C.

Beinart, P. (2010, October 27). On the failure of the American Jewish establishment. Lecture conducted from Yale University, New Haven, CT. <http://www.yaledailynews.com/events/2010/oct/27/144/>

Beinart, P. (2010, October 8). On The Icarus Syndrome. Lecture conducted from Miller Center for Public Affairs, University of Virginia, Charlottesville, VA.

Beinart, P. (2010, October 3). On the failure of the American Jewish establishment. Lecture conducted from College of Charleston, Charleston, SC.

Beinart, P. (2010, September 21). On the failure of the American Jewish establishment. Lecture conducted from Taub Center for Israel Studies, New York University, New York, NY. <http://nyulocal.com/on-campus/2010/09/22/peter-beinart-speaks-at-kimmel-more-american-jews-should-visit-west-bank/>

Beinart, P. (2010, September 16). On the Obama Doctrine. Lecture conducted from George Mason University, Washington D.C.

Beinart, P. and Lieber, R. (2010, September 15). On the failure of the American Jewish establishment. Debate with Prof. Robert Lieber conducted at Program for Jewish Civilization, Georgetown University, Washington, D.C.

Bageant, J. and Beinart, P. (2010, August 28). On American culture and politics. Discussion conducted from Melbourne Writers Festival, Melbourne, Australia.

Beinart, P. (2010, August 28). On the failure of the American Jewish establishment. Lecture conducted from Melbourne Writers Festival, Melbourne, Australia.

Beinart, P. (2010, August 27). On The Icarus Syndrome. Discussion conducted from Melbourne Writers Festival, Melbourne, Australia. <http://www.themonthly.com.au/icarus-syndrome-history-american-hubris-peter-beinart-2769>

Beinart, P. (2010, August 25). On The Icarus Syndrome. Lecture and discussion conducted from Sydney Ideas Open, Sydney University Law School, Sydney, Australia. <http://www.news.usyd.edu.au/news/93.html?eventcategoryid=8&eventid=6158>

Beinart, P. (2010, August 25). On the Obama Doctrine. Lecture conducted from The Lowy Institute, Sydney, Australia. <http://www.lowyinstitute.org/Publication.asp?pid=1359>

Beinart, P. (2010, August 24). On the Failure of the American Jewish establishment. Lecture delivered to New South Wales Jewish Board of Deputies, Sydney, Australia.

Beinart, P. (2010, August 24). On the United States in the World. Lecture conducted from Centre for U.S. Studies, Sydney University, Sydney, Australia.

Beinart, P. (2010, August 9). On The Icarus Syndrome. Discussion conducted with Society of Fellows, Aspen Institute.

Beinart, P. (2010, August 6). On the failure of the American Jewish establishment. Lecture conducted from Martha's Vineyard Hebrew Center, Martha's Vineyard, MA.

Beinart, P. (2010, August 2). On The Icarus Syndrome. Lecture conducted from John Hopkins' School of Advanced International Studies, Washington, D.C.

Beinart, P. and Diament, N. (2010, July 18). On Zionism, democracy, human rights and Orthodox Jews. Discussion with Nathan Diament conducted from Keshet Israel Synagogue, Washington, D.C.

Beinart, P. (2010, July 14). On The Icarus Syndrome. Lecture delivered to Policy Planning Staff, U.S. Department of State, Washington D.C.

Beinart, P. (2010, July 13). On The Icarus Syndrome. Lecture conducted from Bard College, New York City campus, NY.

Beinart, P. (2010, July 12). On The Icarus Syndrome. Lecture delivered to Young Professionals in Foreign Policy, Washington DC branch, Washington, D.C.

Beinart, P. (2010, June 30). On the Obama Doctrine. Lecture moderated by Thomas Wright conducted from Chicago Council on Global Affairs, Chicago, IL. http://www.thechicagocouncil.org/chicago_council_event_past_prog_detail.php?eventid=2224

Beinart, P. (2010, June 28). On American Jews and Israeli democracy. Keynote lecture delivered at New Israel Fund Conference, Tel Aviv, Israel. <http://www.youtube.com/watch?v=1QZJHtz3hmE>

Beinart, P. (2010, June 23). On The Icarus Syndrome. Lecture delivered to Commonwealth Club of Northern California, Palo Alto, CA. http://peaceandjustice.org/article.php?story=Icarus_Syndrome_June_23

Beinart, P. (2010, June 22). On The Icarus Syndrome. Lecture delivered to Truman Democrats, Los Angeles branch, Los Angeles, CA.

Beinart, P. (2010, June 21). On the failure of the American Jewish establishment. Lecture conducted from Temple Beth Am, Los Angeles, CA. http://www.jewishjournal.com/bloggish/item/peter_beinart_in_la_video_20100624/

Beinart, P. (2010, June 17). On The Icarus Syndrome. Lecture delivered to Young Professionals in Foreign Policy, New York branch, NY.

Beinart, P. (2010, June 15). On The Icarus Syndrome. Lecture delivered to bloggers at The New America Foundation, Washington D.C.

Beinart, P. (2010, June 14). On the failure of the American Jewish establishment. Lecture delivered to Board of Directors of the American Jewish Committee.

Beinart, P. and Brooks, D. (June 1, 2010). On The Icarus Syndrome. Panel with David Brooks conducted from New America Foundation, Washington, D.C. http://www.newamerica.net/events/2010/hubris_and_american_foreign_policy

■ PART II, Standard 5. Scholarship: Research, Creative and Professional Activity

Beinart, P., Levy, D. and Pincus, A. (2010, May 14). On US-Israeli Relations. Panelist on panel with Daniel Levy and Alon Pincus conducted from Rand Corporation.

Beinart, P. (2010, May 27). On the failure of the American Jewish establishment. Discussion conducted from J Street, Washington D.C.

Beinart, P. (2010, May 5). On The Icarus Syndrome. Lecture delivered to World President's Organization.

Beinart, P. (2010, March 21). On the Obama administration's foreign policy. Lecture conducted from Anti-Defamation League, Southwestern branch, Houston, TX.

Beinart, P. and Nau, H. (2010, March 11). On Obama's foreign policy. Panelist on panel with Prof. Henry Nau conducted from George Washington University, Washington, D.C.

Beinart, P., Coll S., Mead, W.R. and Kaplan, F. (2010, March 2). On Obama's foreign policy. Panelist on panel with Steve Coll, Walter Russell Mead and Fred Kaplan conducted from New America Foundation, Washington D.C.

Beinart, P. and McCardle, M. (2010, January 12). On hubris in the last decade. Panelist on panel with Megan McCardle conducted from New America Foundation, Washington D.C. http://www.newamerica.net/events/2009/hubris_and_failure

Beinart, P., Kessler, G. and Sanger, D. (2009, December 14). Is there an Obama Doctrine in foreign policy? Panelist on panel with David Sanger and Glenn Kessler conducted from New America Foundation, Washington D.C. http://www.newamerica.net/events/2009/the_obama_doctrine

Beinart, P. and Thompson, N. (2009, December 2). On the cold war's impact on contemporary US foreign policy. Panelist on panel with Nicholas Thompson conducted from New America Foundation, Washington D.C. http://www.newamerica.net/events/2009/inheriting_the_world

Beinart, P. and Goldberg, J. (2009, October 19). On media bias. Debate with Jonah Goldberg conducted at the Bob Graham Center for Public Service, University of Florida, Gainesville, Fla.

Beinart, P., Peretz, M., Leftkowitz, J., Troy, T. and Schoenfeld, G. (2009, October 8). On US-Israeli relations. Panelist on panel with Martin Peretz, Jay Lefkowitz, Tevi Troy, and Gabriel Schoenfeld conducted from Hudson Institute, New York, NY.

Beinart, P., Encarnacion, O., Berman, S., Diamond, L. and Windsor, J. (2009, September 3). On President Bush's democracy promotion legacy. *American Political Science Association Annual Meeting*. Panelist on panel with Omar Encarnacion, Sheri Berman, Larry Diamond and Jennifer Windsor American conducted in Toronto, Ontario, Canada.

Adam Glenn
Associate Professor

Columns

Glenn, A. (2011-ongoing). Contributing columnist to EducationShift. *PBS MediaShift*.
<http://www.pbs.org/mediashift/author/aglenn>

Glenn, A. (2010-2011). Weekly column for group blogs News for Digital Journalists.
USC Knight Digital Media Center. <http://archive.knightdigitalmediacenter.org/members/2342/>

Glenn, A. (2010, April 14). Beyond Automated Story Aggregation. *Digital News Journalist*.
<http://digitalnewsjournalist.com/2010/04/14/beyond-automated-story-aggregation/>

Glenn, A. (2007-2010). Contributing columnist to IdeaLab. *PBS MediaShift*.
http://www.pbs.org/idealab/a_adam_glenn/

Glenn, A. (2007-2010). Contributor to E-Media Tidbits blog. *Poynter*.
<http://www.poynter.org/author/aglenn/>

Grants Obtained

(2007) Knight Foundation News Challenge Grant

Invited Presentations

Glenn, A. (2012). Advertising Opportunities in a Mobile World. *Outlook for Advertising for Community and Ethnic Media conference*. Moderator of panel discussion held at Center for Community and Ethnic Media, CUNY Graduate School of Journalism, New York, NY.

Glenn, A. (2010-2012). Social media concepts and skills for science, health and environment reporting. Guest lectures conducted from NYU Carter Journalism Center, New York, NY.

Glenn, A. (2010, June). How to increase community engagement with social media tools. Lecture delivered at Community & Ethnic Media Conference, New York, NY.

Glenn, A. (2010, June). Transitioning your Career: Tools for a Digital Era. Lecture delivered at NY Women in Communication Event, New York, NY.

Glenn, A. (2010, April). Digital Decisions: Are Online Ethics Different? *Spring Northeast Regional Society of Professional Journalists Convention*. Panelist on panel discussion conducted from City University of New York, New York, NY.

■ PART II, Standard 5. Scholarship: Research, Creative and Professional Activity

Lonnie Isabel

Distinguished Lecturer

Articles/Essays

Isabel, L. (2010, March). The Digital Future of Foreign Reporting. *Digital News Journalist*.

Invited Presentations

Isabel, L. (2011). On the migration of citizen journalism to European media markets. USA Today lecture conducted from Hamburg Media School, Hamburg, Germany.

Isabel, L. (2008, December 5). Lecture delivered to New York Community Media Alliance, New York, NY.

Isabel, L. (2008, September 19). Panelist on WLIW's youth vote election report panel conducted from Hofstra University, Hempstead, NY.

Isabel, L. (2007, October 5). War Reporting. Moderator of panel discussion conducted from CUNY Graduate Center, New York, NY.

Jeff Jarvis

Professor

Articles/Essays

Jarvis, J. (2011, March). Get over it. *Wired U.K.*

Jarvis, J. (2011, October). Johannes Gutenberg - Schutzpatron des Silicon Valley. *Wired Germany*.

Jarvis, J. (2011, Spring). Not so fast: It feels like the Internet has made us faster than ever, but are we in fact lagging behind the opportunities presented by technology? *Think Quarterly*.
www.thinkwithgoogle.com/quarterly/speed/not-so-fast-jeff-jarvis.html

Jarvis, J. (2010, December 5). Transparenz hilft gegen Enthüllungen. *Welt am Sonntag*, p. 15 ff.

Jarvis, J. (2010, July 1). Ihr sollt Kapitalisten sein. *Welt Kompakt*, pp. 13 ff.

Jarvis, J. (2010, June 3). Op-ed: How not to save the news. *New York Post*, p. 29.

Jarvis, J. (2010, February). Die Zukunft findet heute statt – Wie die digitale Revolution alles verändert. Focus (Egon Zehnder International, Inc.), pp. 76 ff.

Jarvis, J. (2009, May 8). Openness and the Internet. *Businessweek*.

Jarvis, J. (2008, April 28). The Buzz from Starbucks Customers, Beyond the Suggestion Box: How an experiment in corporate democracy could help revive sales. *Businessweek*, 106.

Jarvis, J. (2008, April-May). Towards 2020 vision. *The Walkley Magazine* (Australia), pp. 19 ff.

Jarvis, J. (2008, March 3). Love the Customers Who Hate You: Their online gripes will help you reinvent your business. *Businessweek*, 58.

Jarvis, J. (2007, October 17). Dell Learns to Listen: A follow-up to my blog saga on Dell, which led to the reformation of the company's blog, PR, and Internet customer strategies. *Businessweek*. http://www.businessweek.com/bwdaily/dnflash/content/oct2007/db20071017_277576.htm

Jarvis, J. (2007, September 6). Newspapers in 2020. *World Association of Newspapers*. <http://www.buzzmachine.com/newspapers-in-2020/>

Jarvis, J. (2007, January-February). Making journalism hyperlocal: A prescription for reinventing newspapers. *The American Editor*, pp. 13 ff.

Jarvis, J. (2007, January 7). Op-ed: News served raw – The implications of live, constant news. *Newsday*.

Books

Jarvis, J. (2012). *Gutenberg the Geek*. (Monograph) Amazon.com/Kindle Singles.

Jarvis, J. (2011). *Public Parts: How Sharing in the Digital Age Improves the Way We Work and Live*. New York: Simon & Schuster.

Jarvis, J. (2011). Foreword. In M. Briggs, *Entrepreneurial Journalism: How to Build What's Next for News*. Washington, DC: CQ Press College.

Jarvis, J. (2010) Foreword. In E. King, *Free for All: The Internet's Transformation of Journalism*. Evanston: Northwestern University Press.

Jarvis, J. (2010). Interview: Journalisten dachten, sie seien Hohepriester. In S. Weichert and L. Kramp (Eds.), *Digitale Mediapolis? Die neue Öffentlichkeit im Internet*. Köln: Herbert von Halem Verlag.

Jarvis, J. (2010). News as a Service to be Sustained Rather than a Product to be Sold. In B. Mitchell (Ed.), IPI Report: *Brave News Worlds* (pp. 8-12). Vienna: International Press Institute and Poynter. http://www.freemedia.at/fileadmin/media/Images/World_Congress_2010/Brave_News_World_IPI_Poynter.pdf

Jarvis, J. (2009). *What Would Google Do?* New York: HarperCollins.

Jarvis, J. (2008). The Ethics of Openness. In *Rebooting America*. New York: Personal Democracy Press.

Jarvis, J. (2008). Foreword. In C. Beckett, *SuperMedia: Saving Journalism So It Can Save the World*. London: John Wiley & Sons.

Jarvis, J. (2007). Foreword. In C. Silverman, *Regret the Error: How Media Mistakes Pollute the Press and Imperil Free Speech*. New York: Carroll & Graf.

Columns

Jarvis, J. (2007-ongoing). Blog author/proprietor. *Buzzmachine*. <http://buzzmachine.com/>

Jarvis, J. (2007-ongoing). Occasional author on blogs and sites. *The Guardian*. <http://www.guardian.co.uk/profile/jeffjarvis>

Jarvis, J. (2007-ongoing). Frequent author. *The Huffington Post*. <http://www.huffingtonpost.com/jeff-jarvis>

■ PART II, Standard 5. Scholarship: Research, Creative and Professional Activity

Grants Obtained

Carnegie Corporation of New York
John D. and Catherine T. MacArthur Foundation
John S. and James L. Knight Foundation (3)
McCormick Tribune Foundation
Tow Foundation
Wyncotte Foundation via Geraldine R. Dodge Foundation

Academic Centers Established

Tow-Knight Center for Entrepreneurial Journalism, CUNY, The Graduate School of Journalism, New York, NY. <http://www.towknight.org/>

Invited Presentations

Jarvis, J. (2012, December). *The Economist conference*. Keynote lecture conducted in New York, NY.

Jarvis, J. (2012, November). On freedom of speech. *Internet Governance Forum*. Panelist via video, Azerbaijan.

Jarvis, J. (2012, June). *PostalVision 2020*. Keynote lecture conducted in Washington, D.C.

Jarvis, J. (2012, June). *Seoul International Media Conference*. Keynote lecture conducted via video to Seoul, South Korea.

Jarvis, J. (2012, May). *Seoul Digital Forum*. Keynote lecture conducted in Seoul, South Korea.

Jarvis, J. (2012, May). *Sydney Writers Festival*. Keynote lecture conducted in Sydney, Australia.

Jarvis, J. (2012, March). On privacy and publicness and protecting the Internet. *InternetWorld.se*. Keynote lecture conducted in Stockholm, Sweden.

Jarvis, J. (2012, March). *International Association of Privacy Professionals meeting*. Keynote address given in Washington, D.C.

Jarvis, J. (2012, February). On publicness and privacy. Lecture conducted from McGill University, Canada.

Jarvis, J. (2011, November). On governance in the digital age. Panelist on panel conducted at Club de Madrid, New York, NY.

Jarvis, J. (2011, November). On privacy and publicness in the German context. Lecture conducted from Konrad-Adenauer-Stiftung, Berlin, Germany.

Jarvis, J. and Pariser, E. (2011, October). On privacy and openness. Debate with Eli Pariser conducted at 92nd Street Y, New York, NY.

Jarvis, J. (2011, October). On privacy and publicness. Talk given at World Affairs Council, San Francisco, CA.

Jarvis, J. (2011, October). On privacy and publicness. Talk given at Facebook, Palo Alto, CA.

Jarvis, J. (2011, October). On privacy and publicness. Talk given at Google, Mountain View, CA.

Jarvis, J. (2011, October). On teaching entrepreneurial journalism. *Conference on Entrepreneurial Journalism*. Keynote lecture conducted from University of Maryland, College Park, MD.

Jarvis, J. (2011, July). *Symposium on Hyperlocal News*. Moderated opening discussion at New York University, New York, NY.

Jarvis, J. (2011, June). On publicness. *Hyperpublic*. Lecture conducted from Harvard Law School, Cambridge, MA.

Jarvis, J. (2011, May). On the future of journalism and technology. *eG8 conference*. Panelist on panel conducted in Paris, France.

Jarvis, J. (2011, March). On privacy and protecting the tools of publicness. *South by Southwest*. Talk given in Austin, TX.

Jarvis, J. (2010, December). On the future of news. Lecture conducted from Rochester Institute of Technology, Rochester, NY.

Jarvis, J. (2010, September). On privacy. *Green Party symposium on privacy*. Lecture conducted in Berlin, Germany.

Jarvis, J. (2010, September 23). Future of media. *Picnic conference*. Lecture conducted in Amsterdam, The Netherlands.

Jarvis, J. (2010, September 14). The public foundation. *Council on Foundations conference*. Lecture conducted in Charlotte, NC.

Jarvis, J. (2010, August 18). The value of publicness. *PII conference*. Lecture conducted in Seattle, WA.

Jarvis, J. (2010, July). On privacy. *Supernova conference*. Lecture conducted from University of Pennsylvania, Philadelphia, PA.

Jarvis, J. (2010, May). On new business models for news. *Future of Canadian Media*. Lecture conducted in Ottawa, Canada.

Jarvis, J. (2010, May 18). Future of newspapers. *Future of Canadian Media*. Lecture conducted in Ottawa, Canada.

Jarvis, J. (2010, April 14). Privacy, publicness & penises. *Re:publica 2010*. Lecture conducted in Berlin, Germany.

Jarvis, J. (2010, March 6). This is bullshit. *TEDxNY*. Talk given in New York, NY.

Jarvis, J. (2010, February). On teaching entrepreneurial journalism for journalism educators. Moderated discussion conducted at Carnegie Corporation of New York/Paley Center, New York, NY.

Jarvis, J. (2010, January 20). Beta. President's Lecture to the Berlin School for Creative Management conducted in New York, NY.

Jarvis, J. (2009, December). On the future of journalism. Testimony given before the Federal Trade Commission, Washington, D.C.

■ PART II, Standard 5. Scholarship: Research, Creative and Professional Activity

- Jarvis, J. (2009, November). *Journalism & The New Media Ecology: Who Will Pay The Messenger?* Presentation conducted from Yale Law School, New Haven, CT.
- Jarvis, J. (2009, November). Beta. *Web 2.0 Expo*. Presentation conducted in New York, NY.
- Jarvis, J. (2009, October). On the future of news and media. *Muenchen Medientage*. Talk given in Munich, Germany.
- Jarvis, J. (2009, July). On the future of news. *South Asian Journalists Association meeting*. Talk given.
- Jarvis, J. (2009, July). *Aspen Ideas Festival*. Presentation conducted from Aspen, CO.
- Jarvis, J. (2009, June). *Personal Democracy Forum conference*. Keynote lecture conducted in New York, NY.
- Jarvis, J. (2009, May). *NEXT09 conference*. Two keynote lectures conducted in Hamburg, Germany.
- Jarvis, J. (2009, February). Talk given to librarians at New York Public Library, New York, NY.
- Jarvis, J. (2008). *The Guardian's Future of Journalism conference*. Talk given in the U.K.
- Jarvis, J. (2008, December). On the future of news and democracy. *Ditchley conference*. Discussion conducted in Oxford, U.K.
- Jarvis, J. (2008, September). *MacArthur Foundation grantees conference*. Talk given.
- Jarvis, J. (2008, July). *Public Radio News Directors Association meeting*. Talk given.
- Jarvis, J. (2008, June). Personal Democracy Forum. Talk given at the John S. and James L. Knight Foundation.
- Jarvis, J. (2008, May). On marketing. *Online Publishers Association conference*. Talk given.
- Jarvis, J. (2008, May). Web 2.0. Talk given.
- Jarvis, J. (2008, April). On new media. *Conde Nast International conference*. Talk given in New York, NY.
- Jarvis, J. (2008, March). On marketing. *South by Southwest*. Talk given in Austin, TX.
- Jarvis, J. (2008, January). On new media. Talk given at Hearst Magazines.
- Jarvis, J. (2008, January). On the future of media. *Burda Digital Lifestyle Design conference*. Panelist on panel conducted in Munich, Germany.
- Jarvis, J. (2007-2012). *World Economic Forum*. Moderator, presenter, session leader in Davos, Switzerland.
- Jarvis, J. (2007, October). *Conversations and Communications: A Conference in Memory of James. W. Carey*. Presentation conducted from Columbia University, New York, NY.

Jarvis, J. (2007, May). On citizens' media's impact on coverage of the 2008 election. *Personal Democracy Forum conference*. Panelist on panel conducted in New York, NY.

Jarvis, J. (2007, April). On citizens' media and broadcast journalism. *Radio Television News Directors Association conference*. Moderator of plenary panel conducted in Las Vegas, NV.

Jarvis, J. (2007, April). On politics and new media in the 2008 election. *National Association of Broadcasters conference*. Panelist on plenary panel conducted in Las Vegas, NV.

Jarvis, J. (2007, March). A call to arms on citizens' video. *Video on the Net*. Keynote lecture conducted in San Jose, CA.

Jarvis, J. (2007, March). On The Guardian's innovations in news and preserving journalism in new media. *Online Publishers Association conference*. Moderated a discussion with the editor-in-chief and CEO of the Guardian conducted in London, U.K.

Jarvis, J. (2007, March). Why I am a cockeyed optimist about journalism. *International Symposium on Journalism*. Keynote lecture conducted from University of Texas, Austin, TX.

Jarvis, J. (2007, May). On the role of readers and two-way media in corrections, trust, and credibility in news. *Organization of News Ombudsmen meeting*. Talk given in Cambridge.

Sandeep Junnarkar **Associate Professor**

Articles/Essays

Junnarkar, S. (2011, May). Ever-shrinking, Flying, 'Nano Birds' Recast the Battlefield. *Knowledge@Wharton*. The Wharton School of the University of Pennsylvania. <http://knowledge.wharton.upenn.edu/>

Junnarkar, S. (2011, February). Extending the Value of Aging Aerospace and Defense Workers. *Knowledge@Wharton*. The Wharton School of the University of Pennsylvania.

Junnarkar, S. (2010, October). Layoffs to Continue in the Defense Industry. *Knowledge@Wharton*. The Wharton School.

Junnarkar, S. (2010, October). Protecting the Defense Industrial Base in an Era of Declining Budgets. *Knowledge@Wharton*. The Wharton School.

Junnarkar, S. (2010, September). Billions in Spare Military Parts Pile Up. *Knowledge@Wharton*. The Wharton School

Junnarkar, S. (2010, June). Drowning in Drone Data. *Knowledge@Wharton*. The Wharton School.

Junnarkar, S. (2010, April). Expect Export Controls to Loosen for Defense Contractors. *Knowledge@Wharton*. The Wharton School.

Junnarkar, S. (2009, December). Tight Credit Is Choking Small Suppliers. *Knowledge@Wharton*. The Wharton School.

Junnarkar, S. (2009, October). The Rise of Robotics in Warfare. *Aerospace & Defense Report*. The Wharton School.

■ PART II, Standard 5. Scholarship: Research, Creative and Professional Activity

Junnarkar, S. (2009, October). A Shortage of Engineers Threatens the Industry and National Security. *Aerospace & Defense Report*. The Wharton School. <http://executiveeducation.wharton.upenn.edu/for-organizations/industry-capabilities/aerospace-defense>

Junnarkar, S. (2009, August). New Investments Are Flowing Into the Aerospace Sector. *Aerospace & Defense Report*. The Wharton School.

Junnarkar, S. (2009, June). The Push to Expand Defense Acquisition Workforce: Experience Gap Could Follow a Rash of Retirements. *Aerospace & Defense Report*. The Wharton School.

Junnarkar, S. (2009, May). Consensus Audit Guidelines for Computer Security Take Shape. *Aerospace & Defense Report*. The Wharton School of the University of Pennsylvania.

Junnarkar, S. (2009, March). What Can Be Done to Stem the Tide of Defense Technology Theft? *Aerospace & Defense Report*. The Wharton School.

Junnarkar, S. (2009, February). Fixing the Weapon Systems Acquisition Pipeline. The Wharton School.

Junnarkar, S. (2009, January). The Software Challenge: Balancing Costs and Security Risks. The Wharton School.

Junnarkar, S. (2008, November 14). Military Hardware in Disaster Relief: Is This a Growth Niche? *Knowledge@Wharton*. The Wharton School.

Junnarkar, S. (2008, October 3). Outsourcing in Military Contracting Heads Overseas. *Knowledge@Wharton*. The Wharton School.

Books

Junnarkar, S. (2009). Contributor. In C.H. Sterling (Ed.), *Encyclopedia of Journalism*. SAGE Publications.

Junnarkar, S. (2009). Contributor. In A. D. Bernstein and P. W. Bernstein (Eds.) *The New York Times Practical Guide to Practically Everything: The Essential Companion for Everyday Life*. New York: St. Martin's Press.

Junnarkar, S. (2008). Contributor. In L. Turi (Ed.), *21st Century Journalism: A Practical Guide*. Hungary: Ringier.

Columns

Junnarkar, S. (2010, December 6). Creating a Compelling and Inviting Survey. *Digital News Journalist*. <http://www.digitalnewsjournalist.com/2010/12/06/creating-a-compelling-and-inviting-survey/>

Junnarkar, S. (2010, May 19). Local lesson: hanging on to community contributors. *Digital News Journalist*. <http://www.digitalnewsjournalist.com/2010/05/19/local-lesson-hanging-on-to-community-contributors/>

Junnarkar, S. (2009). Contributing writer, blogger and podcast host. *Aerospace & Defense Report*. The Wharton School of the University of Pennsylvania., <http://executiveeducation.wharton.upenn.edu/for-organizations/industry-capabilities/aerospace-defense>

Junnarkar, S. (2008-2010). Author and producer. *Digital News Journalist: Tips for a Changing Trade*. <http://digitalnewsjournalist.com>

Junnarkar, S. (2008, September 22). Caption writing for Web photo slideshows. *Digital News Journalist*. <http://digitalnewsjournalist.com/2008/09/22/caption-writing-for-web-photo-slideshows/>

Junnarkar, S. (2008, September 20). Writing SEO News Headlines. *Digital News Journalist*. <http://digitalnewsjournalist.com/2008/09/20/writing-seo-news-headlines/>

Junnarkar, S. (2008, February 28). Royalty-free music for news pieces. *Digital News Journalist*. <http://digitalnewsjournalist.com/2008/02/28/royalty-free-music/>

Junnarkar, S. (2008, February 12). Using still and moving images in multimedia. *Digital News Journalist*. <http://digitalnewsjournalist.com/2008/02/12/using-still-and-moving-images-in-multimedia/>

Junnarkar, S. (2007, July 27). Translating the network evening news to the Web. *Online Journalism Review*. <http://www.ojr.org/>

Junnarkar, S. (2007, July 19). New Breed of Media Prepares for Post-war Iraq. *Kcet.org*. <http://web.archive.org/web/20070919013608/http://kcet.org/explore-ca/web-stories/iraq/alive/>

Junnarkar, S. (2007, June 27). Reconceiving storytelling at the Associated Press. *Online Journalism Review*. <http://www.ojr.org/>

Junnarkar, S. (2007, May 21). Giving voice to the voiceless: How the Internet can fulfill public radio's mission. *Online Journalism Review*.

Junnarkar, S. (2007, April 17). A shot at collaborative reporting with NewAssignment.net. *Online Journalism Review*.

Junnarkar, S. (2007, March 22). Alive in Baghdad reports the everyday dangers in Iraq. *Online Journalism Review*.

Junnarkar, S. (2007, February 20). The challenges facing 'newspaper.coms'. *Online Journalism Review*.

Junnarkar, S. (2007, January 22). Building a perfect storm of journalism and multimedia. *Online Journalism Review*.

Invited Presentations

Junnarkar, S. (2010, December 3). Using Social Media to Spread the News. *7th Annual High School Journalism Conference and Newsies Awards*. Presentation from Baruch College, CUNY, New York, NY.

Junnarkar, S. (2010, November 12). Using Social Media to Spread the News. *The High School News Literacy Summit at Baruch*. Presentation conducted from Baruch College, CUNY, New York, NY.

Junnarkar, S. (2010, August 4). Social Media and Journalism Education. *Association for Education in Journalism and Mass Communication conference*. Panelist.

■ PART II, Standard 5. Scholarship: Research, Creative and Professional Activity

Junnarkar, S. (2010, October 9). Becoming platform-agnostic: How to report, present and manage the flow of news across multimedia formats when you've spent decades in print/broadcast/photos. *New York Press Club Journalism Conference*. Panelist.

Junnarkar, S. (2010, May 4). Social Insecurity: Risky Consumer Behavior during the Era of Social Networks. *Consumer Reports Conference*. Keynote address delivered.

Junnarkar, S. (2009). On Harnessing Social Media for finding Sources. *Society of American Business Editors and Writers Annual Convention*. Presentation conducted in Denver, CO, 2009.

Junnarkar, S. (2009). Adding interactivity to journalism projects. *Conference on Reporting on Community Colleges*. Presentation conducted from Hechinger Institute on Education & the Media, Teachers College, Columbia University, New York, NY.

Junnarkar, S. (2009, November 20). On the Family Life Behind Bars Project and how it uses social media and interactivity for its reporting. *High School Journalism Conference*, Keynote address delivered from Baruch College, CUNY, New York, NY.

Junnarkar, S. (2009, November 3). Secrets of Profitable Social Networking. *The American Society of Journalists and Authors conference*. Panelist.

Junnarkar, S. (2009, July 17). On Video Journalism. Presentation conducted from Hechinger Institute on Education & the Media, Teachers College, Columbia University, New York, NY.

Junnarkar, S. (2009, July 11). Ethnic Media Weathers the Economic Storm. *South Asian Journalists Association Annual Convention*. Panel moderator.

Junnarkar, S. (2009, July 8). On Multimedia and Interactive Journalism for reporters, editors and the online news staff. Lecture delivered at New York Daily News, New York, NY.

Junnarkar, S. (2009, June 2). Using Social Media to Brand Your Journalism Product. *Society of American Business Editors and Writers*. Presentation conducted via webcast.

Junnarkar, S. (2009, May 25-29). On Multimedia and Interactive Journalism. Lectures conducted from CELSA, Université Paris-Sorbonne, Paris, France.

Junnarkar, S. (2008, July). Multimedia overview for reporters and editors who cover education. Lecture conducted from Hechinger Institute on Education and the Media, Teachers College, Columbia University, New York, NY.

Junnarkar, S. (2008, June). *South Asian Journalists Association Annual Convention*. Discussion moderator.

Junnarkar, S. (2008, April 16). International Education and Youth Media. Participant in round-table discussion conducted at The Asia Society, New York, NY.

Junnarkar, S. (2007, July). Ways for education reporters to harness the power of the Internet for reporting. *The Knight Seminar for Education Reporters*. Hechinger Institute on Education and the Media, Teachers College, Columbia University, New York, NY.

Junnarkar, S. (2007, March). Helping Midwest News organizations cover global affairs using the Internet. Panelist on panel conducted at The Chicago Council on Global Affairs, Chicago, IL.

Junnarkar, S. (2007, March). The impact of Internet news on education coverage. *The Knight Seminar for Education Editors and Supervisors*. Lecture conducted in San Diego, CA.

Junnarkar, S. (2007, March). The impact of Internet news on education coverage. Lecture conducted from Hechinger Institute on Education and the Media, Teachers College, Columbia University, New York, NY.

Junnarkar, S. (2007, March). What News is Good News? Shaping Worldviews with blogs, webzines, and the Internet. Panelist at The Chicago Global Council/Young Professionals, Chicago, IL.

Junnarkar, S. (2007, February 24). The Story of Daily Life: Connecting people through video collaboration. *Fourth Annual NYC Grassroots Media Conference: Media and Movements Beyond Borders*. Panelist.

Multimedia

Junnarkar, S. (2010-ongoing). *The Aseem Chhabra Show*. Founder and Executive Producer. <http://www.aseemchhabra.com/>

Junnarkar, S. (2007-2011). *Lives in Focus: Family Life Behind Bars*. Editorial Director. <http://www.familylifebehindbars.org>

Rebecca Leung **Associate Professor**

Articles/Essays

Leung, R. and Flayhan, D. (2012). Arab Spring and Second Wave Summer: Interviews at the Intersection of Social Media, Broadcast Media and Social Revolution. *Atlantic Journal of Communication* (AJC).

Multimedia

Leung, R and Morgan, A. (2012). *The Authentic Voice* [teaching website for book of same name from Columbia University Press]. <http://theauthenticvoice.org/>

Linda Prout **Professor**

Invited Presentations

Prout, L. (2012). The Emergence of Ethnic Media. *Fulbright Association Annual Conference*. Lecture conducted in London, U.K.

Prout, L. (2011, June). New Media, New Challenges. Lecture conducted at International Center for Journalists (ICFJ), Ankara, Turkey.

Prout, L. (2011, June). New Media, New Challenges. Lecture conducted at International Center for Journalists (ICFJ), Yerevan, Armenia.

■ PART II, Standard 5. Scholarship: Research, Creative and Professional Activity

Prout, L. (2011). TV Production for Radio Journalists. Lecture conducted from New School University, New York, NY.

Prout, L. (2009, August). Using media to promote health care initiatives in China. *Strategies for Improving Primary Care*. Lecture conducted in Beijing, China.

Prout, L. (2009, June). Ethnic and Mainstream Media Partnerships. *New America Media Annual Conference*. Lecture conducted in Atlanta, GA.

Prout, L. (2009, June). Television as a means of distribution for ethnic/immigrant media. *New America Media Annual Conference*. Lecture conducted in Atlanta, GA.

Prout, L. (2009, June 4). J-School Partners and Media Enrichment Partners: Growing the Ethnic Media. *New America Media EXPO and Convention*. Lecture conducted in Atlanta, GA.

Prout, L. (2009, June 4). Media Exchange Through Radio, Television and Web Platforms. *New America Media EXPO and Convention*. Lecture conducted in Atlanta, GA.

Television News

Prout, L. (2007-ongoing). *Independent Sources*. CUNY TV.
<http://www.cuny.tv/show/independentsources>

Steven Strasser

Associate Professor

Articles/Essays

Strasser, S. (2010). Registering Reporters: How Licensing of Journalists Threatens Independent News Media. Center for International Media Assistance. <http://cima.ned.org/publications/research-reports/registering-reporters-how-licensing-journalists-threatens-independent>

Books

Walker, David M. (2010). *Comeback America* [collaborated on writing]. New York: Random House.

Jones, B., Pascual, C. and Stedman, S.J. (2009). *Power & Responsibility: Building International Order in an Era of Transnational Threat* [edited book]. Washington, DC: Brookings Institution Press.

Obermayer, H.J. (2009). *Rehnquist: A Personal Portrait of the Distinguished Chief Justice of the United States* [edited book]. New York: Threshold Editions, Simon & Schuster, Inc.

Columns

Strasser, S. (2010). Author/proprietor of blog on journalistic licensing. <http://strasser.wordpress.com/>

Invited Presentations

Strasser, S. (2010, February). On journalism trends. Participant in roundtable discussion conducted at International Research and Exchange Board (Irex), Amman, Jordan.

Strasser, S. (2008, October). On international reporting. College Newspaper Editors National Convention. Presentation conducted in Kansas City, MO.

5. Provide relevant sections of faculty guides, manuals or other documents in which the unit specifies expectations for scholarship, research, and creative and professional activity in criteria for hiring, promotion and tenure. Describe how the unit’s criteria for promotion, tenure and merit recognition consider and acknowledge activities appropriate to faculty members’ professional as well as scholarly specializations.

The Journalism School’s guidelines for appointment, tenure and promotion of faculty, attached as Item 4 at the end of Standard 4, explain our criteria for tenure and promotion. In essence, we evaluate a candidate’s professional accomplishments as an aspect of scholarly work. Here is the relevant excerpt from those guidelines:

The Trustees of the City University of New York in 2004 authorized creation of the CUNY Graduate School of Journalism with a focus on “the professional preparation of journalists in a dynamic urban environment” and diversification of New York newsrooms. To implement that charge, the School has recruited a diverse faculty with extensive journalistic experience and expects those faculty members to continue to practice journalism at the School and maintain ties to the profession.

Scholarship expectations for the Journalism School’s faculty are substantial and rigorous, but because this is a professional school, they differ from those that exist elsewhere in the university. While scholarly articles and educational texts are always welcome, scholarship at the CUNY Graduate School of Journalism also extends to journalistic works that contribute to public knowledge or current debate on matters of significance and/or advance the practice of journalism.

The subject matter of this work can range from contemporary events and topics, to criticism, to a focus on the journalism profession itself. While qualifying work may be produced for a general audience, it must demonstrate substantial original reporting/primary research, secondary research, sophisticated analysis, critical thought, and mastery of its subject.

Qualifying work should appear in respected venues and can span a range of media formats, including but not limited to: substantial articles in newspapers or magazines; collections of shorter pieces about one subject area or diverse topics; books; audio or video pieces or documentaries for television, radio or the web; contributions to websites or blogs; or creation of a website or blog as a body of work. Qualifying work should reach its appropriate audience, and interaction with that audience can be considered part of the work.

A body of work will be evaluated not on its length or quantity, but on its quality and intellectual impact, in recognition that immediacy and timeliness can be just as important in influencing public debate as lengthier pieces that can take months or years to complete.

Peer review plays a key role in evaluating the quality of more traditional academic scholarship, and faculty at the CUNY Graduate School of Journalism are expected to demonstrate that their journalistic work is valued by their peers. This might be shown by: substantive reviews of a piece of work by experts in journalism or in the subject matter; citations or online links by peers that address how a piece of work advances journalism or the subject matter; solicited testimony/assessment by experts regarding a work’s impact on journalism or the topic covered; invitations to present or discuss the work in public forums; the level and quality of debate spawned by the work; awards, including fellowships, granted to the faculty member by peer groups; or the reputation of the journalistic outlet that has chosen to publish or air a piece of journalism.

■ PART II, Standard 5. Scholarship: Research, Creative and Professional Activity

Qualifying journalistic work will typically appear under the faculty member's byline or his/her contribution will be recognized in on-air credits. However, some forms of journalism are aimed at bringing the best out in others, e.g. the work of an editor, or efforts that require collaboration with others, as in the work of a co-author, broadcast producer, or broadcast editor. This work is critical to quality journalism, but it poses a specific challenge in evaluating journalistic achievement.

The chief criteria by which such work will be judged include the quality and impact of the resulting publication or broadcast, as well as the faculty member's contribution in conceptualizing, shaping, and creating the final product. Testimony from collaborating authors, editors and publishers will serve as evidence of an editor or co-author's contribution. Shared work must also be valued by experts in the field covered and constitute a significant achievement.

As new forms of journalism, journalistic entrepreneurship, and journalistic technologies emerge, the School is open to considering work in these venues, but the same emphasis on quality and impact will apply in assessing whether this work should qualify towards tenure and advancement. In all instances, work that is necessarily short-lived (and has short-lived peer reaction) must have been adequately preserved so that an appropriate peer assessment of its contribution/value can be made.

More traditional forms of scholarship, e.g., academic research into a journalistic topic, or inquiries into ways to improve journalistic pedagogy, will be valued equally with outstanding works of journalism.

While excellent journalistic work is a requirement for tenure or promotion, all faculty at the CUNY Graduate School of Journalism, regardless of tenure or rank, are expected to continue producing, on a regular basis, high-quality journalism that meets the standards enumerated above. Those in tenure-track positions should recognize that expectations are more rigorous with each successive appointment.

6. Describe the institution's policy regarding sabbaticals, leaves of absence with or without pay, etc.

Full-time faculty members who have six years of continuous service are eligible to apply for a Graduate School of Journalism fellowship leave for the purpose of producing a substantial piece of journalistic scholarship or improving their teaching practices. Faculty members can apply for a half-year leave at full pay or a full-year leave at 80 percent of their salary.

The university contract with its professional union provides that all non-tenured fulltime faculty will receive up to 24 credit hours of release time to pursue the scholarship needed to gain tenure. This is a major commitment to help these faculty members produce significant scholarship.

While the school has no policy on leaves for adjuncts, we have granted one supported leave to a longstanding adjunct and provided other accommodations for adjuncts who need time to complete journalism projects.

7. List faculty who have taken sabbaticals or leaves during the past six years, with a brief description of the resulting activities.

The following list includes fulltime faculty members who have taken sabbaticals or leaves during the last six years.

- Sarah Bartlett: one semester of scholarship leave. Researched and wrote a 5,000-word white paper on New York City government advertising entitled: Getting the Word Out (Or Not): How NYC Advertises. The report showed that the community and ethnic press did not receive a fair share of the city's advertising revenue and disclosed conflicts of interest in the process. It was published by the Center for Community and Ethnic Media and got widespread press pick-up and formal statements in responses issued by two mayoral candidates.

Published a piece on the impact of immigrant communities from Superstorm Sandy that ran on Voices of NY and was entitled: Immigrants Face Bigger Hurdles in Sandy Recovery (Dec. 10, 2012).

Wrote an opinion piece about a new Neighborhood Improvement District being proposed along the west side of Manhattan that was published by Tribeca Trib, an award-winning community paper in lower Manhattan. The article, the first to focus extensively on the issue, unleashed a broad public debate in Tribeca, Greenwich Village, Chelsea and Hell's Kitchen. <http://www.tribecatrib.com/content/nid-opinions-both-sides>

- Peter Beinart: one semester of leave from teaching at the CUNY Graduate Center to work on a book, *The Crisis of Zionism*, which argues that Israel's next great crisis may come not with the Palestinians or Iran but from young American Jews.

Produced columns in his role as senior political writer at *The Daily Beast*. (Prof. Beinart continued to teach at the CUNY Graduate School of Journalism during his release time.)

- Adam Glenn: two semesters of pre-tenure scholarship leave to create a digital project called AdaptNY to give New Yorkers a voice in planning ways to help the city adapt to climate change. The initiative will focus on debating and reworking a draft climate-change policy document to be issued by a citywide task force. The approach will be to use an innovative, socially networked, crowd-sourced annotation tool via partner DocumentCloud. The Journalism School and media partners will host a workshop on the draft document.
- Jeff Jarvis: leave time to produce two books. The first, *What Would Google Do?*, was an attempt to reverse-engineer Google – the company that most benefits from the opportunities the Internet presents – so other companies and industries, from journalism to retail to airlines to education could find lessons. The second book, *Public Parts: How Sharing in the Digital Age Improves the Way We Work and Live*, was a defense of speech and of the Internet as a tool that brings the power of public speech to anyone.
- Sandeep Junnarkar: one semester of leave to create a topical website, *Family Life Behind Bars*. This multimedia project examined the impact of incarceration on inmates' families. The project also held a workshop to teach teenagers and young adults with incarcerated parents to use video to document how their parents' incarceration had affected their lives. The project gave Journalism School students the opportunity to share their skills with these young people and to work on creating compelling multimedia pieces and crowdsourcing projects.

■ PART II, Standard 5. Scholarship: Research, Creative and Professional Activity

- Rebecca Leung: one semester of pre-tenure scholarship leave to produce a multimedia project exploring the historical black communities of New York's Hudson Valley, whose members included activists such as Sojourner Truth and W.E.B. Du Bois. Also working on a book proposal on best practices in international reporting on race and ethnicity.
- Linda Prout: sabbatical approved for the 2014-2015 academic year. Plans to produce a video documentary chronicling the story of a single block in Washington, D.C., from segregation to integration to gentrification, told by the matriarch of the first Black family that moved onto the block nearly 60 years ago – her mother.
- Steven Strasser: one semester of leave. Conducted a research project for the Center for International Media Assistance on global practices of licensing journalists. Resulted in a report issued by CIMA entitled: "Registering Reporters: How Licensing of Journalists Threatens Independent Media." Later appeared in a panel discussion hosted by CIMA to discuss results of the study.
- Wayne Svoboda: sabbatical approved for spring 2013 and spring 2014. Working on a biography of Judy Klemesrud, a reporter at The New York Times from 1966 until her death in 1985 from breast cancer at age 46. During those 19 years Klemesrud transformed how the Times covered women. She championed coverage of equal pay for equal work, abortion, single-parent adoption, contraception, economic equality in marriage and divorce, women's right to sexual freedom and other topics regarded as revolutionary at the time.

The Journalism School also financed a leave for a long-time senior adjunct, David Lewis, whose documentary film about jazz writer and civil libertarian Nat Hentoff has screened at film festivals around the country. Lewis is writing a companion book that will be published in fall 2013 by the CUNY Journalism Press.

8. Describe travel funding, grant support, or other methods or programs the unit uses to encourage scholarship, research, and creative and professional activity.

As the Journalism School has become established, the administration has stepped up its encouragement of faculty scholarship, issuing general announcements several times a year that funds are available for scholarship grants as well as travel grants for scholarship or to attend conferences. As part of this accreditation effort, the school formed a Faculty Scholarship Committee to evaluate the steps it has taken so far and to propose ways to improve and systematize our scholarship incentives and support.

The school has several programs in place to help faculty members produce excellent work. One, through the CUNY Graduate Center, offers two full scholarships each year for journalism faculty members to attend The Writers' Institute, a one-year certificate program that puts writers together with top New York editors. The school also offers a narrative nonfiction workshop to faculty at a substantially reduced cost. The workshop provides guidance through every step of creating a long-form piece, from concept through publishing. Eight faculty members have taken at least one workshop session in the last two years, working on essays, magazine nonfiction and book projects. One book, on parents using popular culture in child rearing, is scheduled to be published this year. Other books in process include the biography of a notorious female criminal in New York in the 1800s, a multigenerational look at the New York immigration experience from the viewpoint of Puerto Rican women, and a biography of a groundbreaking New York Times woman reporter in the 1970s. Our latest initiative, the newly launched CUNY Journalism Press, will give faculty members an outlet for their book-length scholarship on journalism.

More generally, the school has tried to make scholarship part of its operating culture. We encourage faculty members to make use of our rich assortment of databases, software programs and technology, providing unlimited technological assistance. The school's Development Office works with faculty members to finance their scholarship. The office helps faculty members locate funders and prepare grant applications. The office also ensures that reports to funders are filed on time and that all stipulations of the grants are adhered to.

We try to make sure that everybody at the school is up to date on our collective efforts to pursue excellent journalistic work. Tenured faculty members are encouraged to mentor those seeking tenure by advising on successful scholarship strategies. Faculty members who produce a piece of scholarship are invited to present their work at faculty meetings.

Our Faculty Scholarship Committee has suggested that the school reach out to faculty members in a more systematic way. First, the school should do more to encourage faculty members to publish journalistic scholarship, present work at conferences and participate in panels. The Journalism School's Research Center created a Faculty Research Page, with information on publications to target, research tools available and a newsfeed of the latest journalism conferences, scholarship opportunities, panels, calls for papers, grants and fellowships for journalists and journalism professors. The school will encourage faculty members to seek out scholarship opportunities that demonstrate impact, relate to the Journalism School's mission and contribute to the enrichment of the school community.

Second, the Faculty Scholarship Committee recommended that the school do more to recognize and publicize the work produced by our faculty members. The school is creating an online faculty showcase that records and promotes the work of our faculty members, including adjuncts.

■ PART II, Standard 5. Scholarship: Research, Creative and Professional Activity

9. List faculty who have taken advantage of those programs during the past six years, with a brief description of the resulting activities.

Faculty Member	Date	Purpose	Destination
Sandeep Junnarkar	7/2/06	SAJA Convention	Indianapolis, IN
Sandeep Junnarkar	3/29/07	Online Journalist Conference	Los Angeles, CA
Cristina Pamintuan	7/31/07	Asian American Journalism Conference	Miami, FL
Sandeep Junnarkar	9/6/07	ONA Conference	Los Angeles, CA
Cristina Pamintuan	11/2/07	Radio Journalism Conference	Chicago, IL
Sandeep Junnarkar	7/24/08	UNITY Journalism Conference	Chicago, IL
Lonnie Isabel	7/24/08	UNITY Journalism Conference	Chicago, IL
Cristina Pamintuan	7/24/08	UNITY Journalism Conference	Chicago, IL
Harriet Williston	7/24/08	UNITY Journalism Conference	Chicago, IL
Cristina Pamintuan	10/8/08	Audio/Producer Conference	Chicago, IL
Steven Strasser	10/31/08	Media Advisors Convention	Kansas City, MO
Barbara Raab	2/8/09	Poynter Institute Seminar/Recruiting	St. Petersburg, FL
Cristina Pamintuan	3/12/09	SxSW Conference	Austin, TX
Sandeep Junnarkar	4/25/09	Speaker @ Journalism Conference	Denver, CO
Lonnie Isabel	6/1/09	Deutsche Welle Media Conference	Bonn, Germany
Cristina Pamintuan	6/2/09	Ethnic Media Expo & Awards	Atlanta, GA
David Lewis	6/15/09	Professional Development (American Film Institute)	Silver Springs, MD
Joanna Hernandez	7/23/09	NAHJ Conference	San Juan, PR
Sandeep Junnarkar	3/22/11	Research Reporting, Albany, NY	Albany, NY
Lonnie Isabel	8/4/11	NABJ Conference	Philadelphia, PA
Harriet Williston	8/4/11	NABJ Conference	Philadelphia, PA
Prue Clark	8/7/11	Seeking Internship Opportunities	Lagos, Nigeria
Sandeep Junnarkar	8/10/11	Research Project at Clinton Correctional, NY	Upstate NY
Cristina Pamintuan	8/10/11	Asian American Journalism Conference	Detroit, MI
Cristina Pamintuan	9/17/11	PRPD Conference & Workshop	Baltimore, MD
Adam Glenn	5/31/12	J-Lab Conference on University News	Washington, DC
Sandeep Junnarkar	6/1/12	Community Media Conference	New Orleans
Lonnie Isabel	6/20/12	National Association of Black Journalists Convention	New Orleans
Harriet Williston	7/31/12	UNITY Journalism Conference	Las Vegas, NV
Rebecca Leung	7/31/12	UNITY Journalism Conference	Las Vegas, NV
Adam Glenn	8/23/12	Boston University Narrative Journalism Conference	Cambridge, MA
Sandeep Junnarkar	9/19/12	ONA Conference	San Francisco, CA
Cristina Pamintuan	10/4/12	Conference and Recruiting	Chicago, IL
Linda Prout	10/17/12	Conference Presenter, Annual Fulbright Association Conference	London, UK
Amanda Hickman	3/1/13	NICAR Conference	Louisville, KY
Steven Strasser	3/15/13	ACEJMC Conference	Chicago, IL
Emily Laber-Warren	3/16/13	Association of Health Care Journalists	W. New York, NJ

PART II, Standard 6

Student Services



Part II, Standard 6

Student Services

Takeaways

- Students are assigned faculty advisors, who work closely with them from the first day of classes; in subsequent semesters, students may choose their own advisors.
- We offer students a range of coaches outside of class – for writing, multimedia skills, grammar and English for speakers of other languages.
- Our student affairs administrators help students register, take advantage of financial aid, find academic resources and resolve personal problems.
- Career services counselors help students find internships and jobs, and continue to support our alumni as they rise in the profession.



■ PART II, Standard 6. Student Services

During the visit, the unit should make the following documents accessible to the team:

- advising records
- other files related to student services

Please respond to each of the following instructions:

1. Complete and attach Table 10, “Student Aid.”

Table 10. Student Aid

Provide information for each of the two years preceding the accreditation visit.

	2011-2012	2012-2013
SCHOLARSHIPS AWARDED TO UNDERGRADUATE STUDENTS IN THE UNIT		
Not applicable. Our school does not serve undergraduates		
SCHOLARSHIPS AWARDED TO GRADUATE STUDENTS IN THE UNIT		
Total of scholarships from funds controlled by institution	None	None
Number of students receiving scholarships from funds controlled by institution	None	None
Median individual scholarship from funds controlled by institution	Not Applicable	Not Applicable
Total amount of scholarship dollars from funds controlled by unit	\$433,500	\$408,500
Number of students receiving scholarships from funds controlled by unit	85	67
Median individual scholarship from funds controlled by unit	\$4,000	\$4,000
GRADUATE ASSISTANTSHIPS OR WORK-STUDY APPOINTMENTS		
Number of students holding appointments	7	10
Range of stipends	\$3,000-\$5,000	\$3,000-\$5,000

2. Describe the academic advising process for ensuring that students are aware of unit and institutional requirements for graduation and receive career and academic advising. Attach advising guides, manuals, newsletters or other internal communication with students. (These documents can be placed in the appendices binder.)

The school’s advising guide can be found in the appendices binder.

The Journalism School’s system of advising students recognizes that they will become more familiar with the program and with their goals as they make progress through the curriculum.

Acculturation begins when prospective students are still in the application process. We invite appli-

cants to visit classes, talk with professors, meet the dean, take enrichment classes during our January Academy – and generally to come by as often as they like to get a feel for the place.

The formal process begins the summer before admitted students start the first semester. That summer, the Office of Student Affairs sends students their schedules for first semester courses, all of which are required. During a week of orientation before classes begin, we have them register for their courses and we explain the choices they will face at the end of the first semester: choosing a subject concentration, the right mix of media classes and the capstone project.

When classes start, the students are assigned professors in our foundation course, Craft of Journalism, as their advisors. As there are two professors (a lead professor and an adjunct) in every class of about 15 students, we achieve a comfortable ratio of one advisor for every seven or eight students. In an intensive, six-credit reporting and writing course like Craft I, advisors and advisees get to know each other well and work closely together.

As the second semester approaches, students have become more familiar with the curriculum. The school organizes one information session showcasing the subject concentrations (arts and culture, business and economics, health and science, international, and urban), and another session explaining the media courses available as electives, from feature writing to video storytelling on the web to data visualization. Their faculty advisors talk over the choices and must sign off on a course list before the students can register.

By now, as students look beyond the first semester, they usually know what direction they want to take and may have a better idea of which professor could be the most helpful advisor. Early in the second semester, students are permitted to change advisors if they like. The advisors assist students in selecting courses for the third semester – and for the fourth semester, in the case of students who choose to take a fourth semester to complete the program. Students may also seek guidance from the faculty members who oversee subject specialties or media tracks.

3. Describe availability and accessibility of faculty to students.

In a small school like ours, with small class sizes and an open-door policy, students have almost unlimited opportunities for advice on any aspect of the curriculum. They meet regularly with advisors to chart out their programs. They have ample opportunity to meet with their professors informally outside of class. Professors and adjuncts are required to post office hours.

Students can work on particular skills – anything from story structure to grammar to video editing – with our numerous specialized coaches. They may choose yet another professor to advise them on their capstone, the culminating assignment of their time at the Journalism School.

The school's dean and associate dean are very much part of the open-door culture; students are free to drop in anytime. In addition, the deans schedule regular small lunches with students. By the end of the semester, every student in the class has been invited in for sandwiches and cookies – and an opportunity to help shape the curriculum or revise a course.

In our 2013 survey of students, 91 percent said they were satisfied with the availability of faculty outside of class.

■ PART II, Standard 6. Student Services

4. Describe student records kept in the unit office and measures taken to assure appropriate security and confidentiality.

Records of current students are kept in the office of the associate director of student affairs, which is kept locked when it is unoccupied. The associate director and her assistant are the only staff members designated to view these files. Anyone else needing information from a student's file must seek the associate director's permission. Following provisions of the Family Educational Rights and Privacy Act, she will obtain only the needed information from the file.

The files kept in each student's folder include the student's application and other documents. These may include the student's enrollment form, declaration of a subject concentration, progress evaluations from professors, and forms for adding, dropping or withdrawing from a course.

Some records are not kept in the associate director's office. These include undergraduate transcripts, recommendation letters used in the admissions process, test scores and work samples completed prior to entry into the program. The originals of these documents are kept by the Admissions Office of the CUNY Graduate Center, the Journalism School's parent facility. The Graduate Center confirms the validity of candidates' materials, then uploads them to a secure website. Each year, the Journalism School's admissions director must submit a list of admissions officers, student affairs officers and Admissions Committee members who need access to the site. Each individual given access must sign a form detailing how the information on the site may be used. This process allows us to secure sensitive materials prior to a student's entry into the program.

Student transcripts are generated in the CUNY Graduate Center's Banner system, a web access tool. Only two people in the Journalism School have access to all transcripts – the associate dean and the associate director of student affairs. Transcripts are not printed, preserving students' privacy. If students need their transcripts, they may either print out an unofficial version from their Banner account or they can obtain an official transcript from the registrar's office at the Graduate Center.

All alumni records are kept in the career services offices. As in the case of current student files, all alumni records are kept in offices that are locked when unoccupied.

5. Describe resources for academic and career counseling that the unit or institution offers to students.

Overseeing all academic affairs at our school is the associate dean, the No. 2 administrator in our organization, who takes the role of provost and sits on the City University of New York's academic council. The associate dean sits on the Strategic Planning Committee, on the Curriculum Committee and on the Personnel and Budget Committee, where she influences faculty hiring, promotions and tenure. Her position lets her organize the curriculum – developing the class schedule as well as adding or canceling classes according to student demand. A small school where administrators keep their doors open can be quick to adjust. When a handful of students got word to the associate dean that they wished to earn independent-study credit for sports reporting, for example, she organized a class for them and hired a veteran adjunct and senior editor at Sports Illustrated, B.J. Schecter, to teach it.

The director of admissions and student affairs is the key contact for students applying to the school and learning about our programs. The associate director of student affairs keeps student records and helps students manage their lives at the school. She helps them register, drop or add courses, understand financial aid and take advantage of academic resources, such as help with grammar or with English as a second language. She also can help students solve personal problems, referring them, if necessary, to counseling support offered by the university.

The associate director of student affairs maintains a website for academic advisors and students, and provides an advisor resource handbook. She makes sure that every student is matched with an advisor early in the first semester. Students meet with advisors to sign off on a second-semester schedule before November, when they register for spring courses.

Career services are an equally important part of the DNA at our school. From its inception, the school has placed great importance on boosting the career prospects of its students. In a real sense, career services are part of our curriculum. From the beginning craft class, we encourage our students to produce stories that are publishable on the school's own NYCity News Service or in a citywide or community news outlet. The summer internships we provide to every student – a required course at our school – help build professional credentials and give the students important contacts in journalism.

The Journalism School has a dedicated Office of Career Services with a director and assistant director – former journalists who have strong industry connections in print, broadcast and digital media. The career services office works closely with students in pursuing meaningful jobs and internships in New York City and the surrounding areas, throughout the U.S. and internationally. Career services officers can often be found chatting in the newsroom with students about internships or career concerns. Officers are almost always available without appointment.

Students attend one-on-one consultations and guidance throughout their time at the school. Career services officers introduce themselves to the incoming class during student orientation week and send out emails asking each student to make an appointment to meet with the career advisors. Prior to that meeting, the officers ask students to send in their résumés, which are reviewed. During the meeting, officers ask students to talk about themselves and about their ideal internships and journalism jobs.

Career services officers make it their business to know the professional aspirations of all students. After students' first meeting with the specialists, they can meet potential employers during career workshops and panels attended by editors and recruiters from various news organizations. Most important is the school's annual career fair, held in October, where news organizations, recruiters and editors meet candidates for full-time jobs, internships, fellowships and freelance positions.

Alumni are invited to attend all such workshops and to take advantage of other services. The career services office edits résumés and cover letters on request throughout the year for both students and alumni pursuing internships and jobs. The officers help students create good demo reels of on-air work, if appropriate. And once students do land jobs, school advisers help them negotiate salaries and other terms of employment.

When the school is notified about available jobs – increasingly by alumni – officers contact students or alumni who would be a great fit for the position, urge them to apply, take another look at their résumés, evaluate their personal websites and read their cover letters.

Officers also point students and alumni to the career services page on the school website. It includes links to tips about job hunting and other helpful guidance. The Journalism School Job Bank is updated often, accessible only to the school's students and alumni.

■ PART II, Standard 6. Student Services

6. Describe the unit's methods and procedures to keep students informed about its activities, requirements and policies.

Our Student Affairs Office makes sure that each arriving new student receives a handbook of school programs and policies when he or she walks in the door of our reception area. Even before students walk in the door – while they're waiting for the elevator – they can see one of the several video screens we have placed on walls throughout the student areas to publicize school events and schedules. The newcomers likely have already joined their class Facebook page. (Each class has its own, and the pages have become popular places for students to schedule after-hours events, trade links and ask any and all questions; the administration and faculty sneak in a few notices of their own.) The Journalism School even has its own designated social-media poster – an alumnus working on our Brooklyn hyperlocal site who gets the word out about student and alumni exploits on Twitter and Facebook.

The school pushes out its news through email blasts to listservs of students and faculty – anything from meeting notices to forms that need filling out. The school's website does it all: It broadcasts the latest happenings, it links to the wiki of tech instructions and it curates pages on school policies, research center services and many other information sources.

Some professors and administrators like to go old school. A professor who wants to promote a speaker or an administrator who wants to announce a workshop can reach the entire student body through brief visits to six or seven craft classes.

The school's director of academic operations manages the website and serves as a kind of Journalism School information service. She produces viewbooks, new-student and faculty facebooks, and the school newsletter, among other publications.

Finally, it's worth mentioning that the Journalism School is part of the university-wide CUNY alert system. In any emergency situation – a school closing caused by a snowstorm, for example – the school can reach every student instantly through a combination of automated telephone calls, text messages or emails.

7. Describe student media, student professional organizations or other extra-curricular activities and opportunities provided by the unit or the institution that are relevant to the curriculum and develop students' professional and intellectual abilities and interests.

The Journalism School wants to help its students prepare for professional work from the time they enter the program. That has led us to put together a full array of media outlets designed to showcase student work – and to put the students themselves to work in an atmosphere of competition and real deadlines.

At the hub of our student media is the NYCity News Service, an online outlet whose director, the former city editor of the New York Daily News, worked his way up from the city's neighborhood newspapers to one of its top journalism jobs. The news service distributes the best stories from journalism classes – in all media forms – often editing and otherwise reworking pieces to make them marketable. Many students submit stories directly to the service, appreciating the chance to acquire a professionally edited clip.

The news service director works his contacts at all levels of New York City journalism to help students get their stories published or posted at outlets ranging from The New York Times to neighborhood newspapers to The Huffington Post. The news service showcases published stories, linking to such outlets as The Times, The Daily News and Newsday. Student bylines also link to personal pages,

where readers or potential employers can find an archive of a particular student's work and a link to his or her personal web site or profile.

In addition, the news service helps generate large-scale multimedia projects, working with individual classes or groups of classes. Some of the projects have been produced in partnership with professional media outlets, including City Limits and PBS News Hour. Many of the projects have earned awards from local and national journalism organizations.

The news service director also conducts three-credit workshops in which groups of students plan coverage in story conferences, cover breaking news and produce stories in all media types. An advanced workshop just approved by the Curriculum Committee also will produce special reports featuring strong multimedia components.

The NYCity News Service links to a variety of other school publications that showcase student work:

- 219 Magazine publishes long-form work, including narrative stories and investigations produced in advanced classes.
- Audiofiles, an advanced radio class, produces award-winning hourlong podcasts of news analysis and culture that are broadcast on radio stations in Manhattan and beyond.
- 219West, a TV newsmagazine show, produces half-hour programs on New York City (people and issues) that are broadcast on CUNY's citywide cable television channel.
- iSnapNY, a photo blog edited by students, showcases the best still photography produced by a growing segment of our school.
- The Nabe, a hyperlocal site covering the Fort Greene and Clinton Hill neighborhoods of Brooklyn, began as The Local, a collaboration with The New York Times. The school has taken over the site and installed a professional editor, who provides reporting and community-engagement experience for interested students – including students in editing and reporting classes that have used the site as a laboratory.
- The Mott Haven Herald, a community newspaper and online outlet created by the school to cover the Mott Haven, Melrose and Port Morris neighborhoods in the Bronx, provides welcome coverage to an underserved area and excellent newsgathering experience for students – including those in a class assigned to produce stories for the paper.
- Voices of NY, a site attached to the school's Center for Ethnic and Community Media, aggregates the best of New York City's ethnic and community news outlets and produces its own stories, including many generated by Journalism School students.

Students also have a strong voice in the school's governance. They elect representatives to the Student Advisory Council, which according to our governance plan gives them a voice in school-related issues. They pass concerns directly to the administration through the associate director of student affairs, a non-voting member of the council. Students can voice their concerns directly to the faculty and administration through their power to appoint three representatives to the school's Governance Council.

In addition, the Student Advisory Council decides how to spend student activity fees and recommends the level of those fees. It also appoints six student members to a panel eligible for service on the Faculty-Student Disciplinary Committee.

■ PART II, Standard 6. Student Services

8. Discuss retention and graduation statistics. Describe the unit's (and, where applicable, campus-wide) policy on academic good standing and dismissal for poor scholarship, including the grade-point average required to remain in the program.

The following grid outlines the Journalism School's retention and graduation statistics from fall 2007. The school has managed to retain students and to graduate them at rates that equaled or exceeded 80 percent. We achieved our best numbers for the Class of 2011; we retained 96 percent of those students after a year and graduated 90 percent within two years. Those numbers dipped slightly for our Class of 2012.

Performance Data for CUNY Graduate School of Journalism

Class of	'07	'08	'09	'10	'11	'12
Size of cohort	57	60	83	83	90	95
One-year retention rate (percentage)	84	94	91	88	96	92
Two-year graduation rate (percentage)	80	85	84	81	90	88

There are two main factors behind our success in this area so far. First, we take great care to admit students who show a serious interest in journalism. (Most of our students have been in the workforce for a few years and come here because they know what they want.) And we admit them because we see concrete ways in which we can raise their game. Second, we provide a great deal of support at the school. We offer small classes and a lot of counseling and advice. A student facing difficulties has ready access to his or her classroom professors and an array of advisors and coaches. It's hard for a student who takes advantage of all of our resources to fail.

To maintain their status at the school, students must be making satisfactory progress toward a degree. That is, their grade point average must not fall below 3.0, a B, and they must not accumulate more than two incompletes. The Office of Student Affairs reviews each student's record every semester, and matriculation may be terminated for unsatisfactory performance. A student who has not met standards may register only upon petition to the associate dean.

Students may graduate when they complete their required courses, accumulate 45 hours of credits with a GPA of at least 3.0 and submit a graded capstone project. Students who complete the course of study and have not attained a 3.0 may have one additional semester in which to take one or more courses to bring their GPAs up to the 3.0 standard. Any further extension must be approved by the dean.

In June 2013, the school dismissed three students whose GPA fell below 2.9; those between 2.9 and 3.0 were placed on academic probation. Dismissed students may appeal to an Academic Appeals Committee whose members are proposed by the associate dean from a list of faculty volunteers and approved by the Governance Council's Executive Committee.

9. Describe the unit's placement operation for assistance in students' searches for employment. List placement statistics for the three most recent years (before the self-study year) for which accurate information is available.

The Career Services Office does everything it can to help students land a position, including reviewing résumés and websites, editing cover letters and scheduling personal meetings to assist in job hunts. There is no “placement,” per se; students are expected to find their own jobs and internships. But through close coaching and solid programming, our career unit teaches students and alums the skills needed to assess what jobs are a good fit, to apply for and land a job, and eventually to move up to the next level.

The Class of 2010 had 69 graduates. Of those students, 66 (or 96 percent) were working full-time in journalism jobs at the time of this survey; 51 held full-time staff positions and 15 were full-time freelancers. Some of the positions held by members of this class included: staff writer for The Atlantic/Atlantic Wire, assistant producer for France 24 in Paris, associate producer for WATE-TV in Knoxville, Tenn.; editor at Straus Media; full-time stringer for The Wall Street Journal; energy reporter for the Houston Chronicle; reporter for DNAinfo and reporter for Bloomberg News.

The Class of 2011 had 85 graduates. Of those 79 (93 percent) had full-time journalism jobs; 73 had staff positions, one had a full-time internship, and five were full-time freelancers. Some of the positions held by members of this class included: media reporter for the New York Observer, copy editor for New York Magazine, small-business reporter for Bloomberg Businessweek, associate producer for NY1, digital operations coordinator for The Hollywood Reporter, associate producer for CBS local radio, reporter/copy editor for the Phnom Penh Post, news associate for CNBC and web editor for the Jakarta Globe.

The Class of 2012 had 83 students; 59 had graduated by January 2013. Of students in the workforce by mid-June 2013, 46 (78 percent) reported they were working full-time in journalism. Twenty-six had full-time staff positions, five had full-time paid internships and 15 were working as full-time freelancers. Some of the positions held by members of this class included: reporter for Gotham Schools, news and data operations intern for Patch.com, contributing editor for Circa, editorial assistant for Marie Claire, reporter for Bloomberg; breaking news associate for CNBC, reporter for the Dallas Morning News, breaking news assignment editor/news associate for the CBS News National Desk, editorial assistant for Parade magazine, reporter for the International Business Times, staff writer for Money Magazine, assistant producer for the CBS Sports Network, production assistant for MSNBC, assistant producer for the BBC and research analyst for CNBC.com.

10. Describe the unit's operation, if any, for assistance to alumni in later employment searches.

The Career Services Office and alumni relations officer serve students long after graduation day. Officers work hard to assist members of the most recent graduating class in their job searches. But they also actively serve any alumni who are in an employment transition. Much of the work is done one on one. Our alumni relations specialist keeps an updated list of alumni who are switching jobs or looking for new jobs. An alum who moves up to a better job, for example, creates an opening that another alum might fill. Alumni working in big organizations like Bloomberg or The Wall Street Journal often let the school know about openings before the jobs are posted. When our officers hear of an opening, they consult on which of our job-seeking alumni might be best equipped to fill it and they get the word out to the right candidate.

Our officers post job openings on our website's job bank, accessible to students and alumni – everything from director of programming for Iowa Public Television to economics writer for the Council

■ PART II, Standard 6. Student Services

on Foreign Relations to web producer for The New York Times. When a particularly attractive opportunity comes along, the school often blasts it to our alumni listserv by email as well as posting it online.

We encourage our alumni to network among themselves, particularly now that our earliest graduates are starting to achieve leadership positions. One of our alums, for examples, now a managing editor at NBCUniversal, supervises a team that includes two more recent alums. The school also hosts social events for alumni, as well as career-building events – a recent panel on finding that next job, for example. Career services officers perform the same kinds of services for alumni job seekers as they do for students – helping with résumés, cover letters and interview techniques.

We also help alumni join networks beyond the school walls. When the school's professors and administrators attend conferences, for instance, they often bring alumni along – to events sponsored by the Society of Professional Journalists, the Society of American Business Editors and Writers, the National Association of Black Journalists, the National Association of Hispanic Journalists, the Asian American Journalists Association and the Native American Journalists Association.

11. Describe the unit's process for evaluating its advising and counseling services. Include measurements of the accuracy of academic advising, student and faculty opinion of the quality of advising, or other indices of the effectiveness of advising. Discuss the results of these assessments.

Students are surveyed on their satisfaction with the school's teaching, advising and other services twice during their time with us – once after their first semester and in an exit interview as they graduate. On both occasions, students are asked to evaluate their faculty advisors, the advice they get at our information sessions on academic offerings and the quality of the counseling they receive from our student affairs and career services officers.

The survey results have generally been encouraging, in that the overwhelming majority of students have declared themselves either “very satisfied” or “somewhat satisfied” with these services.

We did hear an alarm bell when we surveyed the Class of 2010. Among those students, the percentage saying they were “very satisfied” with overall student support services dropped from 64 percent in 2009 to 61 percent. For academic advising, those very satisfied went from 54 percent to 35 percent; 13 percent said they were somewhat dissatisfied. We instituted changes, requiring more faculty training in advisement and tracking how well students were taking advantage of their opportunities to receive academic advice.

By the Class of 2012, the percentage of students saying they were “very satisfied” with academic advising had gone up to 52 percent. Those who were either “very satisfied” or “somewhat satisfied” with academic advising reached 85 percent. In that class, 94 percent said they were satisfied with student support services.

Professional master's program:

12. Discuss retention and graduation rates in the master's program, including the grade-point average required to remain in the program.

The school offers only a master's program. Please see our response above.

PART II, Standard 7

Resources, Facilities and Equipment



Part II, Standard 7

Resources, Facilities and Equipment

Takeaways

- We have been generously funded by the City University of New York since our inception, and our annual budget has grown every year.
- We have attracted more than \$25 million in funding from individuals, corporations and foundations, most of which goes to support student scholarships and paid summer internships. We are establishing a 501(c)3 foundation to attract further contributions.
- We have strong replacement programs to ensure that our first-class media technology, software programs and equipment for student use keep us at the cutting edge of change in our profession.



■ PART II, Standard 7. Resources, Facilities and Equipment

Please respond to each of the following instructions:

1. Complete and attach Table 11, “Budget.”

Please see the following table.

Table 11. Budget

Show below the annual unit budget for each of the three years preceding the accreditation visit. “Annual budget” refers to funds directly under control of the unit for the entire year (12 months). Budget figures should not include expenditures for building maintenance, retirement allowances, scholarships, prizes or student aid. List student newspaper budget only if it is under control of unit and is used in instruction.

Budget Item	2010-2011	2011-2012	2012-2013 (Self-study year)
Administrative salaries	\$1,357,545	\$1,451,986	\$1,454,834
Teaching salaries (full time)	1,474,971	1,323,351	1,427,848
Teaching salaries (part time/adjunct)	725,372	810,117	1,140,272
Teaching assistants	143,284	148,702	212,620
Clerical salaries	427,332	378,365	436,651
Equipment	71,087	101,368	90,970
Equipment maintenance			
Supplies	87,462	97,601	100,192
Library resources (books)	6,267	5,713	2,995
Databases, online information services	126,158	106,148	132,768
Travel	56,406	63,787	107,205
Research			
Other (please list)			
Honoraria	44,027	66,700	81,354
Contracted services	217,638	338,693	426,785
Services funded through the University (rent, legal, custodial, employee fringe benefits and CUNY assessments)	1,495,000	1,495,000	1,495,000
TOTAL ANNUAL JOURNALISM/ MASS COMMUNICATIONS BUDGET	\$6,232,550	\$6,387,531	\$7,109,494

2. Describe the process through which the unit develops its budget, including preparation of the budget request and spending plan, review and approval, and the role of faculty in the process.

Every fall, the City University of New York's office of budget and finance submits a budget request on behalf of its 24 colleges, graduate and professional schools to New York State for approval and inclusion in the governor's executive budget. Typically, the request reflects current-year spending plus any mandatory increases, including negotiated increases and fringe benefit increases, and any university-wide initiatives.

In April or May, CUNY gets its budget allocation from the state, based on action by the New York State Legislature. CUNY, in turn, allocates that funding among the colleges and central office administrative functions, based primarily on financial plans they submit, plus mandatory spending increases. For 2013-14, the amount allocated to the Journalism School was \$4.55 million, up 3 percent from the previous year. A further \$1.8 million of the Journalism School budget is funded centrally, for rent and fringe benefits, and additional funds will come in from tuition and other sources.

On top of its annual allocation, the school can increase the funds available to it by admitting more students (we keep tuition income that is above our target set by CUNY central), admitting more out-of-state and international students (they pay twice as much as in-state students), grant raising and fundraising. Most of the funds raised by the school go directly to student scholarships or summer internship stipends.

In developing the Journalism School's budget plan, our director of budget and finance contacts the directors of all administrative departments, asking whether they anticipate any changes in the upcoming year. From year to year, departmental budgets have differed little, except when a case has been made for additional full- or part-time help. Where additional resources are requested, the dean and associate dean weigh relative needs and priorities, consonant with the school's strategic direction. Most of the new hiring and spending in recent years has been tied to additional resources raised by grants.

The Academic Affairs Office, which oversees instruction and academic support services, has received the lion's share of spending and increases since the school opened; its budget represents 68 percent of the allocated 2013-14 budget. As the faculty and Governance Council request new courses or support services, these requests have almost always been acted upon; the academic affairs budget has grown by 8 percent over the past three years. Historically, the dean and associate dean have made the final decisions on budget and staffing increases, informed by faculty and Governance Council discussions and requests.

Under the school's bylaws, the dean must report to the Governance Council every spring on the state of the Journalism School's budget and on the budget plan filed with the CUNY office of budget and finance. Every fall, the dean must report on what was allocated to the school from the amount approved for the university and discuss any significant changes in spending.

In the 2012-13 academic year, the Strategic Planning Committee proposed an agenda for projects and hires, and its plan included about \$150,000 in new spending for priority projects. The school administration included funding for those priorities in its budget plan for 2013-14.

It should be noted that under the collaborative arrangement the school has with CUNY TV, all of the school's broadcast and technology staff, as well as all audio/video equipment and computer hardware and software, are funded through the CUNY TV budget. CUNY TV is allocated its budget in the same fashion as any of the CUNY colleges. This arrangement, although unusual, has proven beneficial to both the school and CUNY TV. Needed equipment has always been purchased in a timely fashion, and the school has a richer team of broadcast and tech specialists supporting its students and faculty than would otherwise be the case.

■ PART II, Standard 7. Resources, Facilities and Equipment

3. Describe how the allocation of resources is related to the unit's long-range, strategic plan.

In 2013 the school put in place a five-year plan and established a standing Strategic Planning Committee to review its implementation. This includes ensuring that the school's annual budget allocations reflect the school's strategic priorities, considering the strategic direction of the curriculum, the evolution of journalism education and the state of the school's infrastructure. The school's associate dean, who is in charge of the budgetary process, also sits on the committee, ensuring that its plans are consistent with budgetary realities.

The five-year plan produced an action agenda, including many goals that have budgetary implications. The school's administration is charged with allocating funds from the school's current budget or with finding sources of funding for these projects. In 2013, the strategic action plan includes:

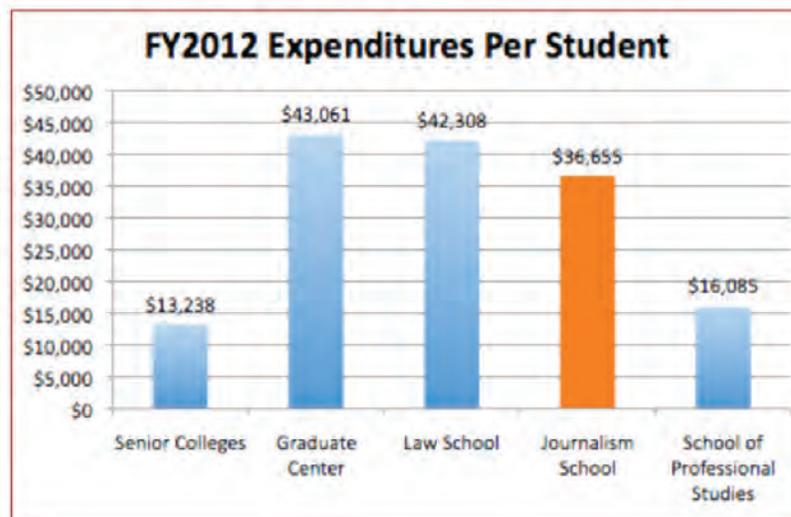
- Creating an Alumni Affairs Office, staffed with one full-time person
- Finding a new director of continuing education and professional development, with solid marketing experience, to be hired by yearend
- Conducting market research, developing curriculum and writing a business plan for a new executive degree program and a summer intensive educational program
- Developing a business plan and curriculum for international training workshops
- Beginning the process of creating a 501(c)3 nonprofit foundation

Over time, the new programs themselves are expected to have a budgetary impact. They are intended to be self-sustaining and to contribute to the school's revenue stream.

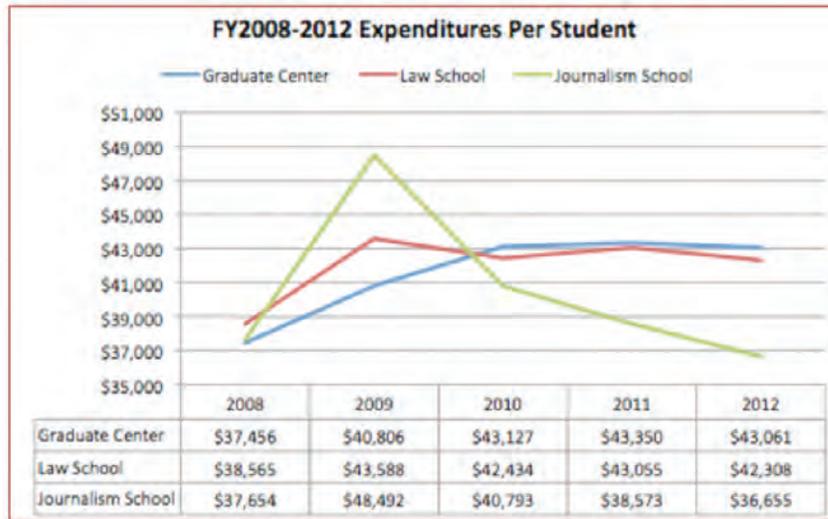
4. Describe how the resources provided by the institution compare with similar units on your campus.

As a startup charged with taking a place on the national stage, the Journalism School has been generously funded by the City University of New York. In recent years, as the charts below make clear, our funding levels have grown closer to the norm for CUNY post-graduate institutions. We have adopted a sound, conservative budgeting process, financing our programs and initiatives from current revenues.

The following chart shows FY2012 expenditures per student in CUNY's senior colleges (the four-year undergraduate institutions) as well as in the university's post-graduate institutions. (Specifically, the figures represent expenditures per full-time equivalent student, including tax levy, technology fee and centrally administered expenditures.)



The following chart shows the same expenditures for CUNY's three principal post-graduate institutions between FY2008 and FY2012. It tells us that after our initial period of operation, when startup costs per student were high, we have managed to bring down costs per student, thanks to rising enrollment and conservative management.



5. List the tuition (including fees) charged during the most recent academic year (two semesters or three quarters). Please include undergraduate and graduate tuition, for both in-state and out-of-state students.

2012-2013 School Year

Tuition for In-State Residents

Effective for the fall 2013 semester, the tuition for New York State residents attending the Journalism School full-time is \$4,585 per semester. The cost of the first year of the three-semester program is \$9,170 in tuition plus \$1,230 in fees, for a total of \$10,400. The cost of the entire three-semester program is \$14,985 in tuition plus \$1,795 in fees, for a total of \$16,780. Students taking fewer than 12 credits will pay \$385 per credit plus \$315 in fees each semester. They pay an additional January Academy fee of \$100 in the second semester.

Tuition for Non-Residents and International Students

The tuition for non-New York State residents is \$710 per credit. Assuming 15 credits per semester, the tuition is \$10,650 per semester.

Out-of-state residents who are U.S. citizens or permanent residents may qualify for in-state tuition in their third semester if they become legal residents of New York State. If so, the cost of the first year of the three-semester program is \$21,300 in tuition plus \$1,230 in fees, for a total of \$22,530. The cost of the entire three-semester program is \$25,885 in tuition plus \$1,795 in fees, for a total of \$27,680.

For international students, the cost of the first year of the three-semester program is \$21,300 in tuition plus \$1,230 in fees, for a total of \$22,530. The cost of the entire three-semester program is \$31,950 in tuition plus \$1,795 in fees, for a total of \$33,745.

Students taking fewer than 12 credits pay \$315 in fees each semester, with an additional January Academy fee of \$100 in the second semester.

■ PART II, Standard 7. Resources, Facilities and Equipment

Tuition for Certificate Students

For New York State residents enrolled in the one-semester advanced certificate program offered by the Tow-Knight Center for Entrepreneurial Journalism, the tuition is \$4,585 plus \$565 in fees, for a total of \$5,150.

For non-New York State residents, the tuition is \$10,650 plus \$565 in fees, for a total of \$11,215.

Certificate students do not pay the \$100 January Academy fee.

Breakdown of Student Fees

The Journalism School charges \$1,230 in fees for the first two semesters and \$565 in fees during the third semester for full-time students. The breakdown of those fees is as follows:

	Full-time	Fewer than 12 credits
January Academy Fee	\$100 second semester only	\$100 second semester only
Consolidated Fee	\$15 per semester	\$15 per semester
Technology Fee	\$100 per semester	\$50 per semester
Program Materials Fee	\$400 per semester	\$200 per semester
Student Activity Fee	\$50 per semester	\$50 per semester

The January Academy fee covers the costs of workshops offered between the first and second semesters.

The consolidated fee ensures the continuation, expansion and establishment of critical university-wide services, including the processing of financial aid applications, the immunization program, the job location/development program and other services.

The technology fee helps defray the cost of electronic databases, computer hardware and software, help desk service, and computer and network maintenance.

The program materials fee covers the cost of providing students with state-of-the-art audio and video equipment, portable multimedia packs, a variety of news data streams, editing suites, classrooms wired for webcasting and a fully equipped newsroom.

The student activity fee covers costs associated with extracurricular education programs such as a journalism speaker series, a journalism film series, special skills workshops and other events requested by students.

The following special charges may also apply:

Late registration	\$25
Special examination/project	\$25
Program change	\$18
Transcript	\$7
Readmission	\$10
Returned check	\$15
Late payment	\$15

Non-Instructional Fees

These include payments for duplicate diplomas, transcripts, applications and readmissions.

Technology Requirements and Costs

Hardware

Laptop	\$1,300-\$3,000	(depending on configuration)
Media Drive (500GB+)	\$150-\$300	(depending on model/capacity)
Archive Drive (1TB – 4TB)	\$150-\$500	(depending on model/capacity)
Class 10 16GB SDHC Card	\$30	
Smartphone*	\$199-\$299	(depending on make/model)
Mobile Service (voice+data plan)	\$50-\$100 monthly	

*Smartphone specifications:

Android or iOS (Apple) Smartphone

Capable of high resolution photos (5+MegaPixels)

Records HD (720P or 1080P) video

Runs applications (especially: Video Streaming, WordPress, Cover-it-Live, etc.)

Large amounts of storage (16+GB internal or removable)

Unlimited data plan from the wireless provider to deliver content quickly from the field

Software – Required

Final Cut Pro X	Provided by the school
Microsoft Office (Word, Excel, Powerpoint)	Provided by the school
Adobe Photoshop Elements (photo editor)	\$79.99
Reaper (audio editor)	\$60.00
Tumult Hype (web animation software)	\$29.99
Audio Hijack Pro (audio capturing)	\$27.20
Fetch (FTP)	0.00
Switch (audio converter)	0.00
Text Wrangler (HTML 5 and CSS3 editor)	0.00
Mpeg Stream Clip (video converter)	0.00
Software Subtotal:	\$197.18
Apple app store software credit:	\$100 .00 (with the purchase of a new laptop)
Software Total:	\$97.18

Software – Recommended

Sound Slides (photo slide show)	\$30
Keynote (presentation software)	\$19.99
Skype Call Recorder (record Skype video chat)	\$20
Video Cue (prompter)	\$29

■ PART II, Standard 7. Resources, Facilities and Equipment

6. Describe fundraising goals and efforts undertaken by the unit.

Since greeting its first class in 2006, the Journalism School has raised more than \$25 million in funding from individuals and corporations – including the Sulzberger family of The New York Times, colleagues of Donald S. Rubin at McGraw-Hill, News Corporation, Time Warner and many others – including alumni. Most of that money supports scholarships and internships for our students. In addition, major foundations, including the John S. and James L. Knight Foundation, The Tow Foundation, Ford Foundation and The Charles H. Revson Foundation, have funded our major centers for entrepreneurial and community media, as well as other needs.

Our Development Office has put a fundraising system in place. We hold an annual dinner and issue an annual fundraising appeal to friends of the school. We have created a Future Journalists Fund, designed to attract help from senior professional journalists to finance scholarships for the next generation. We have a planned-giving program, the William Bradford Society, named after a pioneering journalist who fought for freedom of the press in Colonial America. We intend to continue to develop this system. Our strategic plan calls for establishing an Office of Alumni Affairs that among other responsibilities will coordinate with the Development Office to manage donations from our growing community of alumni.

We expect our need for funding beyond our government support to continue to grow. Our Strategic Planning Committee has recommended that the school find \$150,000 in its current budget to support market research, business-plan development and curriculum writing for our initiatives in online education, executive education, international training and summer programs. Although we expect these programs to become self-sustaining, we will need further sources of funding for additional startup costs.

Beyond our expansion plans, we face other important financial needs. The competition for the highest-quality students, particularly those of color, has grown increasingly fierce. To remain competitive, we need to make sure that the Journalism School has a sufficient pool of scholarship money to offer admitted students.

The Strategic Planning Committee also supported raising funds to host three or more distinguished journalists each year. Their presence would help raise the school's visibility, draw top student applicants and contribute to the school's intellectual life. The estimated price tag for three such luminaries: \$210,000 a year.

The school also needs to solidify its funding of the student summer internship program, which pays students who land unpaid internships. At present, the school's annual dinner covers internship costs (approximately \$225,000 annually), but we anticipate that the financial need will increase over time. Our Development Office estimates that the cost of endowing the internship program would be about \$3 million, which would supplement the funds received from our annual dinner. We have also received a legacy gift, currently worth nearly \$1 million, from former journalists Ene Riisna and James Greenfield, which will help finance the summer internship program in the future.

To bolster the school's financial underpinnings dramatically, the Strategic Planning Committee recommended that the school, under the direction of the Development Office, begin the process of creating its own 501(c)3 foundation. The goal would be to launch it by 2015.

7. Describe the unit's classrooms, offices, computer labs or other building spaces. If the unit administers university media or student publications, include a description of equipment and facilities devoted to those operations.

The Journalism School operates a modern facility, opened in 2006, with the latest technology and a commitment from our university to keep the school completely up to date. We have seven classrooms that seat between 22 and 28 students, each with a display screen, a desktop computer and an audio/video projector. Another classroom also serves as a computer lab, with 15 desktops available. We have an audio/video editing laboratory, five private editing suites, a seminar room for small meetings, an assembly room that seats 74 and a fully wired/wireless newsroom that can accommodate every student in the school.

The university has made a major investment in the school's media technology, including broadcast and Internet services.

BROADCAST SERVICES

One of the school's unique assets is its partnership with CUNY TV, the cable television station of the City University of New York and the largest public university television station in the U.S. Broadcasting 24 hours a day 365 days a year, CUNY TV reaches approximately 2 million households in all five boroughs of New York City.

The Journalism School's television and radio facilities benefit enormously from a close partnership with CUNY TV, which equips the facility, staffs it with trained technicians, airs shows produced by students and offers internships and job opportunities.

The school's broadcast center comprises a high-definition TV studio and accompanying production control and machine rooms; a radio studio and production area; a field equipment distribution suite for managing portable field production equipment; and a broadcast edit lab of 16 workstations equipped with Final Cut Pro and Pro Tools editing software. The facility also includes five high-end editing suites, where programs are finished and color corrected by staff technicians.

The center supports academic classes of the school as well as special events, including recording and live streaming speakers and commencement ceremonies. It is staffed by a director, five video production editors, a radio engineer, a video engineer and four equipment distribution/audio-visual staff members.

TV Studio Production

Originally planned and built by CUNY TV in 2006 as a standard definition three-camera facility, the studio received a complete overhaul to high definition in 2010. The studio is used to record 219West, a 30-minute news magazine featuring segments produced, written, edited and hosted by students. The program airs monthly on CUNY TV. CUNY TV tapes other productions in the studio, as well, including Independent Sources, its magazine series examining the ethnic press.

The studio features four Hitachi HD cameras in studio configuration with QTV TelePrompTers, 60 lighting instruments with a state of the art ETC computer-controlled lighting control system, plasma displays and other elements used on set. Student news packages are rolled in from file-based server storage. (Various file servers including XSan are maintained for the purposes of sharing video and other production materials.) The studio is equipped for telephone call-ins via a Telos system, and shows also have integrated remote IP video feeds via Skype and other conferencing systems. Programs are recorded both to XSan for finishing or color correcting and also to XDCAM HD optical discs as a backup (in formats compatible with CUNY TV's air standard).

■ PART II, Standard 7. Resources, Facilities and Equipment

News programs can also make use of the AP's ENPS news production system, including national and local wire feeds that students can access on campus or on their laptops in the field via VPN; CNN Newsource is also made available for news productions.

CUNY TV staff members permanently assigned to the school are available for one-on-one support and troubleshooting outside of class hours, and are also assigned upon request to assist in classes.

Radio Production

The Journalism School's radio studio supports radio production classes and hosts regular productions for CUNY TV partners such as the American Theatre Wing, which records Downstage Center, an interview show, at the facility. CUNY TV assigns a full-time engineer to radio production. The engineer works individually with students outside of class hours to perfect their productions and also manages client recordings in the studio.

The studio features ISDN capability, so students can conduct interviews with guests worldwide. A Telos system allows for telephone call-in shows.

In 2011, almost all of the radio studio's components were upgraded. The original ProTools 192io-based system was upgraded to the latest HDX system; the original Control 24 mixing board was replaced with a new C24 board to maintain compatibility with the latest advances in the software.

Radio classes have steadily increased in enrollment and average five sections per semester. The majority of the studio time is set aside for student work, including vocal training, recording for projects, class assignments and student broadcasts.

Advanced students continue training through a series of programs offered throughout the year addressing production and post-production hardware and software. Students in their third semester produce a weekly show, using the facility for recordings and interviews, broadcasting live to the Internet.

Broadcast Edit Lab

One classroom is permanently assigned as a broadcast edit lab, which features 16 MacPro workstations with ProTools and Reaper software for radio production with Mbox interfaces and Final Cut Pro X and Adobe Creative Suite software for video post-production, as well as dual HD video monitors at each station. The lab is used for group and class instruction and is available to students seven days a week. The IT team assists in setting up software on the computers in this lab.

Classroom and Newsroom

The broadcast and audio/video staffs support and maintain all equipment in each of the Journalism School's classrooms, which include high-end digital video projectors and instructor podiums with iMacs and Extron presentation scaler/switchers.

The heart of the school is the central newsroom, which contains a permanently installed media wall displaying news channels. The newsroom can be tied into the studio for multi-camera live streaming and recording of special events. Projectors and PA equipment can be deployed in the newsroom for these events and is similarly managed by the a/v and broadcast teams. Room 308, an alternative, smaller, conference-room venue, is also equipped for live events managed by the broadcast and a/v staffs.

Remote Field Production

Remote field production equipment and staff support broadcast, interactive and photojournalism classes. The school opened in 2006 with standard definition tape-based DV video cameras and mid-range point and shoot digital still cameras. Over a number of years, an iterative upgrade cycle

now allows the school to offer a wider array of acquisition equipment including 70 JVC XDCAM EX video camcorders recording to cost-effective SD cards; 25 Canon 60D digital SLRs, 40 Canon T3i DSLRs and a wide variety of professional lenses; 40 Canon G12 high-end point-and-shoot digital cameras; 90 solid state audio recorders for radio and video production, and all the attendant field accessories – including tripods, lighting kits and microphones.

IT SERVICES

The school's IT department supports the needs of the school with classroom and lab computers as well as with facility-wide infrastructure such as Wi-Fi, servers and websites. The IT team manages and installs software necessary for student coursework on student and faculty computers. It also provides for the IT requirements of the school administration and for events held in the facility. The team, part of the CUNY TV staff at the Journalism School, consists of a director, a four-person help desk, two network/server specialists, a social media specialist and a web manager.

Computer Labs and Classrooms

The school has two general-purpose computer labs, equipped with a presenter iMac with laptop hookup, projector, and 15 21.5-inch iMac workstations, each of which has a full range of creative software (a variety of web browsers and messaging apps, Final Cut Pro, Adobe Creative Suite, Microsoft Office and Apple iWorks, Soundslides, Audio Hijack and Fetch.)

One of the computer labs is equipped with DV decks and hardware to support audio editing with Reaper and ProTools 10. A broadcast edit lab, primarily designed for video editing work, has 16 computers.

All other general-purpose classrooms are equipped with a podium iMac with a full suite of software, laptop hookups, projector, and screen. The IT and broadcast a/v teams work together to maintain the computer and a/v equipment in classrooms.

Student Publications, Website and Email

Students publish their journalism online through the NYCity News Service, a dedicated news syndication site created by and for the school from which other news organizations can use student stories. Students also maintain personal blogs, which are set up by the IT team for each incoming class. The web manager assists students with questions about publishing multimedia content, and also manages content updates and new design for the school's website and internal administrative wikis.

After recent power and Internet outages in New York City affected the school's online assets, the IT team responded by migrating the web environment to externally hosted virtual servers in the cloud. We were among the first CUNY schools to do so. The annual fees are offset by the almost 100 percent up-time, the ability to add extra resources to the servers as needs arise and the 24/7 technical support offered.

When it opened, the Journalism School used a hosted email solution for all faculty, staff, and students. Because the school is now offering "email for life," these costs rise significantly with each graduating class, so we are now migrating our alumni to Google Apps for Education, a free service "for life" that will save us more than \$6,000 annually while offering our students more services than previously available (calendar, form building, chat, and others).

Supporting the Administration

The IT director works closely with the Journalism School's administration to improve efficiency through the implementation of new technology. For example, for the Student Affairs Office, we recently implemented a web-based solution for collecting faculty course evaluations. Previously, staff needed to manually sort, filter, export to PDF, and email hundreds of individual evaluations to faculty members. Under the new system, faculty members can easily access their own reviews online.

■ PART II, Standard 7. Resources, Facilities and Equipment

Similarly, for career services, we simplified the process of posting and applying for jobs. Previously, the office sent an email to students whenever a new job description was available, requiring a tedious manual process of cutting and pasting information sent by the recruiters. As an alternative, we created a job bank that allows recruiters to post jobs and lets students apply for them instantly. The new system cuts out the intermediary, giving recruiters the ability to post a job and also search the applicant pool. Students can post their résumés; they can also search for a specific kind of job or internship and receive notifications when one becomes available. This frees up the career services staff members to work with students on honing their résumés and preparing for interviews.

8. Describe the unit's most urgent needs for space or equipment, if any, and the plan to address these needs.

The school is very near the capacity of its physical space. There are currently program directors without offices, and adjuncts frequently compete for a place to perch when they are at the school. IT staff members double up in windowless offices intended for one person.

This shortage will grow more acute after the school hires the new staff members and implements the programs proposed by the Strategic Planning Committee.

The committee recommended that the school begin discussions with CUNY about options to expand its physical footprint elsewhere in the building. Additional space might also offer the school the potential for a satellite newsroom, perhaps in conjunction with a media outlet. With the enthusiasm in the profession for a “teaching hospital” approach to journalism education, a satellite newsroom could promote better local journalism and become one of the school's strategic assets.

Our technological assets need constant upgrades as the school stays on top of the IT revolution. Every quarter, the IT services director collaborates with the school's leaders and prepares a general request for new projects. Additionally, the IT staff often takes the initiative by researching and reporting on new technology that staff members believe can aid the school's mission.

Technology team members sit on the Curriculum Committee and collaborate with faculty proposing new courses to ensure they have the technical resources they need to be successful. Hardware and software identified for a course are made available to the faculty member shortly after committee approval.

The school has a Technology and Library Committee that is responsible for spending the tech fees students pay each semester. Part of the money goes to providing students with access to a variety of databases and other online services they will use during their time at the school. In addition, the committee has allocated funds to research emerging technology that might benefit students. Feedback from users and IT staff often results in the adoption and integration of such technology.

We have begun the work of upgrading network infrastructure, especially wireless networking. The original network design was conceived before the advent of smart phones and tablet computing and needs to be expanded, as it is not uncommon for a student to have from three to five devices, each requiring a unique IP address. Furthermore, the configuration of our network is such that each of the two floors in our facility is segmented into two distinct ranges, a system that prevents easy communication between floors. In the summer of 2013 we began the process of re-scoping the network and installing new software on the wireless controller that will optimize the auto discovery and communication process without circumnavigating network security protocols. We also anticipate upgrading the Wi-Fi to 802.11AC when the specification is ratified, probably in 2014. In addition, we are looking into 10GigE wired networking, with a view to expanding the ability of students to collaborate on video editing projects outside the broadcast lab.

PART II, Standard 8 Professional and Public Service



Part II, Standard 8

Professional and Public Service

Takeaways

- We provide a student-driven news service, a publishing imprint, a hyperlocal site, a newspaper, radio podcasts, a TV news magazine show, a photo blog and an e-magazine to serve our city and its many communities.
- Our major centers for entrepreneurial journalism and for community and ethnic media add rich resources to help enhance the New York City journalism world.
- Our faculty members are actively engaged in professional journalism groups, including NABJ, ONA, ASJA, SPJ, NAHJ, SAJA and others. We frequently make our facilities available to such groups as a public service.



■ PART II, Standard 8. Professional and Public Service

Please respond to each of the following instructions:

1. Summarize the professional and public service activities undertaken by the unit. Include operation of campus media if under control of the unit; short courses, continuing education, institutes, high school and college press meetings; judging of contests; sponsorship of speakers addressing communication issues of public consequence and concern; and similar activities.

Located as we are in a media city, our school takes sustenance from our environment. At the same time, as a school that has placed itself on the cutting edge of journalistic change, we have a lot to contribute. Here is a summary of some of the most important ways:

MEDIA

NYCity News Service

The service publishes stories from journalism classes and stories contributed individually by students. It distributes articles to national and New York outlets and links to student stories published by professional publications. Finally, the service collaborates with professional outlets such as the magazine *City Limits* and the PBS *NewsHour* to produce large-scale journalistic projects. While the NYCity News Service specializes in time-sensitive news stories, it also serves as the hub for 219 Magazine, which publishes longer form student articles online, 219West, a TV newsmagazine show, Audiofiles, an hourlong radio news magazine broadcast on radio stations in New York City and upstate, and iSnapNY, a photo blog. The NYCity News Service links to several other Journalism School publications that serve New Yorkers.

The Nabe

The school's hyperlocal site serves the Fort Greene and Clinton Hill neighborhoods in Brooklyn, providing news and an open platform for community engagement. The school employs a professional editor who works with students to cover the neighborhoods and recruits community contributors and editors. The Nabe's role is to help the neighborhood cover itself. The site has tools to help foster community engagement, encouraging residents to contribute as commenters, tipsters, writers, editors, crowd-sourcing project participants, videographers and photographers.

Voices of NY

In the spring of 2011, the Journalism School assumed ownership of this news aggregation site from the New York Community Media Alliance. The site curates the best journalistic work produced by scores of community and ethnic publications and where necessary translates the work into English. The audience for Voices includes mainstream and immigrant journalists, advocacy groups, city and government agencies, students, and individuals seeking a broader perspective on the news. As a testament to its global reach, Voices content is viewed through browsers from 134 countries. Under the Journalism School's direction, Voices will commission more original content and expects to evolve into a newswire service for small, independent publications in the New York region.

The Mott Haven Herald

Our community newspaper, which covers the Mott Haven, Melrose and Port Morris neighborhoods in the Bronx, has a fundamental mission: to convince people in an impoverished South Bronx community that their lives are important, offering readers evidence that their neighbors share their concerns. It seeks to remind readers of the power they have to influence the decisions that affect their lives and to help them to exercise that power. Each month the Herald distributes 4,000 copies of the print edition free at community centers, libraries and other gathering spots. The site, www.motthavenherald.com, gets 2,000 to 3,000 unique visitors each week, many from elsewhere in New York City.

CUNY Journalism Press

The imprint was launched in the autumn of 2012 with the mission of publishing serious books about journalism and the news that might not otherwise be published in the commercial marketplace. Our first book, published in January 2013, is *Distant Witness: Social Media, the Arab Spring and a Journalism Revolution*, by NPR senior social-media strategist Andy Carvin. The second, published in April 2013, is *Fighting for the Press: The Inside Story of the Pentagon Papers and Other Battles*, by former New York Times chief counsel James Goodale.

Books scheduled for release in 2013 included a biography of groundbreaking jazz critic and First Amendment activist Nat Hentoff by Journalism School visiting professor David Lewis and a historic review of the link between independent media and democracy around the world by David Hoffman, founder of the influential NGO Internews.

CENTERS

Tow-Knight Center for Entrepreneurial Journalism

Created with grants from The Tow Foundation and the John S. and James L. Knight Foundation, the center provides an intensive program in entrepreneurial journalism. It educates students and mid-career journalists in multiplatform, interactive and digital skills, offering the nation's first M.A. in entrepreneurial journalism. More broadly, the center strives to help create a sustainable future for quality journalism by researching ways to develop viable economic models and by nurturing new journalistic enterprises.

Center for Community and Ethnic Media

In fall 2012, the Journalism School formally established its Center for Community and Ethnic Media, financed initially by more than \$1.6 million in grants from foundations. The center serves as a hub of research, training, and professional support for more than 350 publications and broadcast outlets in the New York City metropolitan region, distributed in more than 50 languages. It has offered programs on New York City politics – including a Q&A with mayoral candidates – and training on media leadership, reporting skills and the use of databases.

Harold W. McGraw, Jr. Center for Business Journalism

The center, founded in fall 2013 with a \$3 million grant, will seek to enhance the coverage of business and economic news and to train future journalists in the art and science of business reporting. The center will have four main functions:

1. McGraw Fellows: The center will select and fund professional journalists to produce distinguished pieces of long-form journalism on important business topics. The stories will be published on the center's web site and/or in collaboration with media partners in their established outlets, print or digital.
2. McGraw Scholars and Interns: The center will award scholarships to students who choose the school's business concentration and to students who undertake a summer internship in business journalism at a media company.
3. Annual McGraw Symposium: The center will hold a major conference on a topic important to business journalists, with compelling speakers and a distinguished audience.
4. McGraw Seminars For Business Journalists: The center will offer seminars on select topics in business journalism and digital techniques for reporting and distribution.

■ PART II, Standard 8. Professional and Public Service

Juvenile Justice Information Exchange

The Journalism School serves as the New York City bureau for the exchange, a national online magazine based at Kennesaw State University in Georgia. Since the partnership began in early 2013, 20 Journalism School students have worked for pay on a variety of stories about the juvenile justice system for the exchange – news features, short documentaries, long-form stories, investigative pieces, audio slideshows and data-visualization projects.

SERVICE TO UNDERGRADUATE COLLEGES

CUNY Journalism Discipline Council

The council, organized by our school, brings together faculty from journalism programs among the 18 CUNY undergraduate campuses to discuss common challenges and provide more seamless movement of students between the different levels of journalism programs.

Professional and Undergraduate Training

Full- and part-time journalism faculty at the university's colleges are offered the opportunity, at no cost, to sharpen their skills by participating in our courses and professional education workshops. We also have invited student editors and broadcasters from across the university to participate in our special events and our supplemental workshops, such as those offered in our August and January Academies.

Campus Wire

We are in the process of creating a news service that will showcase content from CUNY undergraduate news outlets and allow student editors, news directors and their faculty advisors to see what the other CUNY campuses are doing and to spot trends, share ideas and content, and collaborate on university-wide or citywide stories. In preparation for this, we are offering to gradually migrate campus news outlets to a WordPress platform hosted by the Journalism School.

CONFERENCES

The Journalism School routinely offers its facilities at little or no cost to numerous professional journalism organizations for their conferences, seminars, and meetings – among them, the New York Press Club, the National Association of Hispanic Journalists and the International Center for Journalists. We share an especially close relationship with two organizations:

South Asian Journalists Association

The Journalism School has supported SAJA in critical ways. For three years, we hosted SAJA's annual conference at no cost to the minority journalists' networking organization. This allowed SAJA to save more than \$15,000, which it invested in scholarships and fellowships. The Journalism School administration gave faculty member Sandeep Junnarkar, who served as SAJA president for two years, time off from part of his teaching obligations each semester so he could focus on expanding SAJA's offerings. School faculty members have served as judges for SAJA awards and have helped to select recipients of the annual \$20,000 SAJA Reporting Fellowships.

Society of American Business Editors and Writers

The Journalism School has hosted the fall SABEW conference for the last four years. The conference, attended by 150 to 200 participants, updates business journalists, especially those in New York, on the major issues of the day. It also offers skills sessions. Featured speakers have included, on a single panel, the top editors of Bloomberg News, Reuters and The Wall Street Journal. Other speakers have included the president of the New York Federal Reserve Bank, the CEOs of Macy's and Saks, and the top enforcement official of the Securities and Exchange Commission. The school provides the facility

at no charge for these conferences and also provides staff for logistics, technology and audio/visual services. The school's business and economics program also has provided space for the New York Financial Writers Association.

CONTINUING EDUCATION

The Journalism School takes seriously its obligation to provide digital media training to alumni, working journalists, academics in the CUNY system and members of the public. The school has a multi-pronged approach to professional development education. The major programs:

January and August Academies

From its inception, the school has offered voluntary enrichment workshops during January intersession. The three weeks of mini-courses are attended by our students, alumni, CUNY college undergraduates and Journalism School applicants. They take such courses as Math for Journalists, Freelancing, Smart Photos with Smart Phones, Final Cut Pro X, Using Social Media for Background and Storytelling, Food Writing and Got Grammar?

In August we provide three days of workshops to incoming students and applicants to future classes. We include classes on understanding New York City and on how to get around the city.

CUNY J-Camp

Launched in June 2010, J-Camp offers high-quality, affordable workshops on subjects such as video storytelling, smart-phone photography, web design, social media and building an online brand. Listed at cunyjcamp.com, the classes are led by Journalism School faculty and other top media pros.

Customized Training

The school creates training programs for individual editorial groups. Over the past few years, we have worked with editors from Scientific American, five Hearst magazines, United Nations broadcast and field staffers, journalists from dozens of New York City community and ethnic publications, and faculty and Ph.D. candidates from the CUNY Graduate Center.

CUNY Publishing Institute

This five-day course on new possibilities in book publishing, for both entrepreneurs and people in the industry, began in the summer of 2013. It aimed to provide a smart, fast, intensive look at what's happening in the rapidly changing world of book publishing.

Long-form Writing Workshops

Eight faculty members have taken at least one workshop session since this program began in 2011, working on essays, magazine nonfiction and book projects. One book, part-memoir, part how-to on parents using popular culture, will be published this year. At least three more books are expected to be published within the next three years.

CONTESTS

The school administers and judges the Ippies awards honoring the best work of New York City's community and ethnic media. Individual faculty members also serve as judges for the National Magazine Awards, the Online Journalism Awards, the Newswomen's Club of New York, the Society of American Business Editors and Writers, the South Asian Journalists Association, The Deadline Club, the New York Press Club, the Society of Professional Journalists, Editor & Publisher's EPPY Awards, the Newsiest Awards (recognizing high school journalists), the Tony Awards and the Outer Critics Circle Awards.

■ PART II, Standard 8. Professional and Public Service

SPEAKERS

It's hard to find a day at the school when speakers are not coming to and from classes where they discuss all aspects of journalism. As an example of the speakers we attract, here is a list of those who came to talk in the last three years to sessions open to the entire school:

May 17, 2013: Joe Richman, founder of the public radio series Radio Diaries, giving a behind-the-scenes look at this latest work, Teenage Diaries Revisited.

Apr. 17, 2013: An Evening with Alan Rusbridger, editor of The Guardian newspaper.

Apr. 9, 2013: A panel discussion on privacy vs. the public's right to know, featuring Bill Keller, columnist and former executive editor of The New York Times; Jennifer LaFleur, director of computer assisted reporting at ProPublica; Jeff Jarvis, director of the Tow-Knight Center for Entrepreneurial Journalism at the Journalism School and others.

Apr. 2, 2013: A discussion on the future of long-form journalism, with Hugo Lindgren, editor of The New York Times Magazine and Journalism School Dean Stephen Shepard.

Mar. 19, 2013: An in-depth look at some of the possibilities and challenges facing non-fiction storytellers, with Adnaan Wasey, director of POV Digital, the Webby Award-winning interactive department of the acclaimed PBS documentary series POV.

Mar. 14, 2013: A discussion of graphic novels and narrative non-fiction, with Benjamin Dix of PositiveNegatives Ltd, a non-profit organization that uses multimedia and traditional forms of art to represent global conflict, humanitarian and migration issues to a diverse audience.

Feb. 21, 2013: Andy Carvin, NPR's social media chief, discussing his new book – Witness: Social Media, the Arab Spring and a Journalism Revolution – published by CUNY Journalism Press.

Jan. 30, 2013: A panel discussion with five reporters and editors from New York City media outlets on the challenges faced in covering Superstorm Sandy.

Dec. 13, 2012: Commencement address for the Class of 2012 by Ira Glass, host and executive producer of Public Radio International's This American Life.

Dec. 4, 2012: A talk on Syria and covering conflict, with Janine Di Giovanni, foreign correspondent for The New York Times Magazine, The Guardian, Vanity Fair, Newsweek and other publications.

Nov. 29, 2012: A panel produced by Science Writers in New York for medical journalists on Scientific Studies: All You Need to Know – About What You're Really Reading.

Oct. 30, 2012: Prof. Peter Beinart, interviewing David Carr, media columnist for The New York Times, and Dean Stephen Shepard about the future of media in the digital age.

Oct. 25, 2012: Multimedia presentation by Washington Post Foreign Correspondent Juan Forero about his stories and reporting experiences.

Oct. 4, 2012: An Evening with Marty Appel, author and master of sports promotion.

Sept. 30, 2012: An Evening with Pete Hamill, journalist, author and educator.

May 29, 2012: A talk with science writer Maggie Koerth-Baker.

May 4, 2012: Julie Snyder of This American Life and David Krasnow of Studio 360, taking live pitches from students and giving their unedited feedback on freelance pitches.

April 25, 2012: Juan Gonzalez, discussing his book *News for All People: The Epic Story of Race and the American Media*.

April 26, 2012: Liberian Journalist Mae Azango, discussing her reporting on the practice of female genital cutting in Liberia.

Apr. 18, 2012: An evening with broadcast journalist John Miller of CBS News, winner of nine Emmy Awards, two Peabody Awards and an Alfred I. duPont-Columbia University Award.

Mar. 27, 2012: Gary Price, co-founder of INFODocket and writer for SearchEngineLand.com, on 60 sites and databases for journalists.

Mar. 20, 2012: A discussion with freedom-of-information expert Robert Freeman.

Mar. 19, 2012: A conversation about the 2012 presidential election, with Prof. Peter Beinart, Time Magazine political columnist Joe Klein and BuzzFeed Editor-in-Chief Ben Smith.

Feb. 22, 2012: Prof. Peter Beinart, interviewing Bill Keller, columnist and former executive editor of The New York Times.

Feb. 14, 2012: Introduction to service journalism with Lauren Young, wealth editor for Thomson Reuters.

Dec. 14, 2011: Commencement for the Class of 2011, featuring guest speaker David Remnick, editor of The New Yorker.

Dec. 1, 2011: A panel on covering women of color, including a discussion of the way in which First Lady Michelle Obama is portrayed in the media and of the media's handling of such stories as the Dominique Strauss-Kahn sexual assault case.

Nov. 21, 2011: A talk with New York Times investigative reporter Alan Schwarz, whose coverage of concussions in football altered the national discussion about head injuries in contact sports.

Oct. 27, 2011: An evening with New York Times investigative reporter Russ Buettner.

Oct. 10, 2011: An evening with the editors of SchoolBook, a community-based education website created by The New York Times and WNYC-FM.

Sept. 21, 2011: An opportunity to meet Andrew DeVigal, multimedia editor of The New York Times.

May 19, 2011: A talk with Jennifer Redfearn, Oscar-nominated documentary director.

May 11, 2011: Q&A with New York City Public Advocate Bill de Blasio.

Apr. 12, 2011: An evening with Pulitzer Prize-winning writer Jimmy Breslin.

■ PART II, Standard 8. Professional and Public Service

March 21, 2011: Ayman Mohyeldin of Al Jazeera English, discussing his experiences watching and reporting as millions in the Middle East staged the Arab Spring demonstrations.

Feb. 15, 2011: An opportunity to meet investigative reporters Wayne Barrett and Tom Robbins.

Feb. 8, 2011: A talk with Elizabeth Spiers, media entrepreneur and editor-in-chief of The New York Observer.

Dec. 15, 2010: Commencement for the Class of 2010, with guest speaker Christiane Amanpour, the international television correspondent.

Nov 4, 2010: An evening with author and media critic Ken Auletta.

Sept. 21, 2010: A conversation with Adam Moss, editor of New York magazine, and Dean Stephen Shepard.

OUTREACH PLANS FOR THE FUTURE

The Strategic Planning Committee has proposed five new initiatives to increase the school's outreach. All have been approved for action by the Governance Council.

Online Education

A group of faculty members is working on an ambitious initiative that takes advantage of the abundance of new online education tools available to teach technological and other journalistic skills. The initiative seeks not simply to replicate the school's curriculum but to use the opportunities the Internet offers to teach in new ways.

Online Degree

The school is asking news organizations what skills they need from future journalists. We could help meet these needs through online learning materials. The school has started several pilot projects, including developing a module on ways to lead stories and a full online course in entrepreneurial journalism for international students. Based on what we learn, the school will decide which of several possible paths to pursue. These may include offering a set of courses, a certificate or perhaps the beginnings of an online degree program.

Executive Degree

This program would be offered to working journalists with five or more years of experience, allowing us to eliminate some of the most basic reporting and writing courses from the required curriculum. In 2013 we will conduct market research to analyze the competition, pricing and applicant pool, and then, in consultation with professors, develop a curriculum and business plan.

Summer Intensive Program

The Journalism School can profit from the summer availability of our excellent facility by developing a program for potential new constituencies, including international students, local high school students, undergraduates (from CUNY and other colleges) and journalism educators. We might offer a one-month certificate program designed to upgrade and enhance writing, reporting and multimedia skills.

Training for International Markets

There is great demand for graduate level journalism education in international markets, and one way to satisfy that demand is to share our expertise with journalism educators in other parts of the world – that is, to train the trainers. We are in discussion with the International Center for Journalists and believe it is possible to launch a pilot international project in 2014.

To oversee these initiatives, the Journalism School expects to launch a search in fall 2013 for a new director of continuing education and professional development.

2. Provide brochures and other publications that describe the unit's professional and public service activities.

We will provide this material in our appendices binder.

■ PART II, Standard 8. Professional and Public Service

3. Describe the unit's contact with alumni, professionals and professional organizations to keep curriculum and instruction current and to promote the exchange of ideas.

Alumni

The Journalism School proudly formed its alumni board after our first graduation in 2007, when we had all of 47 brand-new alumni. Now that we have nearly 400, we have added more services for them and have developed many more ways for them to support us.

We communicate with our alumni constantly, as elaborated below. We seek active feedback from our newly minted alumni through our exit interviews at graduation time – an opportunity for a fresh and honest perspective on which of our programs and services work and which need work. In 2013 we initiated an annual survey of all alumni, seeking their views on how well our education prepared them for the workforce – and on how that changing workforce dictates changes that we should make in our curriculum. The first edition of this survey informed the work of our Strategic Planning Committee as it prepared our five-year plan. Alumni representatives sat on that committee.

Long after graduation, many alumni remain part of the daily life of the school. A few have been hired to work full time on our digital or broadcast media. An alumnus serves as editor of our Brooklyn blog, The Nabe. Other alumni are hired part-time to coach students or serve as adjuncts in classes. Some come back to take additional classes – our course on mobile and tablet journalism, for example, or an investigative journalism course.

Alumni often come to speak to students, and one alum is chosen each year to speak at graduation. One week an alumna at The New York Times will speak to editing students about her job in the real world. Another week an Emmy-winning alumna at ABC News will speak to a class about breaking into broadcast journalism.

We work to create connections between our alumni and professional groups. The New York Press Club, which has monthly events at the school, invites our alumni and students to attend free of charge, one of many groups that extend such an invitation. We also invite alumni to attend professional conferences outside of our walls, where they can make connections, represent the school and recruit new students.

Now that we have built up a significant group of alumni, and now that they are working their way up to greater responsibilities in journalism, we recognize our opportunity to increase our own efforts to make use of this resource. Our Governance Council recently approved a proposal by the Strategic Planning Committee to create an Office of Alumni Affairs that would work closely with career services, the Development Office and a proposed new staff person hired to create a professional development program.

Professionals and Professional Organizations

Our cultivation of professional journalists starts in the classroom, where our adjuncts and senior adjuncts come in from the professional world to teach. We encourage these pros to provide us feedback on syllabi and course outcomes, to attend our faculty meetings and to sit on our governance committees. In addition, several subject concentrations, including international, have advisory boards of professionals who provide advice on needed curricular updates or new directions. Many of our faculty members have close connections to professional groups – including the SIPA photo agency; the Online News Association; the Society of Professional Journalists; groups of Hispanic, South Asian and African American journalists; and virtually every major print and broadcast outlet in New York City. Several times a semester, professionals visit our school as judges of our students' editing projects, entrepreneurial proposals and other work.

At the highest level, the Journalism School's Board of Advisors provides support and curricular feedback to our dean and the school's top administrators. Board members are available for consultation, for group discussion of key issues, to provide guidance to our Strategic Planning Committee and generally to help any way they can – not least of all by providing job opportunities to our interns and graduates. The board members are drawn from the ranks of nationally prominent journalistic leaders. Here is their roster as of spring 2013:

Jesse Angelo, Publisher, New York Post

Dean Baquet, Managing Editor, The New York Times

Merrill Brown, Director, School of Communications and Media, Montclair State University

David Carey, President, Hearst Magazines

Connie Chung, TV Journalist and Anchor

Jared Kushner, Publisher, The New York Observer

Adam Moss, Editor-in-Chief, New York Magazine

Michael Oreskes, Senior Managing Editor, The Associated Press

John Paton, CEO, Digital First Media

Norman Pearlstine, Chief Content Officer, Bloomberg News

Howard Rubenstein, President, Rubenstein Associates

Vivian Schiller, Chief Digital Officer, NBC News

Richard Stengel, Managing Editor, Time Magazine

Elizabeth Vargas, Co-Anchor, 20/20, ABC News

David Westin, CEO, News Licensing Group

Mark Whitaker, Former Managing Editor of CNN Worldwide and former Editor of Newsweek

Matthew Winkler, Editor-in-Chief, Bloomberg News

Mortimer Zuckerman, Chmn. and Publisher, New York Daily News and U.S. News & World Report

■ PART II, Standard 8. Professional and Public Service

4. List examples of professional and public service activities undertaken by members of the faculty in the past six years (before the self-study year). Please do not refer team members to faculty vitae for this information. Do not include service to the unit or institution; this information should be presented in Standard 4.

Below are examples of our faculty's professional and public service activities beyond our walls.

Sarah Bartlett	Advisory Board, Center for Community and Ethnic Media (2010-present) Judge, New York Press Club Journalism Awards (2009-present) Trainer, Accounting for Business Journalists, AP (Sept. 24, 2007)
Peter Beinart	ABC This Week on Iran, Israel and the Tea Party (Sept. 19, 2010) MSNBC Hardball on Obama's Afghanistan decision (Dec. 7, 2009) Fox The O'Reilly Factor on Obama's Afghanistan Policy (Oct. 30, 2009)
Adam Glenn	Subcommittee Chair, Online News Association Education Committee (2012) Multimedia judge, Association of Alternative Newsweeklies (2011) Strategic Consultant, Yale Environment 360 (summer 2010)
Barbara Gray	News research consultant, The New York Times (since 2010) Member of the Advisory Committee for the Investigative Dashboard for the Organized Crime and Corruption Reporting Project (since 2013) Secretary of the CUNY Council of Chief Librarians (since 2012) Coordinator of the Faculty Collaboration for Information Literacy Project for CUNY's Office of Library Services (since 2013)
Lonnie Isabel	Co-organizer, Ethics of Representation conference, Brooklyn College (2012) Judge, United Nations Correspondents' Association's awards (2012) Advisor, Jordan Media Institute (2010)
Jeff Jarvis	Member, International Media Council of the World Economic Forum, Davos Keynote speaker, World Association of Newspapers, Bangkok (2013) Panelist, Annual Conference on College Newspapers, Yale (2013)
Sandeep Junnarkar	Multimedia judge, National Magazine Awards (February 2010) President, South Asian Journalists Association, (2009) Council on Foreign Relations Website Advisory Committee (2007-2008)
Rebecca Leung	Assessment Committee, Accreditation Review, Columbia J-School (2012) New York State Communication Association Reports, Editor (2012-present) National Magazine Awards, digital media judge (2010)
Linda Prout	Consultant, Global Editors Network Annual Conference, Paris (June 2013) Speaker, Fulbright Association Annual Conference, London (October 2012) Teacher, Int'l Center for Journalists, Ankara and Yerevan (June 2011)
Steven Strasser	Leader, State Dept. seminar for visiting Chinese journalists (June 2012) Panelist, Fahad Center for Dialogue Among Civilizations, Kuwait (2011) Leader, writing workshops for the Peter G. Peterson Foundation (Oct. 2010)
Wayne Svoboda	Participant, AEJMC Convention, Washington DC (2013) Judge, New York Press Association (2012) Participant, AEJMC Convention, Chicago (2012)

5. Describe the role of professional and public service in promotion and tenure decisions. Describe travel funding or other support by the unit for faculty involvement in academic and professional associations and related activities.

The school's guidelines for appointment, tenure and promotion include our service requirements for faculty on the tenure track. According to these guidelines, service includes the contribution that a faculty member makes to the academic profession (aside from scholarly efforts), to the journalism profession, to the Journalism School, The City University of New York and to society at large. Contribution is typically demonstrated by:

- Participation in professional and scholarly associations or service on editorial boards of scholarly organizations
- Active participation in any of a broad array of organizations whose purpose is to improve journalism, extend its reach or diversity, or expand the ranks of those who practice good journalism
- Service on school committees, appearances made on the school's behalf, the advising and mentoring of students and participation in the overall life of the school
- Representation of the Journalism School on various university-wide committees and projects, as requested, to help improve program integration and information sharing among the CUNY colleges and graduate programs
- Active participation, often related to professional expertise, in the work of civic groups or neighborhood organizations, on public and government commissions, or in a range of volunteer activities dedicated to improving the society at large

Significant accomplishments under the category of service will strengthen a candidacy for promotion, but cannot replace scholarship or strong teaching practices as a justification for promotion.

As the Journalism School has become established, the administration has stepped up its encouragement of faculty academic activities, issuing general announcements several times a year that funds are available for grants and for travel to attend conferences. We discuss this and other efforts to support faculty academic pursuits in Standard 5, the scholarship section of this self-study.

6. Describe the unit's support of scholastic (high school) journalism, including workshops, visiting lectures, critiques of student work, etc.

Journalism School faculty members are a key part of the New York City High School Journalism Collaborative, a group that offers training sessions for high school newspaper faculty advisors, operates workshops for student journalists, and runs The Newsies!, an awards ceremony that honors the best in journalism produced by New York City high school students. Geanne Rosenberg, a Journalism School consortial professor and director of the collaborative future of journalism projects at Baruch College, heads the collaborative; NYCity News Service Director Jere Hester and Journalism School Prof. Indrani Sen are among the founding members. In addition, numerous faculty members have conducted workshops and judged The Newsies! Awards.

Professors Sen and Hester also are active in the New York City Scholastic Press Association, an organization of high school journalism advisors who work to improve journalism programs throughout the city. The Journalism School professors helped set up the press association's annual conference at Baruch College.

■ PART II, Standard 8. Professional and Public Service

The school hosted a workshop attended by 35 New York Public High School students as part of CUNY's Black Male Initiative. The students, mostly African-American males, were working on a citywide documentary about their experiences in public education.

7. Describe the unit's methods for communicating with alumni, such as newsletters or other publications. Attach copies of publications during the previous academic year. (These documents can be placed in the appendices binder.)

Please see copies of these communications in the appendices binder.

We communicate with our alumni constantly – almost daily – through an alumni Facebook page as well as Facebook pages for every class since the Class of 2011. We maintain an alumni listserv to promote school events and to spread the word about classes and jobs. We also send alumni a quarterly newsletter.

Alumni are considered part of the family and can walk in anytime to consult with an advisor or a former professor. They are invited to school receptions and other social events, and they visit classes to present to students or to learn new skills. They help promote the school at our open houses for new students and attend our annual fundraising gala. Some have begun contributing money to the school. In short, we try to keep our alumni as connected to the school as possible. They even have access to the riches of the databases in our research center; for a fee of \$60 a year, alumni have full access to our premium data and search tools – a benefit that is extremely popular.

8. Describe the involvement of alumni in the unit's educational and public service programs (placement, internships, fund-raising, curriculum development, etc.) and in advisory or visitors' boards.

Happily, some of our earlier alumni are now becoming employers. One, a managing editor at NBC Universal, supervises two junior alumni working in his department. The school has developed a database to keep track of our alums' rise through the ranks and to steer students and new graduates their way. We already have had successes. One alumna, an associate editor at Psychology Today, supervised a student's summer internship. Another intern worked for an alumna who serves as editor-in-chief of Brooklyn Based, a news site. A 2008 alumnus got a job as a business reporter at Bloomberg News with the help of a 2007 alumnus who already worked at Bloomberg.

Alumni serve on our Strategic Planning Committee, helping to chart school programs and policies on a five-year horizon. Through surveys at graduation and a regular schedule of alumni surveys instituted in 2013, alumni are giving us a real-world analysis of our performance as educators and of the skills and attributes needed in the professional world we must serve. Among many other contributions, alumni advised us to add more career-building skills into our curriculum – the business, financial and marketing skills needed by journalists who will face many job changes, entrepreneurial opportunities and freelance assignments in their careers. The school's Curriculum Committee put that topic on its agenda for fall 2013.

PART II, Standard 9

Assessment of Learning Outcomes



Part II, Standard 9

Assessment of Learning Outcomes

Takeaways

- We have crafted a list of school-wide learning outcomes that we aim for our students to achieve; in addition, each syllabus lists learning outcomes for that particular course.
- We invite high-ranking journalists to evaluate our students' portfolios annually and tell us how well we are meeting our stated goals. As a result of their suggestions, we have strengthened our multimedia and capstone requirements and revamped course assignments.
- We survey our new graduates and our growing alumni network to evaluate how well our programs have served them at the start of their first jobs and as their careers develop.



■ PART II, Standard 9. Assessment of Learning Outcomes

Please attach the unit's written plan for assessment of student learning outcomes. This plan must include the dates of its adoption and of implementation of its components. Please respond to each of the following instructions:

1. Provide the unit's definition of goals for learning that students must achieve. If this definition is incorporated into the plan for assessment, a page reference will suffice.

Please see the school's assessment plan, attached as Item 1 at the end of Standard 9.

We have worked to perfect a list of learning outcomes that we expect all students to achieve by the time they graduate with an M.A. in Journalism. We found that our original list seemed rather fuzzy in practice, so we revised and sharpened our goals. What follows is that latest iteration of outcomes. In addition to these school-wide outcomes, each syllabus is required to list specific course goals. (We discuss the outcomes process for our M.A. in Entrepreneurial Journalism later in this section.)

By the time students graduate, they must:

1. Demonstrate a Commitment to the Eternal Verities of Journalism

Does the reporter understand the role of an independent press in society? Know the laws that govern journalists and media organizations? Demonstrate an understanding of the strict ethical standards of journalistic conduct, including a dedication to fairness and accuracy?

2. Show the Ability to Conceive Journalistic Stories

Are story ideas good? Fresh? Timely? Relevant? Focused? Sufficiently developed beyond the "topic" stage? Newsworthy? Pitchable to a news outlet?

3. Show the Ability to Do Professional-Level Reporting and Research

Are data used correctly and effectively? Is there appropriate attribution? Is there a sufficient variety of sources/voices? Are multiple viewpoints represented? Do stories demonstrate effective interviewing? Is there sufficient context? Do the reporting and research back the thrust of stories?

4. Show the Ability to Write Well

Is the writing clear? Grammatical? Does it follow AP Style? Do sentences and paragraphs (regardless of medium) flow smoothly and logically?

5. Demonstrate Journalistic Storytelling Skills

Are stories compelling/interesting? Do they draw in the audience and sustain interest until the end? Are there strong quotes/sound bites? Do stories come across as fair and unbiased?

6. Show Multiplatform Ability

Does the reporter show an ability to produce stories effectively using text, sound and visual imagery? Did the reporter make the right choice(s) of media?

7. Master a Subject Beat

Does the reporter demonstrate the ability to produce in-depth stories? Do the stories show a strong level of knowledge in reporting on a specialized topic? Does work demonstrate critical thinking/analytical skills? Do the stories show a selection/development of appropriate sources and an effective use of data?

8. Show the Ability to Interact with the Audience

Does the reporter effectively use technology to interact with communities? Collaborate with audiences on journalistic projects?

9. Embrace the Growing Importance of Versatility and Entrepreneurialism

Does the reporter understand the economic forces that are transforming journalism and the importance of entrepreneurship in adapting to those forces? Know how to adapt to the forces driving technological convergence? Know how to market himself/herself and his/her work?

2. Describe the involvement of journalism and mass communication professionals, including alumni, in the assessment process.

Since the Journalism School's beginnings, we have worked to assess our results in the classroom through a system of student evaluations, internship reports from employers, the level of student work and the number of our graduates employed in journalism. These less formal attempts to assess outcomes have been useful and have guided the direction of the curriculum over time, but they did not force us to stop and reflect on what we really wanted students to know and be able to do by the time they walked across the graduation stage.

In February 2009, during our third year of operation, we formed a faculty committee to devise a formal effort to assess our educational outcomes. The committee is made up of full-time faculty and adjuncts who are active in journalism. In October 2009, we asked Dr. Trevor Brown of ACEJMC to advise us on creating the plan. And in May 2010, we expanded this Outcomes Committee to include student representatives.

From 2009 to 2011, we had numerous faculty-wide discussions on what we expected graduates to know and be able to do. The list of outcomes went through several iterations and configurations as we next addressed how we would measure the school's performance in those areas. We ensured that all course syllabi listed specific outcomes for the course and that those outcomes aligned with the school outcomes list. Where holes appeared, we asked faculty members in appropriate courses to make sure they covered certain skills or areas of knowledge that we had listed as school-wide outcomes.

In April 2010, the school's Governance Council approved the first iteration of our outcomes plan, including the outcomes themselves and the multiple processes for measuring them. We began collecting four pieces of student work that we agreed would be the basis for much of the formal assessment. Those assignments were: a hard-news story from the first week of school, which served as a baseline, the final print piece in a subject concentration, a multimedia piece that the student felt was most representative of his or her work, and the student's required capstone project. Because two of our nine outcomes could not be captured in a piece of student work, we conducted a survey of graduating students to determine how effectively they felt the school had equipped them in those areas, including whether they were well prepared to interact with audiences and whether they embraced the importance of entrepreneurialism.

Following graduation of the Class of 2011 in December 2011, we invited two highly qualified professional journalists, Raju Narisetti, at the time the managing editor of The Wall Street Journal Digital Network; and Ted Anthony, assistant managing editor of The Associated Press, to serve as external evaluators. Prof. Sarah Bartlett joined them in evaluating the portfolios of 17 students. It took most of a day for the reviewers to complete their work. Each reviewer scored all four pieces in each portfolio. We averaged the scores to give us an overall grade. We also derived a grade from the survey results. With the grades in hand, the evaluators engaged in a broad discussion with Outcomes Committee Chair Greg David and Associate Dean Judith Watson.

Overall scores came in between a 3 and a 4 on a scale of 4. The baseline hard-news assignment, completed as the first assignment of the semester, earned significantly lower scores than the others. The multimedia assignment received respectable scores, as did research and reporting skills. The cap-

■ PART II, Standard 9. Assessment of Learning Outcomes

stone, our students' culminating projects, received the highest scores. (The Outcomes Committee's report for the Class of 2011 can be examined in the appendices binder.)

After that first evaluation, we concluded that in the following year we needed to derive more and better information from our outcomes process. The evaluators recommended that we allow a wider grading scale and time for comments, a process that would require adding more evaluators and dividing the work. They also suggested that we should further clarify our outcomes goals to achieve greater clarity in scoring.

The Outcomes Committee reported the findings to the Curriculum Committee and Governance Council, and recommended changes to the process for the next time. We implemented all of the evaluator suggestions, tightened our procedures for collecting representative assignments and revised the outcomes to make them more specific. We agreed to accept grades in the course on legal and ethical issues as an indicator that students had absorbed one of our more subjective outcomes – demonstrating a commitment to the eternal verities of journalism. And we agreed to continue using our survey results to determine how well we were teaching the values of interactivity and entrepreneurialism.

It should be noted that on a parallel track, as our earlier alumni have moved up the journalistic pyramid, we have begun surveying them for their opinions on how well the school prepared them for the world of journalism. We ask whether their subject specialties have made a difference in their career trajectory, whether we have prepared them adequately to cover diversity, what they wish they had learned at the school and what we could do better. These survey results informed the deliberations of our Strategic Planning Committee and our Curriculum Committee.

3. Describe the collection and reporting of data from both direct and indirect assessment measures and how the unit used its analysis of the data to improve curriculum, instruction, etc.

Building on the lessons of our initial outcomes assessment, the formal outcomes evaluation process for the Class of 2012 yielded significant information. In January 2013 we convened an expanded roster of New York professionals. Jere Hester, director of our NYCity News Service and former metro editor for the Daily News, and Prof. Sandeep Junnarkar were assisted by Ted Anthony of the AP and Raju Narisetti, now senior vice president and deputy head of strategy for News Corporation. Genevieve Smith, a senior editor at New York Magazine, and Magalie Laguerre, an associate producer at CBS News-60 Minutes and a correspondent on the Weekend Edition of CBS Evening News, joined as evaluators.

The team examined 30 student portfolios. Each included a hard-news story, a multimedia piece, a text piece from a third-semester subject concentration class and the capstone. These 30 students represented a random sample of the 84 graduates that year. As in the first year, a survey of graduating students assessed their progress in the areas of interactivity and entrepreneurial journalism. And grades in the course on legal and ethical issues were used to measure how well students had absorbed the eternal values of journalism. A summary of the findings and recommendations of the 2013 evaluation team is included in the appendices binder. These findings were reported to the faculty and to the school's Governance Council.

The evaluators concluded again that the school does greatly improve student skills and that the students show strong reporting and research skills. But the team found generally weak work in the subject concentration classes – urban, business and economics, arts and culture, health and science, and international reporting. It was difficult to determine whether this was because many portfolio stories were collected before students had done their best work in the subject concentration or whether assignments in those courses tended to be less ambitious. In response, while we changed our

method of collecting these stories, we also asked faculty in the subject concentration areas to revise their assignments to make them more challenging.

We uncovered another problem in the subject concentration work. It largely consisted of single-platform print stories, despite a longstanding requirement that at least one assignment take an alternative format. In extensive faculty discussions about the findings, subject concentration directors agreed to rethink their assignments to emphasize multiplatform pieces. The school also is assigning multimedia coaches to subject concentration classes starting in fall 2013. The coaches will help students and faculty members think through how multimedia and interactive tools could strengthen stories, and will help them execute the projects.

The evaluators generally found less experimentation in multimedia projects by the 2012 students; for example, they saw a lot of video for the web as opposed to truly interactive projects. The interactive program had already revamped the required fundamentals of multimedia core course to ensure that more aspects of multimedia are emphasized, such as data visualization and crowd sourcing. As a result, members of the Class of 2013 already show much greater mastery of a wide range of multimedia, interactive and data presentation skills. The school greatly expanded the number of interactive and coding modules – five-week, one-credit courses – adding to the range of skills that students can master.

One criticism stung. The evaluators found that student capstone projects generally fell short of the school's intent that they showcase the best work of our graduates. In some instances, students had confused length with depth. The team questioned why, at a school that touts its cross-platform approach, anyone should be allowed to submit a project using single-platform reporting.

In the spring 2013 semester, the school took several steps to address these concerns. Based on the recommendations of a capstone subcommittee of the Curriculum Committee, we eliminated length guidelines for capstones and emphasized instead rigor and impact. We required that all capstones have one or more multimedia elements. We hired two alumni to work with students to incorporate multimedia planning into their capstones. And we permitted students to produce their capstones as an independent study project if they wished, giving them more time to produce a piece of professional-quality journalism suitable for today's multimedia, interactive market. The new capstone guidelines are attached as Item 2 at the end of Standard 9.

Of course, our formal outcomes assessment process is supplemented by other types of long-standing annual assessment measures, described elsewhere in this self-study. These measures include student evaluations of courses and professors, peer evaluations of professors and instructors, student satisfaction surveys and the CUNY performance planning process that focuses on outcomes.

All have led to curricular and procedural revisions over the seven-year life of the school. Our interactive journalism curriculum has been updated several times based on student reviews. The overhaul of our health and science curriculum responded not just to reviews but to students voting with their feet. Students' dissatisfaction with the thrust of our course on legal and ethical issues led to a reduction in the number of legal cases they have to read and longer discussions of the ethical and legal issues that students confront in their reporting assignments. Again in response to student complaints, we distilled our course on database research methods into seven lessons that we incorporate into craft classes, where students can immediately use the skills they are learning.

Our survey of alumni provided another opportunity to improve our curriculum. Many alumni suggested that the school should provide more career-building skills in a profession that increasingly requires an entrepreneurial mindset. The school already schedules one class in entrepreneurial journalism, and students have access to the resources of our Tow-Knight Center for Entrepreneurial

■ PART II, Standard 9. Assessment of Learning Outcomes

Journalism. The Curriculum Committee is embarking on an effort to add career-building elements to existing courses and to consider new courses, workshops and modules that will help students master the skills of marketing their professional skills and their work.

Outcomes Process for the Entrepreneurial Journalism M.A. and Certificate

In June 2013, the School awarded the M.A. in Entrepreneurial Journalism and Advanced Certificate in Entrepreneurial Journalism to the second cohort of students in its entrepreneurial sequence, those who completed their work in spring 2013. We agreed that students who graduate with the M.A. in Entrepreneurial Journalism should demonstrate proficiency in not only the outcomes stated for the regular M.A. program but also outcomes delineated for the Entrepreneurial Journalism Certificate. The entrepreneurial certificate outcomes are as follows:

By the time students complete the course, they will:

- Understand the business dynamics and opportunities in the news industry from the perspective of both existing and startup organizations – i.e., the disruptors and the disrupted
- Understand business basics including concepts of marketing, accounting, finance, funding, metrics, revenue and budgeting
- Learn management skills: planning, organizing, leading, delegating, project management, leadership, negotiation and ethics
- Understand the value of sound editorial judgment in a successful journalistic enterprise
- Produce a plan for a sustainable journalistic enterprise
- Learn collaboration with technologists, partners and business colleagues
- Gain practical experience through creating a business and an apprenticeship
- Understand how the technology landscape affects media in the U.S. and around the world, and understand the role technology plays in the development of the news industry
- Address ethical and privacy issues at the intersection of journalism, tech and business

The process for measuring outcomes for the entrepreneurial sequence is somewhat different from that of the regular M.A. program, but it also involves external evaluators. In the entrepreneurial certificate/M.A. sequence, outcomes are measured as follows:

- One-on-one meetings with the program leaders and students' individual mentors throughout the term and again at the end of the term to assess progress toward achieving each of the outcomes outlined above
- Periodic testing, where relevant, to assess understanding of specific subject matter, particularly in the arena of business concepts
- Assessment of final oral presentations and written project summaries
- Survey of students after the end of the course to determine their self-assessments

- Assessment of the startup projects students create over the semester, with a focus on effective use of technology, appropriate consideration of privacy and ethics, application of business concepts, and effective management and collaboration with others

At the end of the spring semester, the only semester in which the entrepreneurial sequence is currently offered, a group of journalistic entrepreneurs is brought in to provide feedback on the student projects and the program in general. In spring 2013, approximately 10 external evaluators participated. All of them provided feedback on the student projects and presentations. Three also gave feedback on the extent to which the school was meeting its outcomes criteria.

The conclusion in this first outcomes cycle was that the students are meeting these outcomes criteria in a satisfactory manner, with many excelling and producing high-quality startup projects.

To add to the feedback from that group, we are now surveying those who just completed the program during the spring 2013 semester. We are also reaching out to graduates of the 2012 program and the 2011 pilot to measure how well they feel the program met its objectives and its utility to them one or two years after completion of the program.

Based on initial input from our outside observers, we have had preliminary discussions about making at least two specific adjustments to our Entrepreneurial Journalism students' preparation next year. First, we will work individually with students more thoroughly to ensure that their financial cost and revenue projections are reasonable and sufficiently detailed. Second, we will work with students to further develop their individualized marketing plans so that their final presentations show greater sophistication and subtlety in how they address the need to build a community, attract initial clients, grow their first 1,000 users and otherwise raise awareness about what they are doing to ensure their projects' viability and sustainability.

4. If campus media operations are under unit control, discuss awards they have won in local, regional or national competitions in the past six years.

The following awards recognized the work of the school's NYCity News Service, where students publish stories under the direction of a professional editor, and The Local, the school's hyperlocal blog in Brooklyn (now called The Nabe).

Society of Professional Journalists National Mark of Excellence Award (2012)

- The Doctor Drain – First Place: Online In-Depth Reporting. NYCity News Service Staff

Society of Professional Journalists Region 1 Mark of Excellence Awards (2012)

- The Doctor Drain – First Place: Online News Reporting. NYCity News Service Staff
- Scenes of Sandy – Second Place: Online News Reporting. NYCity News Service Staff
- Haven on the Harlem – Third Place: Online News Reporting. Mott Haven Herald/NYCity News Service Staff
- The Doctor Drain – First Place: Online In-Depth Reporting. NYCity News Service Staff
- Haven on the Harlem – Second Place: Online In-Depth Reporting. NYCity News Service Staff
- Changing Neighborhoods – First Place: Online Feature Reporting. Mott Haven Herald/NYCity News Service Staff
- NYCity News Service – Second Place: Best Independent Online Student News Publication. NYCity News Service Staff

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Editor & Publisher EPPY Awards (2012)

- NYCity News Service – Honorable Mention: Best College/University Journalism Website. NYCity News Service Staff
- The Doctor Drain – Honorable Mention: Best College/University Investigative or Documentary Report. NYCity News Service Staff

Society of Professional Journalists Region 1 Mark of Excellence Awards (2011)

- Changing New York: Census 2010 – First Place: Online News Reporting. NYCity News Service Staff
- Distant Relatives – Second Place: Online News Reporting. NYCity News Service Staff
- Eco: NYC – Third Place: Online News Reporting. NYCity News Service Staff
- Eco NYC – Second Place: Online In-Depth Reporting. NYCity News Service Staff
- Distant Relatives– Third Place: Online In-Depth Reporting. NYCity News Service Staff

Editor & Publisher EPPY Awards (2011)

- NYCity News Service – Honorable Mention: Best College University Journalism Website. NYCity News Service Staff
- The Local – Honorable Mention: Best Crowd Sourcing or Citizen Journalism. The Local Staff

Council on Contemporary Families Media Awards (2011)

- Homeless With Homework – Special Award for Emerging Journalists. NYCity News Service Staff

Society of Professional Journalists Region 1 Mark of Excellence Awards (2010)

- Industry NYC – Second Place: Online News Reporting. NYCity News Service Staff

Editor & Publisher EPPY Awards (2010)

- NYCity News Service – Honorable Mention: Best College Newspaper Web Site. NYCity News Service Staff

Society of Professional Journalists National Mark of Excellence Awards (2009)

- NYCity News Service – National Winner: Best Independent Online Student Publication. NYCity News Service Staff

Society of Professional Journalists Region 1 Mark of Excellence Awards (2009)

- NYCity News Service – First Place: Best Independent Online Student Publication. NYCity News Service Staff
- NYCity Snapshot: 2009 Economic Pulse – Second Place: Online News Reporting. NYCity News Service Staff
- Brooklyn Bridges Cultures – Third Place: In-Depth Reporting. NYCity News Service Staff

Online News Association (2009)

- Election 2008: A Date with History – Finalist: Student Journalism, Large Team. NYCity News Service Staff

Society of Professional Journalists National Mark of Excellence Awards (2008)

- Election 2008: A Date with History – National Winner: Online News Reporting. NYCity News Service Staff

- NYCity News Service – National Finalist: Best All-Around Independent Online Student Publication. NYCity News Service Staff

Society of Professional Journalists Region 1 Mark of Excellence Awards (2008)

- Election 2008: A Date with History – First Place: Online News Reporting. NYCity News Service Staff
- NYCity News Service – First Place: Best All-Around Independent Online Student Publication. NYCity News Service Staff eduStyle Awards (2008)
- NYCity News Service – First Place: Best News Site. NYCity News Service Staff

Society of Professional Journalists Region 1 Mark of Excellence Awards (2007)

- NYCity News Service – First Place: Best All-Around Independent Online Student Publication. NYCity News Service Staff

5. Discuss awards won by the unit's students in local, regional or national competitions in the past six years. If campus media operations are not under unit control, please list only awards won by the unit's majors.

The following awards recognized students whose work was entered into local, regional and national competitions. The one exception is the Dennis Duggan Prize, which is issued every year by the Society of Silurians, an organization of New York journalists, to a Journalism School student. The award honors the memory of a newspaperman who chronicled life in New York City for five newspapers for more than 60 years; Duggan died shortly before the school opened in 2006.

Society of Professional Journalists Region 1 Mark of Excellence Awards (2012)

- The National Guard Comes to Red Hook – First Place: Radio News Reporting. Sean Carlson for AudioFiles/NYCity News Service
- Boxing Takes Teens to Next Round – First Place: Radio Sports Reporting. Tom DiChristopher for AudioFiles/NYCity News Service
- A Skate Park Grows in Brooklyn – Second Place: Radio Sports Reporting. Tom DiChristopher for AudioFiles/NYCity News Service
- Living with Guns – Second Place: Radio News Reporting. Mary Shell for AudioFiles/NYCity News Service
- Syrian Protests Reach Brooklyn – Third Place: Radio News Reporting. Justin Mitchell for AudioFiles/NYCity News Service
- Growing Apples and History on Long Island – Third Place: Radio Feature. Adam Warner for AudioFiles/NYCity News Service
- Local Music Worldwide – Third Place: Radio In-Depth Reporting. Willis Arnold, Rachel Sapin and Jorteh Senah for NYCity News Service
- Roller Derby 'Girls' Slam and Jam – Third Place: Online Sports Reporting. Alex Robinson/ NYCity News Service

RFK Europe Journalism Award (2012)

- I Marched Along, an interactive project documenting how the upheaval in Egypt affects women – award in the category of University and Schools of Journalism. Carmel Delshad and Kirsti Itameri

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Soros Justice Fellowship (2012)

- Fellowship to examine the nation's evolving probations systems. Hannah Rappleye and Lisa Riordan Seville

Investigative Reporters and Editors Award (2012)

- New York's Boarding School of Hard Knocks – Finalist, Student Media. Lisa Riordan Seville, Hannah Rappleye, Teresa Tomassoni and Khristina Narizhnaya for 219 Magazine

Society of Professional Journalists Region 1 Mark of Excellence Awards (2011)

- Wall Street Puppets – Second Place: Radio Feature. Rebecca Lee Douglas for AudioFiles/ NYCity News Service
- Arab American Comedy Festival – Third Place: Radio Feature. Frans Koster for AudioFiles/ NYCity News Service

Society of Professional Journalists Region 1 Mark of Excellence Awards (2010)

- After Apartment Fire, a Tale of Two Families – First Place: Online News Reporting. Andrea Swalec, The Local
- Big Goals For Sled Hockey Team – First Place: Online Sports Reporting. Christopher Schuetz and Samantha Stark, NYCity News Service

Investigative Reporters and Editors Award (2009)

- Wrongful Conviction, Unequal Compensation – Top Prize, Student Media. Clark Merrefield for 219 Magazine.

Foreign Press Association Scholarships

2012 – Natalia Osipova
2011 – Jennifer Hamblett
2009 – Damiano Beltrami
2008 – Adeola Oladele

Overseas Press Club Foundation Scholarships

2013 – Patricia Rey Mallen
2011 – Hannah Rappleye

Society of Silurians: The Dennis Duggan Prize

The Dennis Duggan prize is given annually to a Journalism School student for outstanding work in school and for professional potential.

2013 – Irina Ivanova
2012 – Jane Teeling
2011 – Patrick Wall
2010 – Simone Sebastian
2009 – Emily Feldman
2008 – Barry Paddock
2007 – Daniel Massey

6. List by specialty each member of the graduating class of three years ago and those graduates' current jobs. If practical, please give a total number of "unknowns" rather than including them in the list.

The Class of 2010 had 69 graduates. At least 66 had jobs or work as freelancers as of spring 2013. The employment status of the remaining three is unknown.

1. Alexander Abad-Santos: The Atlantic/Atlantic Wire, staff writer
2. Uche Abanobi: full-time freelancer, Fox News Radio, audio news gather; Brooklyn Independent TV, field producer
3. Aaron Adler: Strauss Media, photo editor
4. Jonathan Balthaser: ABC News, booking and development
5. Ines Bebea: France 24, assistant producer
6. Amy (Berryhill) MacMillan: Sneaky Octopus Productions, technology trainer/videographer
7. Anne Byrnes: WATE-TV Knoxville, Tenn., associate producer
8. Courtney Carter: WCBS-TV, production assistant
9. Alana Casanova-Burgess: WNYC/Brian Lehrer Show, assistant producer
10. Thomas Chan: full-time freelancer, visual journalist, Street Smart Video
11. Dan Chung: CBS Radio/Chicago, assistant producer
12. Melissa Cooper: full-time freelancer (Street Smart, Rodale, Brooklyn Independent TV)
13. Jessica Courtemanche: correspondent, Hollywood.com and actress
14. Jessica Dailey: associate editor, Curbed NY
15. Krissy Dolor: Jill of all trades (writer, editor, etc.), eFlirtExpert.com
16. Vivian Doskow: full-time freelancer, New Delhi
17. Michael Drury: full-time freelance journalist and illustrator
18. Liza Eckert: full-time freelance (Brooklyn Based, music writer/photographer; dying scene.com; news editor)
19. Dale Eisinger: full-time freelancer
20. Megan Finnegan: editor, NYPress.com and Our Town Downtown (Straus Media)
21. Spencer Freeman: editor, Breathless Press (e-book publisher)
22. Carl Gaines: editor, Mortgage Observer (New York Observer)
23. Danny Gold: full-time stringer, The Wall Street Journal

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24. Colby Hamilton: political reporter, WNYC Radio
25. Katie Honan: social media editor, WNBC-NY
26. Emily Johnson: copy editor, Jakarta Globe
27. Graham Kates: reporter, Riverdale Press
28. Shane Kavanaugh: politics reporter, Crain's NY Business
29. Emily Lavin: health editor, MedHelp
30. Janet Lawrence: associate producer, Rodale
31. Kerri MacDonald: photo researcher/editor, International Herald Tribune/Hong Kong
32. Sherry Mazzochi: video producer at Computer Center for Visually Impaired People, Baruch College
33. Erin McCarthy: reporter, Emerging Markets, Dow Jones Newswires
34. Bobby Melok: multimedia producer, WWE
35. Eleanor Miller: researcher/digital content curator/archivist at IHT/Hong Kong
36. Maria Miranda-Pierangeli: full-time freelance (WNBC-NY, writer for Nitewise; InStyle magazine, reporter/fact checker)
37. Mojeen Musikilu: enterprise editor, 234Next.com (Nigeria)
38. David Montalvo: segment producer, CNBC
39. Chika Moses: full-time freelancer, Lagos, Nigeria
40. Khristina Narizhnaya: business reporter, The Moscow Times
41. Vishal Persaud: full-time freelancer
42. Christine Prentice: reporter, American metal market for Reuters
43. Rochana Rapkins: writer, editor for Leap Force (Hawaii)
44. Dana Rapoport: assistant to Geraldo Rivera, Fox News
45. Hannah Rappleye: Soros Justice Fellow; contributor WSJ; field producer NBC
46. Azriel Relph: associate producer, MSNBC
47. Lisa Riordan Seville: full-time freelance reporter
48. Matt Robinson: reporter, Bloomberg
49. Sam Roudman: staff writer, Personal Democracy Media
50. Perry Santanachote: online interactive editor, WNET.org

51. Christopher Schuetze: freelance writer; International Herald Tribune/Paris
52. Simone Sebastian: energy reporter, The Houston Chronicle
53. Jordan Shakeshaft: fitness editor and multimedia director, Greatist Inc.
54. Walter Smith-Randolph: lead reporter, WEYI (NBC affiliate), Flint, Mich.
55. Samantha Stark: video journalist, The New York Times
56. Nadia Sussman: video journalist, The New York Times
57. Andrea Swalec: reporter, DNAInfo
58. Joe Tacopino: reporter and rewrite, New York Post
59. Margaret Teich: staff video producer, Hearst Digital Media
60. Teresa Tomassoni: program director, FAIR Girls (Washington D.C.)
61. Almudena Toral: video journalist, The New York Times
62. Mitch Trinko: community manager, CUNY Graduate School of Journalism; collaborative editor for The Nabe; adjunct multimedia professor at Fordham
63. Peggy Truong: editor/producer, CeleBuzz.com
64. Dan Tucker: associate producer/business news, WNYC New York Public Radio
65. Thomas Vineeth, news assignment and web editor, WRNN
66. Amy Yensi, reporter, News12

7. List graduates who have established distinguished careers in journalism and mass communications.

Class of 2007 (Our First Class)

- Daniel Carty: National Editor, CBSNews.com
- Tim Catts: Reporter, Bloomberg
- Amy Goldstein: Associate Editor, ESPN.com
- Andrew Greiner: Editorial Director, Digital, NBC in Chicago
- Annaliese Griffin: Editor-in-Chief, Brooklyn Based
- Angela Hill: Reporter/Associate Producer for ABC News in the Brian Ross Investigative Unit, winner of two Emmy awards.
- Megan Kelty: Digital Journalist and Producer, CBS Evening News
- Benjamin Levisohn: Emerging Markets Editor, Barron's
- Daniel Massey, Economy Reporter, Crain's New York Business

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Jose Moreno: Reporter/Web Business Editor, Newsday

Tanzina Vega: Reporter/Multimedia Producer, The New York Times

Class of 2008

Cristina Alesci: Reporter, Bloomberg

Fritzie Andrade: Show Producer, The New York Times video unit

Kathryn Lurie: Online Editor, The Wall Street Journal

Daniel Macht: Managing Editor, NBC Local Integrated Media

Carl Winfield: Managing Editor, Foundation & Endowment Intelligence for Euromoney
Institutional Investor

Class of 2009

Rima Abdelkader: Assistant Producer, Brian Williams magazine show

Aisha Al-Muslim: Staff Reporter, Newsday

Ben Fractenberg: Reporter, DNAInfo.com

Valerie Lapinski: Associate Producer, Time Magazine

Caroline Linton: Homepage Editor, The Daily Beast

Carla Murphy: Contributing Editor, The Investigative Fund, The Nation Institute

Kate Nocera: Capitol Hill Reporter, BuzzFeed

Maya Pope-Chappell: Online News Editor, The Wall Street Journal Asia

Michael Reicher: Reporter, The Orange Country Register

Joel Schectman: Reporter, The Wall Street Journal's CIO Journal

Rachel Senatore: Online Long Island Editor, Newsday

Jessica Simeone: Reporter, The New York Post

Sophia Tewa: Full-time freelancer on the assignment desk for WCBS-TV; won Best Documentary
Feature at the Los Angeles Cinema Festival of Hollywood for The People the Rain Forgot.

8. Describe the program used to track graduates to assess their experience in the professions and to improve curriculum and instruction. Discuss measures used to determine graduates' satisfaction with the educational experiences provided by the unit. Describe maintenance of records of alumni employment histories and other alumni records.

In earlier years, we had so few alumni, most of them living in or near New York City, that a simple message on the listserv would effectively reach most of them. Now that we have more than 400 alumni living throughout the U.S. and in other countries, we are increasing the sophistication of our tracking system. That will let us keep up with their lives and careers and keep alumni involved in the school.

We still maintain listservs – and for recent classes Facebook pages that reach virtually all of our alumni. We ask them to let us know about career changes, awards and other notable achievements, and we ask them to inform us about their classmates' news. We can discover details about a particular alum often by performing a Google search that takes us to his or her LinkedIn entry or personal website. At the school, we are developing an alumni database as a repository of our latest best information on a graduate's current address and latest job.

We ask our fledgling alumni to help us assess our academic program in an exit interview we conduct before they pick up their diplomas, and in 2013 we began formal annual surveys of alumni in the workforce to determine how well our programs served them and to ask them for feedback on our curriculum. We have invited several back to serve as adjunct professors and coaches in classes. We have hired one full time to manage the school's social media and edit *The Nabe*, our hyperlocal site. Another alum oversees the *Mott-Haven Herald* community paper in the Bronx. And we are in the process of hiring an alumnus to coach and teach in our interactive track. Alumni also sit on our Strategic Planning Committee, helping us chart our future programs and policies.

Professional master's program:

Attach the unit's written assessment plan for the master's program.

Please see our earlier answers, as we offer only a master's program.

9. Show that the unit has defined outcomes in the professional master's program appropriate to such a program, such as a professional project, a thesis or a comprehensive exam demonstrating development of analytical and critical thinking abilities appropriate to the profession.

Standard 9: Additional Documents

- Item 1: Assessment Plan
- Item 2: Capstone Guidelines

ITEM 1: ASSESSMENT PLAN

Assessment Plan for the Governance Council

*Approved by the Governance Council of the CUNY Graduate School of Journalism on May 3, 2011.
Implemented for the class graduating in December 2011.*

The CUNY Graduate School of Journalism will conduct an assessment each year of the work of its graduating class. The goal is to generate data that can help the school determine if the students are mastering its outcomes and core competencies. To assist in this process, the school will collect a portfolio of work from each graduating student.

The four pieces of work in the portfolio will be:

- Students' first ungraded, unedited written work produced in their community districts for a Craft 1 class (to be collected by the Craft teachers) – for use as a reference point

- An ungraded, unedited print piece from a third-semester subject concentration class

- A capstone

- A piece of work that illustrates multimedia work (should include at least one of the following elements: audio, video, interactive graphic, tools for engaging with the audience).

In addition, the school will survey each graduating class about its experience with interactivity and entrepreneurship (Outcomes #6 and 7).

A three-person panel will be assembled by the administration each January consisting of one professor from the Journalism School and two independent journalism professionals drawn from a list submitted to the administration by the Outcomes Committee. Ideally, one of the three panelists would serve for two years to ensure continuity.

Each January, the panel will review the portfolios of 20% of the graduating class. Names will be removed from all the work being reviewed. The assessment will be based on a four-point scale, with one being the lowest and four being the highest.

We will ask the panel to grade the first-semester Craft piece from each portfolio as it relates to our program's learning outcomes.

We will ask the panel to grade separately the remaining three pieces from each portfolio as they relate to the first six of our program's seven learning outcomes. At the end, the School will have an average grade for the class for each element of each outcome. The Journalism School will track each class' grades, and make adjustments to the curriculum and instruction as needed.

ITEM 2: CAPSTONE GUIDELINES

CUNY Graduate School of Journalism
Capstone Project Guidelines
Class of 2013

The capstone project shows off the best of what students learn and the J-School teaches. To qualify for graduation, each student must successfully complete a capstone – a piece of professional-quality journalism suitable for today’s multimedia, interactive market.

The capstone will be produced as an assignment for a specific class in the third semester. The professor who grades the work will serve as the capstone advisor, but a selection of capstone projects also will be evaluated by a panel of J-School professors and outside professionals as part of the school’s assessment process.

Students should treat the capstone as the culminating project in their main area of interest, whether that is a subject concentration or a media skill. Any medium – text, video, interactive, audio or photography – can provide the base for a capstone. But each project must showcase the essential reporting and writing proficiencies of a journalist. And each must demonstrate a student’s competence in multimedia and/or interactive skills. An acceptable capstone must make substantial use of more than one medium.

The length of a print or broadcast piece or the size of an interactive project is less important than the project’s depth. A capstone should be ambitious and thorough, a significant piece of journalism.

The capstone will be completed according to the following process:

1. Students should begin thinking about capstone topics in the second semester and should consult with potential grading professors during the semester.
2. Students are encouraged to submit an electronic capstone proposal form before they leave for the summer and they must file one no later than Sept. 27. On the form, students will identify their capstone topic and the class in which it will be produced. All proposals should have received a sign-off by the grading professor before the form is submitted. Students who do not submit a form by Sept. 27 will not be permitted to check out school cameras, recorders or other equipment until they comply – unless the grading professor indicates s/he has the proposal under review.
3. Grading professors must issue mid-semester written warnings to any students who fall seriously behind on their capstone projects. Each warning will include steps a student must take to complete the project successfully.
4. Capstones will be produced in drafts and given final grades according to a schedule set by each grading professor.

5. When a capstone project is submitted to the grading professor, it must be submitted in a format specified by the Research Center so that it can be archived at the J-School. Instructions for archiving will be distributed toward the end of the fall semester. Projects not properly formatted will not be accepted or graded. As students submit capstones, they will have the option of making it immediately available for public viewing or delaying release of the capstone while they market it.
6. Professors will factor the capstone grade into the student's overall class grade. In subject concentration courses, the capstone will be weighted as the equivalent of two regular class assignments.
7. Students will have the opportunity to view a sampling of last year's capstones, giving students an idea of the variety of acceptable capstone topics and formats.
8. The earlier you start, the more time you will have to develop a successful capstone project. Start planning now to avoid a last-minute frenzy.

Appendix Item #3
Class of 2013 Assessment Report

Date April 24, 2014

TO: CUNY Graduate School of Journalism Governance Committee, Faculty

FROM: Outcomes

RE: 2013 Assessment

This is the annual report of the Outcomes Committee on the assessment of how the school does in meeting the learning outcomes it has established.

KEY POINTS AND RECOMMENDATIONS

The process is operating smoothly and generates a sufficient number of portfolios for assessment, and the student survey on interactive and entrepreneurial outcomes provides information to adjust the school's program in those areas.

The school is generally **meeting its learning outcomes** and improving students' work.

Areas needing attention are the school's definition and requirements for convergence, producing capstones that meet the standard of publishable material, and a lack of projects that involve crowdsourcing and audience building.

The numerical scores this year show a significant decline, even though the three returning judges said the work showed improvement from 2013. The best explanation is that this is a result of the judges using a tougher judging criteria and sharply lower scores for crowd sourcing and audience building.

The committee **recommends** the faculty continue work on setting the standards for demonstrating convergence and refining how to teach convergence, refining capstone standards as well as the use of convergence in capstones, and working on weaker areas in the interactive program.

THE 2013 PROCESS

The school worked to assemble portfolios for each student in the class of 2013 consisting of their first Craft daybook assignment, a multimedia piece forwarded by the student from anytime during their time at school, a third-semester subject concentration piece designated by the instructors, and their capstone. In addition, all students took a survey evaluating the interactive and entrepreneurial outcomes.

Because many capstones are delayed to the fourth semester, 52 portfolios were assembled, the highest number yet. (A few students did not have subject concentration pieces.) Thirty portfolios were randomly chosen for the judging.

As in prior years, six journalists served as judges. Two were current faculty members—Jere Hester and Sandeep Junnarkar. Four were senior journalists, including Nicole Bode (managing editor of DNAInfo.com, major local news site), Lex Harris (editor of CNNMoney.com, leading online business news site), Genevieve Smith (senior editor at New York magazine working mostly on the print edition), and visual story specialist Travis Fox (who participated before joining the faculty).

Three panel members— Hester, Junnarkar and Smith – had participated the previous year and could compare the class of 2013 to the class of 2012.

THE 2012 RECOMMENDATIONS

Below are the key recommendations from last year, as a guide to results we achieved.

Capstones. The faculty should review the capstone requirements to emphasize quality over length, and consider the addition of a multi-platform requirement. The approach to long-form narrative pieces in the Narrative and other courses should be reviewed.

Subject concentrations. The curriculum committee should review the subject concentrations and work with program directors to encourage the use of more converged stories. Subject concentration directors should consider whether their writing assignments offer sufficient opportunity for students to produce thoughtful analyses with heft greater than the judges said they found.

Interactive program. The interactive program director should work to encourage students and faculty to integrate more interactive elements and audience engagement into student work rather than place such a heavy reliance on visual storytelling.

2013 RESULTS – The Good News

The school improves the students' work. The judges agreed that they saw substantial improvement between the daybooks and third semester work.

The Class of 2013 showed improvement from the Class of 2012. Specifically:

Capstones were more cohesive, a product in part of the new flexible length guidelines. They continued to show very good reporting.

Subject concentration pieces also were much better. This is in part because the procedure for collecting them meant that more substantial stories were included in the portfolios. Many stories also had elements that showed convergence. While not quite meeting the outcomes standard of “mastering a subject concentration,” the school clearly shows it is teaching them *how* to master a concentration.

Many of the interactive pieces continue to show great skill. The student survey also shows strong marks from the students themselves.

2013 RESULTS—The Not-So-Good News

Capstones are better but some pieces continue to emphasize profile at the expense of telling a story—primarily video pieces, but also text pieces. A few capstones continue to read like research reports.

Writing could be better in several ways. Some pieces, including capstones, have grammatical and spelling errors since students are allowed to submit capstones for archiving without a thorough final copy edit. Few students show the ability to write with the kind of voice required by new media outlets such as BuzzFeed, Gawker and Business Insider.

While the class of 2013 used convergence much more than their predecessors, many of the additional elements were tacked on rather than part of a carefully designed project. Students with the best converged capstones created a site that pulled the various elements together.

Many of the pieces in the portfolios, especially capstones, show little use of audience engagement tools—crowd sourcing and audience building--taught early in the program, suggesting both that the faculty fails to stress those techniques and that students resist incorporating them in their work.

Recommendations

Many of these topics were discussed at the February faculty meeting, where the initial outcomes report was presented, and at subsequent faculty meetings.

Capstones. The curriculum committee should review both the revised capstone standards implemented in 2013 and how convergence should be emphasized in capstones.

Convergence. The faculty should consider how the emphasis on convergence should be carried out. Can we holistically integrate elements in the process (say in Narrative)? Does it matter if the other elements are weak in skills or is requiring an effort a reasonable goal?

Interactive. The interactive program should assess the reason for the declines in three areas listed below and work with the faculty on the lack of continued work on crowdsourcing and audience building.

BY THE NUMBERS

Legal and ethics:

CLASS OF 2013

Forty-seven students received A grades (A+, A or A-) and 41 received a B+ or B. Only 4 received the marginal grade of B-. There was one incomplete.

CLASS OF 2012:

Forty-seven students received A grades (A+, A or A-) and 42 received a B+ or B. Only 4 received the marginal grade of B-. No one received a lower grade.

Portfolios:

	2011	2012	2013
Daybook	2.5	2.8	2.5
Subject	3.1	3.1	2.7
Multimedia	3.2	3.3	3.3
Capstone	3.6	3.5	3.1

Student survey

Proficient in using technology to interact and collaborate with communities

3.8 on a 5-point scale in 2013

3.7 on 5-point scale in 2012

3.0 on 4-point scale in 2011

Understand the importance of versatility and entrepreneurship

4.1 on a 5-point scale in 2013

3.7 on 5-point scale in 2012

3.1 on 4-point scale in 2011

Proficient at marketing yourself and your work

3.5 on a 5-point scale in 2013

3.4 on 5-point scale in 2012

3.1 on 4-point scale in 2011

Specific skills that showed significant *declines between* 2012 and 2013

Generating conversation in blogs 83% to 74%

Creating forms and surveys	79% to 67%
Building my presence on Facebook	81% to 69%

Specific skills that showed significant ***increases*** between 2012 and 2013
Tapping SEO to drive traffic to my work 23% to 43%

**CUNY Graduate School of Journalism
Performance Targets for 2014-15**

Targets on University Goals

1. (J-School is exempt)
2. Increase faculty scholarship and research impact
 - a. Number of publications and creative activities: 1.0
We will document this using journalistic standards for scholarship; we do not agree with the .03 OIRA number for 2013-14.
 - b. Number of funded research grants: N/A for a professional school
 - c. Dollar amount of research grants: N/A
3. Ensure students make timely progress toward degree completion
 - a. Average number of credits earned per semester: 13
 - b. Percentage of students who earn 30 credits in first two semesters: 90%
 - c. One-year retention rate of first-time students: 94%
4. Increase graduation rates
 - a. Two-year MA graduation rate: 92%
5. Improve student satisfaction with academic and student support services
 - a. Policies/practices/activities intended to increase student satisfaction with academic and student support services:
 - i. Revamp student orientation
 - ii. Expand our fledgling student mentoring program
 - iii. Involve student services office in supporting academic advisement
 - iv. Bring a wider range of employers to the school for interviews.
 - v. Push all students/alums to use the Symplicity careers website.
 - vi. Create in the weekly schedule more time for brownbag speakers, soft skill sessions and student club meetings, committee meetings
 - vii. Engage students more in testing new tools/equipment being considered for purchase by the school
 - viii. Move information sessions preceding registration and student choice deadlines forward so we can meet all student demands.
6. Improve student satisfaction with administrative services
 - a. Policies, practices and activities intended to increase student satisfaction with administrative services:
 - i. Reach out earlier to new students over the summer so that they can address many registration/IT requirements before arrival.
 - ii. Improve the information flow to students about financial aid and get the financial aid officer at the Graduate Center to the J-School for regular weekly hours.

- iii. Simplify/update instructions on registration/bursar's office/international office services and policies on our website.
 - iv. Use social media more effectively to communicate administrative deadlines/new policies that directly affect students.
- 7. Increase revenues
 - a. Voluntary contributions: \$3.5 million
 - b. Grants and contracts: See 2B under college-specific goals
 - c. Alternative revenues: \$100,000

We will accomplish this through aggressively reaching out to new donors and implementing our strategic plan related to earning new revenues.
- 8. Use financial resources efficiently and prioritize spending on student services
 - a. Spending on instruction, research and student services as a percentage of tax-levy budget: 80%. For lack of a clear definition of what should be included here, this is what our number represents: personnel services and OTPS for the following departments: Academic Affairs, Research Center, Student Services, Career Services, News Service and Admissions.
 - b. Percent of budget in reserve: 3.0%
- 9. Increase the proportion of full-time faculty from under-represented groups
 - a. The addition of our current associate dean to faculty will reduce our minority percentage of faculty to 33% from 36% but increase our female percentage to 33%. We have no plans to hire additional full-time faculty in 2014-15.

Targets on Senior College Sector Goals

- 1. Increase faculty satisfaction. We look forward to establishing a COACHE faculty satisfaction baseline. In 2014-15, we will do more to highlight faculty scholarship and achievements, implement a richer peer observation process, clarify our process for granting conference or scholarship travel funds, fashion skills trainings based on faculty recommendations, provide faculty more support for academic advisement, improve our orientation of new faculty members and pair them with mentors, and create a password-protected faculty web page with all needed forms, policies, instructions, handbook, etc.
- 2. Increase enrollment in master's programs
 - a. Total enrollment: 180
 - b. New student enrollment: 95
 - c. One-year retention rate in master's programs: 94%

We are revamping our admissions program to reach new markets, including for our MA and Certificate programs in Entrepreneurial Journalism and our proposed MA in Social Journalism.

Targets in College Focus Areas:

1. Further diversify the student body.

We will increase the number of minority applicants to the MA in Journalism by 10% (2013-14 baseline was 96) and the number of minority applicants who accept admission by 10% (2013-14 baseline was 39). We will do this through more coordinated outreach by faculty and top administrators to professional associations and historically black and Hispanic-serving colleges and universities; we will target greater financial scholarship aid to minority applicants.
2. Increase our revenues
 - a. We will increase our net revenue from our Summer Intensives project by 20% (2013-14 baseline was \$40,000) and enroll at least 10 students in our new MA in Social Journalism in 2015 (this will establish a baseline and should bring in an estimated \$120,000 in new tuition revenue). We will do this by adding a January Intensives session to the Summer Intensives offerings and by recruiting a first cohort for the MA in Social Journalism, once approved by the State Education Department.
 - b. We will increase the net proceeds from our annual awards dinner by 10 percent (2013-14 net was \$167,000). Our 2013-14 foundation total of \$1.3 million was an anomaly because of a \$750,000 five-year grant that we are unlikely to repeat. We propose a 10% increase in grant funding based on the remaining \$550,000 reported in 2013-14. We will do this through greater outreach by the dean and advisory board to media organizations and by filing more grant applications to foundations.
3. Strengthen faculty skills

We will hold five faculty trainings with at least 10 fulltime or adjunct faculty members participating in each. We will accomplish this by working with faculty to develop five topics they agree they need training in and schedule them at a time convenient for faculty; the dean and associate dean will strongly encourage participation.
4. Improve post-graduate employment rate

We will increase the number of students who are earning their living in journalism within six months of graduation from 78 percent in 2013-14 to 82% in 2014-15. We will do this by reaching out to a host of new non-traditional journalism employers, inviting recruiters to campus on a rotating cycle, holding more career-related workshops year-round, regularly hosting alum-student mixers, and getting alums and students to post resumes and job data into the Symplicity career platform.

CUNY School of Professional Studies Assessment of Student Learning Planning

Updated September 11, 2014

The following summarizes the current status of the development of an Institutional Effectiveness Plan (IEP) at the CUNY School of Professional Studies. While our initial efforts focused on the assessment of student learning, what has emerged is a realization that we need a formal, systematic assessment process for the entire School, uniting the assessment of student learning with fiscal planning and strategic planning.

Introduction of Assessment to the CUNY SPS Community

On October 25, 2013 the Associate Dean for Academic Affairs and the Academic Operations Director met with the Academic Directors to discuss the importance of conducting formal academic assessment and introduced the first step we would be taking in the process, which would be to create a curricular map for each program.

Templates were created for each program to assist with curricular mapping. These were handed out at the meeting as well as provided electronically afterwards. (Sample curricular map attached.)

The initial plan and timeline presented at this meeting was as follows:

- January 21, 2014 – Submit completed curricular maps for each program
- End of February, 2014
 - Revising goals, objectives and learning outcomes: It was anticipated that when the curricular maps were developed Academic Directors would discover that the program and/or course objectives, learning outcomes would need to be revised. For our older programs (e.g., BA in Communication and Media and BS in Business) we anticipated a large amount of work would be required to have a fully developed curricular map.
 - Develop initial assessment plans and schedules
- March through August 2014 – Conduct assessment
- Late September, 2014 – Submit written report of assessment findings
- Late October, 2014 – Submit written improvement plan based on assessment findings

Revising Expectations

The initial plan and timeline outlined above proved to be overly ambitious given that up until that point CUNY SPS did not have a formal, school-wide assessment process in place. Realizing the Academic Directors needed more time to work on their curricular maps, we formally changed the deadline for submitting them to May 15th. While this allowed most programs to submit their curricular maps, for others this still proved to be difficult to meet.

Further, after attending a workshop on April 1st hosted by Central Office titled “Middle States PRR: Pulling It All Together” it became clear that a full institutional assessment plan needs to include administrative and student support units in addition to academic programs. The School’s dean, associate deans, academic operations director and institutional research coordinator met on May 1st and agreed to the actions below.

1. Provide additional resources to the Academic Directors to assist with completing their curricular mapping and to start conducting assessment during the summer. This included additional NTA support made available to assist with curricular mapping to start assessment.
2. Create a framework for the development of an Institutional Effectiveness Plan that would include all departments of the School. To initiate this, an “Institutional Effectiveness Planning Document” was written for the purpose of presenting to the CUNY School of Professional Studies community a foundation for the development of an institutional effectiveness plan.

Strategic Planning

During the 2014-2015 academic year, CUNY SPS will create a five year strategic plan that will reestablish its mission and vision and will set clearly articulated goals and outcomes. While we understand that a strategic plan is essential for a fully developed Institutional Effectiveness Plan, we will continue to move forward with elements of the IEP that can be accomplished while the strategic planning is in process.

Appoint an Institutional Effectiveness Planning Committee

The IEP committee, which will include representatives from all areas of the School, will lead the effort to develop a full IEP. Its initial tasks will be as follows:

1. Develop an initial set of tasks and timeline for the creation of an IEP
2. Take an inventory of the assessment activities being conducted at the School
3. Create a set of guiding principles on assessment
4. Develop a set of values that will create a culture of assessment

Bring in an Expert

We plan to hire a consultant to assist with the IEP development. Through facilitation of workshops and individual program/department assistance, this person will help us to create a 'culture of assessment' that will enable us to develop an Institutional Effectiveness Plan, assess all areas of the School and create a plan for improvement.

Administrative and Student Support Departments

With support from the IEP committee and the consultant, the administrative and student support units will begin the assessment development process (as outlined in "Constructing an Assessment Plan" in the Institutional Effectiveness Planning Document).

Academic Departments

Curricular mapping and assessment activities are taking place. Unfortunately, we do not have the time to pause the assessment activities that are in progress, nor would we want to slow the momentum that has been building. In order to avoid slowing the progress that some areas have made, while also bringing those areas that are struggling along, we will require periodic status reports. The report would answer the questions below based on the status of the curricular mapping process.

Curricular map complete:

1. What was learned about your program as a result of completing the curricular map? Did the program goals, and/or student learning outcomes need to be revised? Did the course learning outcomes need revisions? Etc...
2. What assessment activities have you been able to complete? Provide details and any preliminary findings.
3. What assessment activities are you ready to embark on presently?
4. What additional assessment activities will you be ready to achieve during the 2014-2015 academic year?

Not complete:

1. What progress that has been made?
2. What are the challenges and obstacles to completing the map?
3. What assessment activities might you be able to embark on during the fall 2014 term?

Timeline

A timeline for the development of a full IEP will be created with the help of the consultant. However, an initial timeline for the development of the IEP, including how department assessment will proceed, appears as Appendix 9.

Sample Curricular Map

BS in Nursing						Meets Program Learning Outcome(s)									Meets Program Goals					
Course Code	Course Title	Prerequisites/Co-requisites	Course Learning Outcomes/Objectives	Activities to Meet Learning Outcome/Objective	Assessment	1	2	3	4	5	6	7	8	9	1	2	3	4	5	
						BIO 310	Pathophysiology & Pharmacology	BIO 200	<p>Students will be able to summarize all body systems, functions, and anatomy, and the relationship among body systems.</p> <p>Students will be able to describe and define the purpose of laboratory and diagnostic tests.</p> <p>Students will be able to describe the signs and symptoms associated with diseases of all body systems.</p> <p>Students will be able to describe diagnostic tests specific to diseases.</p> <p>Students will be able to describe therapeutic options (e.g., medication, surgery) available for diseases of all body systems.</p> <p>Students will be able to summarize the method of delivery of medication, side effects, and categories.</p>	<p>Weekly WIKI activities; Discussion assignments; Case study and critical thinking cases; reading assignments</p> <p>Weekly WIKI activities; Discussion assignments; Case study and critical thinking cases; reading assignments</p> <p>Weekly WIKI activities; Discussion assignments; Case study and critical thinking cases; reading assignments</p> <p>Weekly WIKI activities; Discussion assignments; Case study and critical thinking cases; reading assignments</p> <p>Weekly WIKI activities; Discussion assignments; Case study and critical thinking cases; reading assignments</p> <p>Weekly WIKI activities; Discussion assignments; Case study and critical thinking cases; reading assignments</p>	<p>quizzes (8); exams (4)</p> <p>quizzes (8); exams (4)</p> <p>quizzes (8); exams (4); case studies</p>		X		X	X			X	X
CHEM 101	General Chemistry	None	<p>Students will be able to identify essential components of basic chemistry principles.</p> <p>Students will be able to explain impact of chemical principles in health care.</p> <p>Students will be able to apply chemistry principles to nursing practice.</p>	<p>Weekly discussion board; weekly online quizzes; online lab # 1 - centigram balances and electronic balances; reading assignments</p> <p>Weekly discussion board; weekly online quizzes; online lab # 2 - Use temperature-volume data for a gas to determine the value of absolute zero.; reading assignments</p> <p>Weekly discussion board; weekly online quizzes; online lab # 3 - Neutralize an acid with a base; reading assignments</p>	<p>DB grading rubric; lab grading rubrics; Iweekly concept summaries; online quizzes; exams (3); cumulative final exam.</p> <p>DB grading rubric; lab grading rubrics; weekly concept summaries; online quizzes; exams (3); cumulative final exam.</p> <p>DB grading rubric; lab grading rubrics; weekly concept summaries; online quizzes; exams (3); cumulative final exam.</p>			X		X			X	X						
CIS 101	Computer Fundamentals and Applications	None	<p>Students will be able to understand and explain key concepts relevant to computer fundamentals, including hardware, system software, application software, information processing, communications, network architectures, topologies, and protocols.</p> <p>Students will be able to evaluate the strengths and limitations of new technologies.</p> <p>Students will be able to assess the impact of computing power on everyday life and articulate some of its popular uses.</p> <p>Students will be able to create documents such as posters, research papers, and reports.</p> <p>Students will be able to create spreadsheets, charts and graphs to analyze problems and visualize data in areas such as manipulating budgets and financial plans.</p> <p>Students will be able to create simple Web pages, including interactive elements.</p> <p>Students will be able to apply software tools to address information processing tasks critically and analytically.</p>	<p>Information technology; computer concepts practice; and working with files and folders; Blackboard quizzes; reading assignments</p> <p>Internet explorer practice; and windows vista speech recognition practice; Blackboard quizzes; reading assignments</p> <p>Basic application software; Windows 7 practice; Blackboard quizzes; reading assignments</p> <p>Specialized applications; Office 2007 practice; Blackboard quizzes; reading assignments</p> <p>Office 2007 system software- document basics, character formatting; doc formatting; Blackboard quizzes; reading assignments</p> <p>The system unit- Word 2007 practice; managing text flow, editing basics, tables & lists; Blackboard quizzes; reading assignments</p> <p>Input and output- Word 2007 practice part 2; adding pictures and shapes, customizin word; Blackboard quizzes; reading assignments</p>	<p>Chapter learning assignments; discussion board with grading rubric; homework assignments; final exam</p> <p>Chapter learning assignments; discussion board with grading rubric; homework assignment; final exam</p> <p>Chapter learning assignments; discussion board with grading rubric; homework assignments; final exam</p> <p>ePortfolio MS PowerPoint, Access, and Excell Project; discussion board with grading rubric</p> <p>ePortfolio MS PowerPoint and Excell Project; discussion board with grading rubric</p> <p>ePortfolio MS PowerPoint, Access and Excell Project; discussion board with grading rubric</p> <p>ePortfolio MS PowerPoint, Access and Excell Project; discussion board with grading rubric, final exam</p>			X		X	X			X	X					

SPS Five-Year Course Assessment Cycle Calendar, General Education

	Sp 2014	Su 2014	Fall 2014	Sp 2015	Su 2015	Fall 2015	Sp 1016	Su 2016	Fall 2016	Sp 2017	Su 2017	Fall 2017	Sp 2018	Su 2018
1A ENGLISH COMPOSITION														
ENG 101	ENG 101										ENG 101			
ENG 102	ENG 102										ENG 102			
1B MATHEMATICAL AND QUANTITATIVE REASONING														
MATH 102	MATH 102												MATH 102	
MATH 215			MATH 215										MATH 215	
1C LIFE AND PHYSICAL SCIENCES														
AST 101					AST 101					AST 101				
BIO 200				BIO 200						BIO 200				
EAS 201				EAS 201						EAS 201				
EAS 250			EAS 250							EAS 250				
2A WORLD CULTURE AND GLOBAL ISSUES														
AFRS 101			AFRS 101										AFRS 101	
CHIN 101									CHIN 101					
CHIN 102									CHIN 102					
ENG 211						ENG 211								
HIST 102		HIST 102												HIST 102
HIST 202		HIST 202												HIST 202
LAS 101										LAS 101				
SPAN 101					SPAN 101								SPAN 101	
SPAN 102					SPAN 102								SPAN 102	
2B US EXPERIENCE IN ITS DIVERSITY														
AMER 200			AMER 200										AMER 200	
GEOG 301						GEOG 301								
LANG 101										LANG 101				
POL 201								POL 201						

SPS Five-Year Course Assessment Cycle Calendar, General Education

Sp 2014 Su 2014 Fall 2014 Sp 2015 Su 2015 Fall 2015 Sp 1016 Su 2016 Fall 2016 Sp 2017 Su 2017 Fall 2017 Sp 2018 Su 2018

2C CREATIVE EXPRESSION

ART 201		ART 201												ART 201
ART 202		ART 202												ART 202
ART 210		ART 210												ART 210
ENG 301						ENG 301								
ENG 331							ENG 331							
FLM 307							FLM 307							

2D INDIVIDUAL AND SOCIETY

ANTH 110							ANTH 110							
ECO 201					ECON 201									
PHIL 101							PHIL 101							
PHIL 110							PHIL 110							
PHIL 301								PHIL 301						
SOC 101					SOC 101									

2E SCIENTIFIC WORLD

HIST 201						HIST 201								
PHYS 301						PHYS 301								
PSY 101					PSY 101									

COLLEGE OPTION

COM 210				COM 210									COM 210
COM 110				COM 110									COM 110
PLA 300													
QUAN 201	QUAN 201									QUAN 201			

THE CUNY SCHOOL OF PROFESSIONAL STUDIES
GENERAL EDUCATION
ASSESSMENT 2013-2014

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Introduction

The General Education Curriculum, also called Common Core Curriculum, is an educational experience shared by all SPS students. The SPS General Education Curriculum is part of CUNY's new [Pathways General Education Framework](#), requirements that undergraduate students across CUNY must satisfy. The three elements of this framework: the Required Common Core (six credits of English Composition, three credits of Mathematical and Quantitative Reasoning, and three credits of Life and Physical Science), the Flexible Common Core (18 credits distributed across five multidisciplinary curriculum areas), and the SPS College Option Core, (between three and nine credits in courses that are specific to CUNY SPS) foster knowledge of human culture and the natural world (in science, social science, mathematics, humanities and the arts), intellectual and practical skills (in communication, quantitative reasoning, information literacy, critical thinking and inquiry), and individual and social responsibility (civic engagement, ethical reasoning, and intercultural awareness).¹

In academic year 2013-2014, the General Education Director and the members of the General Education Consortial Faculty established an assessment plan for all 42 current General Education courses. In addition to the time spent in meetings of the General Education Consortial Faculty, the General Education Director and one member of the Consortial Faculty dedicated 150 hours each of non-teaching time to assessment. Individual instructors also participated in the assessment of courses in their discipline.

¹ See Appendix A for a list of all CUNY SPS General Education courses and their respective curriculum areas in the Required, Flexible, and College Option Core.

Assessment activities have been mapped out into a 5-year cycle² and focus on a course-by-course approach. Required Core courses are assessed twice and Flexible Core courses are assessed once in each 5-year cycle.

Curriculum Mapping

After the establishment of the 5-year assessment cycle, the first task was to map the General Education curriculum to determine where Pathways Student Learning Outcomes are taught in the curriculum. One of the first findings is that two SLOs are currently unaddressed: Flexible Core, Creative Expression SLO “Demonstrate knowledge of the skills involved in the creative process” and Flexible Core, US Experience in its Diversity “Explain and evaluate the role of the United States in international relations” are not taught in any course. These SLOs will be addressed in future course development.

The figure below shows the results of the curriculum mapping project displayed in terms of number of General Education courses addressing each of the Pathways Flexible core SLOs. Since courses in the Required Core are required to meet all Required Core Learning Outcomes, it was not necessary to prepare curriculum maps for the Required Core. Similarly, courses in all five areas of the Flexible Core are required to meet the first three SLOs³.

² See Appendix B for 5-year assessment plan

³ See Appendix C for Curriculum Maps for the Flexible Core

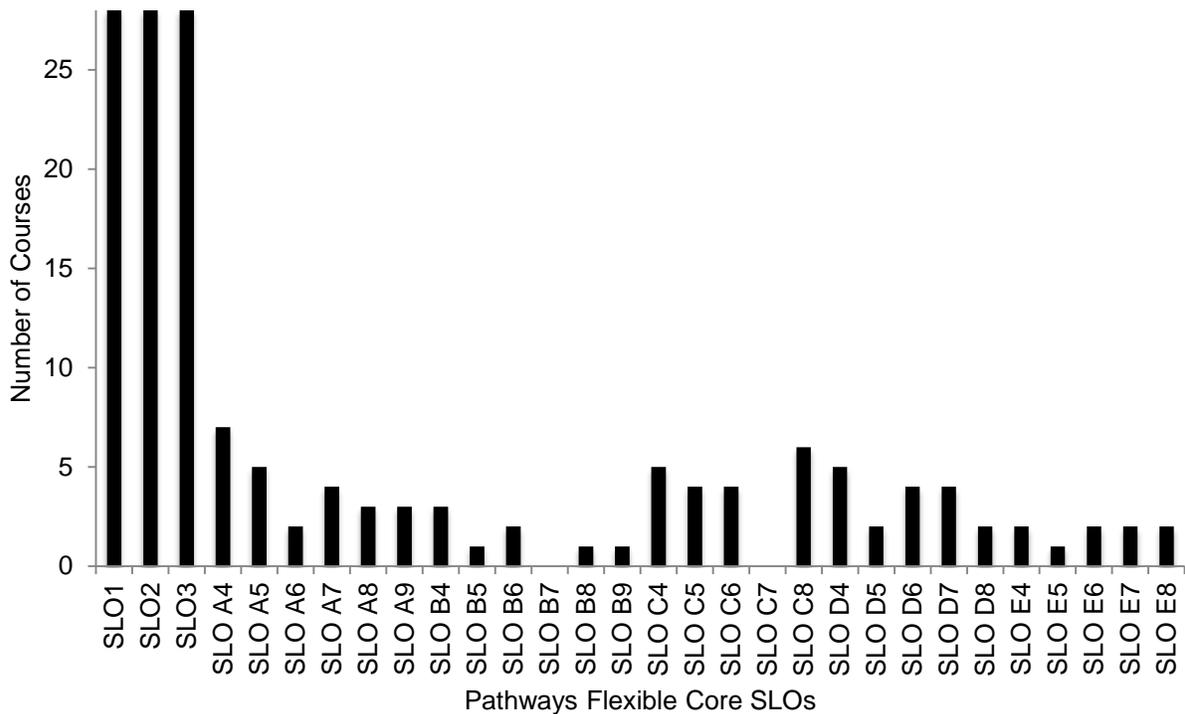


Figure 1. Number of General Education courses addressing Pathways Flexible Core SLOs.

Direct Assessment of Student Learning AY 2013/2014

Following the assessment schedule, in 2014, the General Education Program conducted an assessment of 10 courses using data from academic year 2013-2014. The courses assessed were: AMER 201, ART 201, ART 210, ENG 101, ENG 102, HIST 102, HIST 202, MATH 102, MATH 215, QUAN 201. Where necessary, multiple sections were assessed in order to obtain statistically-relevant sample sizes (with preference given to an n approaching 50). An embedded Assessment Approach keyed to single instruments was used for all ten assessed courses.

Due to the complexity of assessment, the required technical skill set, and the limited number of non-instructional faculty hours available for the exercise, only select SLOs have been assessed in the first year of the plan. As the director and participating faculty become more proficient and as more resources are dedicated to assessment, the number of SLOs being assessed will be increased with the goal of assessing all SLOs in all General Education offerings. Courses in which SLOs were only partially assessed will be revisited as time permits.

The language of the Pathways SLOs is complex, and faculty decided to assess the SLOs by separating each SLO's multiple clauses into single dimensions of an assessment rubric. For example, the first SLO for Composition mandates that students will: "Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence." Composition faculty felt that this SLO encompassed too many discrete skills to provide a useful assessment. Therefore, the SLO was assessed through individual examinations of student ability to: read critically, read analytically, identify an argument's assumptions, identify an argument's assertions, and evaluate an argument's evidence. This pattern of separating a complex SLO into its constituent elements was repeated for all of this academic year's course assessments.

The consortial faculty decided that some SLOs could be assessed through an investigation of student writing or of pre-existing examinations. Other Student Learning Outcomes could be assessed through an examination of the course syllabi and course site reviews (this review process will be completed at a later date). The approach taken

to assessment was similar to that of [City College's General Education Assessment Plan](#) in that multiple measures were used.

The elements that could be assessed through student writing were consolidated and indexed back into the Pathways framework. Rubrics were developed for Composition and for the first four SLOs of the Flexible Common Core. These rubrics were based on the AAC&U's VALUE rubrics, and materials from Hostos Community College, City College, New York City DOE, as well as original work by SPS faculty. Potential draft rubrics were evaluated by instructional faculty. Finally, each individual rubric was then presented to the General Education Consortial Faculty who conducted final edits and approved the completed rubrics⁴. The various rubric dimensions were assessed on a four-point scale. The Consortial Faculty set a score of 2.5 or higher as being satisfactory student performance. This score (62.5%) seems in line with practice at other CUNY colleges.

Assessment Process

All assessed student artifacts were anonymized. Some were examined directly using work downloaded from the Blackboard LMS or from the MyMathLab platform; other artifacts were presented using Digication ePortfolios. Instructional faculty currently teaching assessed courses joined with the program director and faculty assessment director in each assessment. Each written student artifact was rated by two readers following a norming session. In assessment of mathematics courses, final exam results and questions were downloaded from the MyMathLab platform. Exam questions were

⁴ See appendix D for rubrics

keyed to Common Core Learning Outcomes and results were analyzed to determine student performance across SLOs.

During and following all norming and scoring sessions, instructional faculty and General Education Consortial Faculty met to discuss the results of the assessment. Notes from these meetings were used to create the five-column or Nichols matrices. An internal archive for each assessed course houses: a) syllabi; b) course site reviews; c) prompts used in assessments; d) anonymized student artifacts; e) rubrics; f) scoring sheets; g) tally sheets; h) matrices; i) spreadsheet data files; and j) graphs and charts.

Findings

Many SPS General Education courses run only a single section in a given semester; thus, it was difficult to obtain a statistically significant number of student artifacts. For example, the assessment of English 101 and 102 had to be conducted twice, covering all sections from F 2013 and SP 2014. Likewise, Math 102 was assessed using data from SP 2013, SU 2013 and F 2013. The history courses and art courses were assessed using only one semester of data for each section. It was difficult to gain an $N > 50$ for any given course assessment.

The first 10 course level assessments were neither strongly positive nor strongly negative. Some courses, for example ENG 101 and ENG 102, did not present enough data for immediate assessment and assessment of the courses had to be repeated. Some courses appeared not to teach all SLOs indicated on Pathways documents.

The majority of issues related to three concerns:

- 1) Poor prompt design;

- 2) Poor rubric design; and
- 3) Lack of assignment scaffolding.

The following matrices and charts provide a summary of the assessment activities and recommendations to improve teaching and learning in the assessed courses.

American Studies 200

Course Assessment Matrix				
AMER 200 Spring 2014				
Identify SLOs		Collect and Analyze Data		Use Data
Pathways SLO	Assessed SLO Subsets	Instruments and methods	Student Performance	Feedback
1. Gather, interpret, and assess information from a variety of sources and points of view.	Gather, interpret, assess sources and evidence.	One of two short essay assessments from Spring 2014 from student ePortfolio (see attached rubric dimension: Gather, interpret, assess sources and evidence).	n=55 The average level of student mastery was 2.41/4. Considered a borderline acceptable level of student attainment.	It is recommended that the prompt be changed to require more concrete use of primary sources, including pre-assignments to help students understand the distinction between primary and secondary sources. Instructor-selected primary sources should be checked for relevancy and correctness. The course should be reassessed in either the Fall of 2015 or the Spring 2016.
2. Evaluate evidence and arguments critically or analytically.	Evaluate arguments critically and analytically.	One of two short essay assessments from Spring 2014 from student ePortfolio (see attached rubric dimension: Evaluate arguments critically and analytically).	n=55 The average level of student mastery was 2.33/4. Considered a borderline unacceptable level of student attainment.	The prompt for one of the assignments was felt to be disproportionately challenging for a brief essay. It is suggested that complex topics should be assessed through compartmentalized or scaffolded projects. Two more similar assignments should be selected for future assessment exercises. The course should be reassessed in either the Fall of 2015 or the Spring 2016.
3. Produce well-reasoned written or oral arguments using evidence to	Produce well-reasoned written or oral arguments	One of two short essay assessments from Spring	n=55 The average level of student mastery was 2.42/4.	It was difficult to fully assess student writing through these short assignments. The course should be reassessed in either the Fall of 2015 or the Spring 2016.

support conclusions.	using evidence to support conclusions.	2014 from student ePortfolio (see attached rubric dimension: Produce well-reasoned written or oral arguments using evidence to support conclusions).	Considered a borderline acceptable level of student attainment.	
4. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.	Identify and apply the concepts and methods of the discipline of American Studies/Cultural Studies.	One of two short essay assessments from Spring 2014 from student ePortfolio (see attached rubric dimension: Identify and apply the concepts and methods of the discipline of American Studies.	n=55 The average level of student mastery was 2.63/4. Considered an acceptable level of student attainment.	It is recommended that the course site be revised prior to the start of the Spring 2015 semester to address instructor concerns about excessive use of technology interfering with teaching and learning and to implement other changes explained above. Following reassessment of SLOs 1-4, further breakdown and assessment of SLO 4 is suggested.

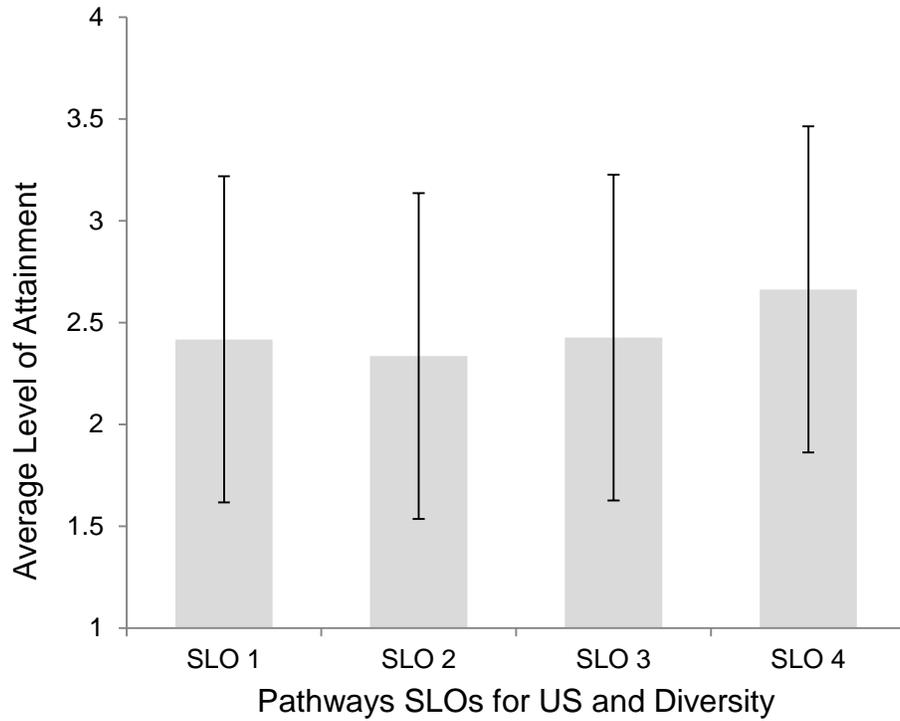


Figure 2. Average level of SLO attainment for AMER 200, spring 2014 (n=55).

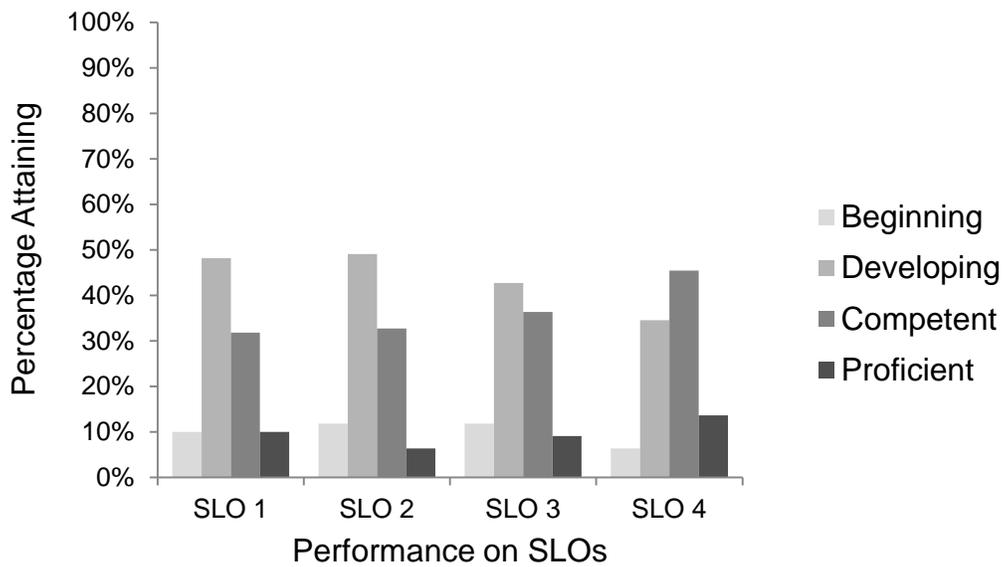


Figure 3. Percentage of spring 2014 AMER 200 students performing at each level of attainment.

Art History 201

Course Assessment Matrix				
ART 201 Fall 2013				
Identify SLOs		Collect and Analyze Data		Use Data
Pathways SLO	Assessed SLO Subsets	Instruments and methods	Student Performance	Feedback
1. Gather, interpret, and assess information from a variety of sources and points of view.	Gather, interpret, assess sources and evidence.	Research paper assessment from Fall 2013 (see attached rubric dimension: Gather, interpret, assess sources and evidence).	n=14 The average level of student mastery was 3.25/4. Considered an acceptable level of student attainment.	No pedagogical intervention or adjustment to the course appears to be necessary. It is recommended that the assessment be repeated in the near future to increase the sample size.
2. Evaluate evidence and arguments critically or analytically.	Evaluate arguments critically and analytically.	Research paper assessment from Fall 2013 using (see attached rubric dimension: Evaluate arguments critically and analytically).	n=14 The average level of student mastery was 2.68/4. Considered an acceptable level of student attainment.	No pedagogical intervention or adjustment to the course appears to be necessary. It is recommended that the assessment be repeated in the near future to increase the sample size.
3. Produce well-reasoned written or oral arguments using evidence to support conclusions.	3(a) Use evidence to produce well-reasoned written or oral arguments and 3(b) Use evidence to support conclusions.	Research paper assessment from Fall 2013 (see attached rubric dimension: Use evidence to produce well-reasoned written or oral	n=14 The average level of student mastery was 2.86/4 and 2.71/4. Both subsets are considered to demonstrate an acceptable level of student	No pedagogical intervention or adjustment to the course appears to be necessary. It is recommended that the assessment be repeated in the near future to increase the sample size.

		arguments and Use evidence to support conclusions).	attainment.	
4. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.	Identify and apply the concepts and methods of the discipline of history.	Research paper assessment from Fall 2013 using (see attached rubric dimension: Identify and apply the concepts and methods of the discipline of history).	n=14 The average level of student mastery was 2.96/4. Considered an acceptable level of student attainment.	No pedagogical intervention or adjustment to the course appears to be necessary. It is recommended that the assessment be repeated in the near future to increase the sample size.

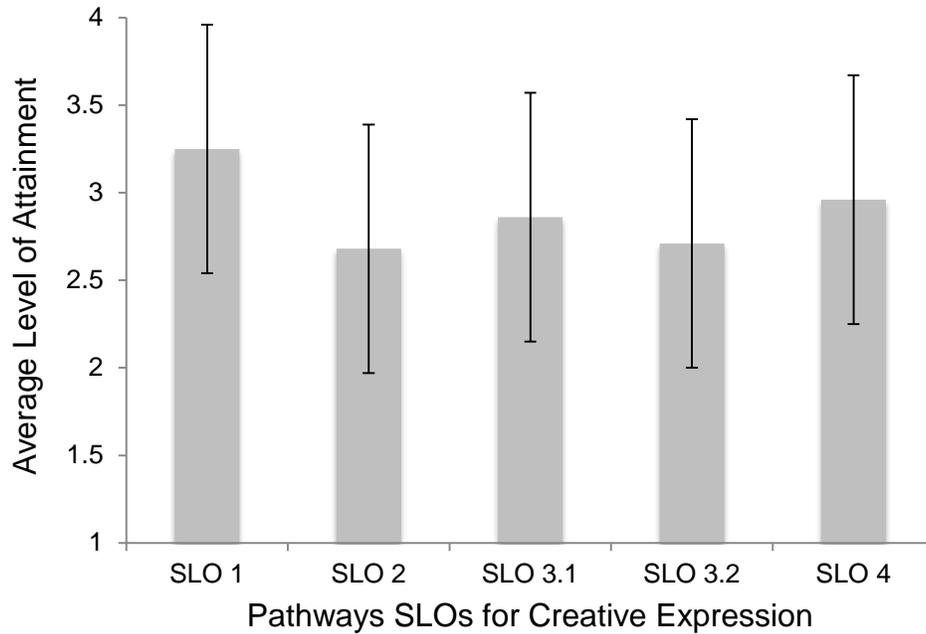


Figure 4. Average level of SLO attainment for ART 201, fall 2013 (n=14).

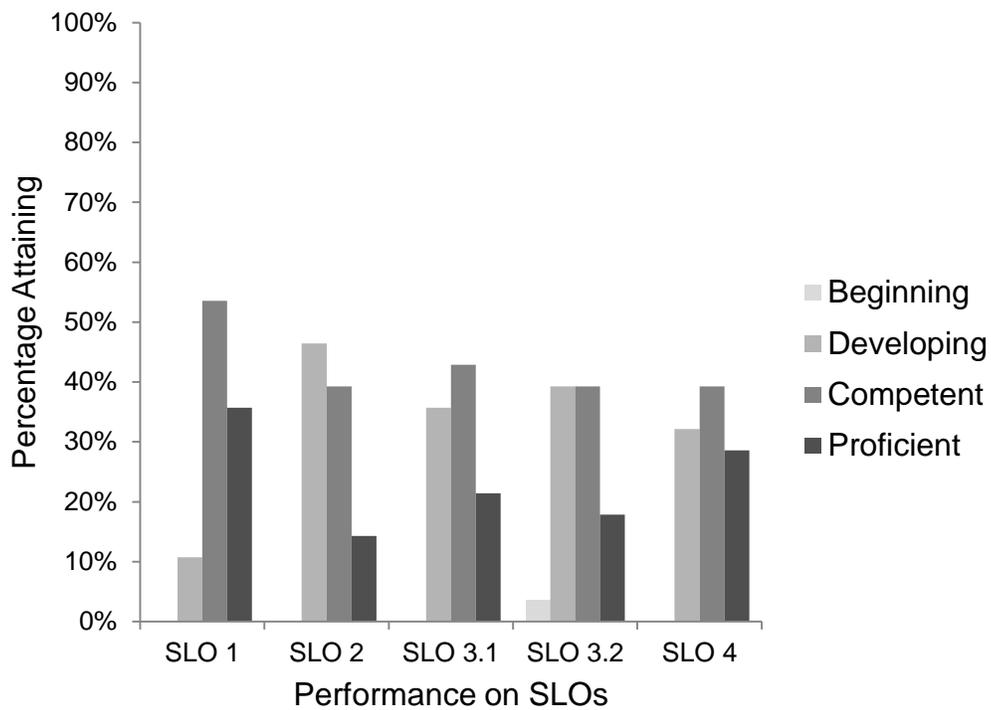


Figure 5. Percentage of fall 2013 ART 201 students performing at each level of attainment.

Art History 210

Course Assessment Matrix				
ART 210 Spring 2014				
Identify SLOs		Collect and Analyze Data		Use Data
Pathways SLO	Assessed SLO Subsets	Instruments and methods	Student Performance	Feedback
1. Gather, interpret, and assess information from a variety of sources and points of view.	Gather, interpret, assess sources and evidence.	Research paper assessment from Spring 2014 (see attached rubric dimension: Gather, interpret, assess sources and evidence).	n=17 The average level of student mastery was 2.62/4. Considered an acceptable level of student attainment.	No pedagogical intervention or adjustment to the course appears to be necessary. It is recommended that the assessment be repeated in the near future to increase the sample size.
2. Evaluate evidence and arguments critically or analytically.	Evaluate arguments critically and analytically.	Research paper assessment from Spring 2014 (see attached rubric dimension: Evaluate arguments critically and analytically).	n=17 The average level of student mastery was 2.21/4. Considered an unacceptable level of student attainment.	It is recommended that the prompt for the research paper be adjusted to better address Pathways SLOs; specifically that the research assignment requires evaluating scholarly sources. It is recommended that the assessment be repeated in the near future to increase the sample size.
3. Produce well-reasoned written or oral arguments using evidence to support conclusions.	3(a) Use evidence to produce well-reasoned written or oral arguments and 3(b) Use evidence to support conclusions.	Research paper assessment from Spring 2014 (see attached rubric dimension: Use evidence to produce well-reasoned written or oral	n=17 The average level of student mastery was 2.32/4 and 2.41/4. SLO 3(a) is considered an unacceptable level of student attainment, and	It is recommended that the prompt for the research paper be adjusted to better address Pathways SLOs; specifically that the research assignment require incorporating scholarly sources. It is recommended that the assessment be repeated in the near future to increase the sample size.

		arguments and Use evidence to support conclusions).	SLO 3(b) is considered a borderline acceptable level of student attainment.	
4. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.	Identify and apply the concepts and methods of the discipline of history.	Research paper assessment from Spring 2014 (see attached rubric dimension: Identify and apply the concepts and methods of the discipline of history).	n=17 The average level of student mastery was 2.47/4. Considered a borderline acceptable level of student attainment.	No pedagogical intervention or adjustment to the course appears to be necessary. It is recommended that the assessment be repeated in the near future to increase the sample size.

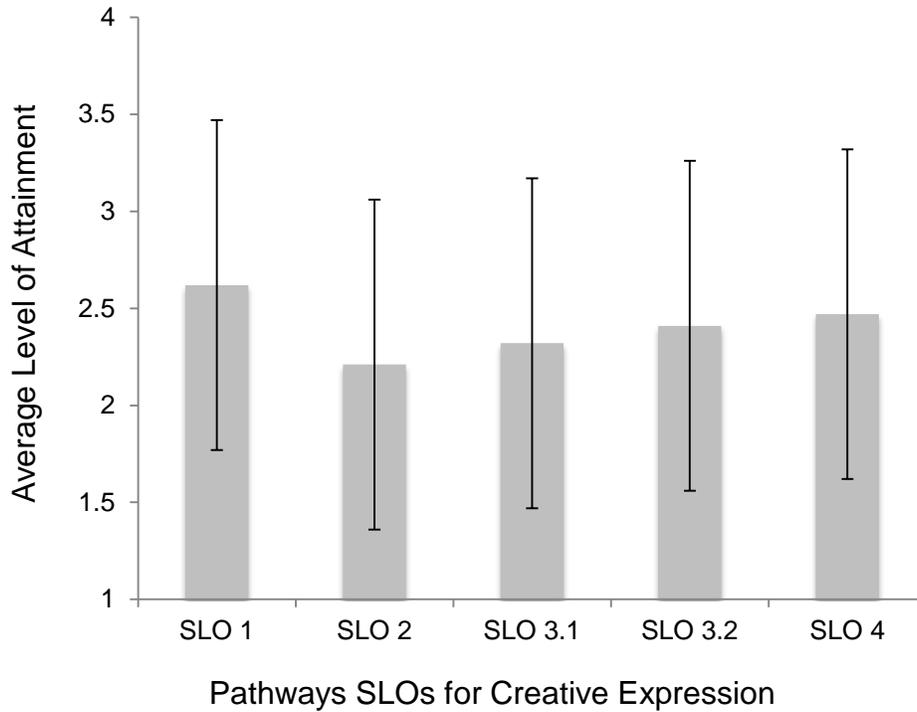


Figure 6. Average level of SLO attainment for ART 210, spring 2014 (n=17).

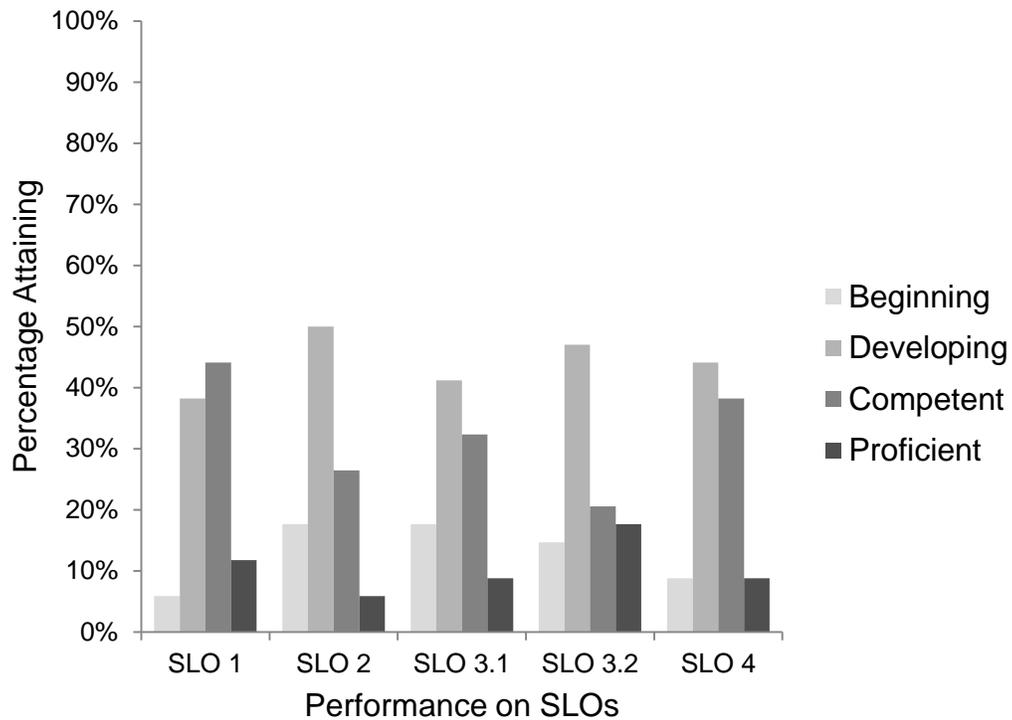


Figure 7. Percentage of spring 2014 ART 210 students performing at each level of attainment.

English 101

Course Assessment Matrix				
ENG 101 Fall 2013 and Spring 2014				
Identify SLOs		Collect and Analyze Data		Use Data
Pathways SLO	Assessed SLO Subsets	Instruments and methods	Student Performance	Feedback
1. Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.	Identify assumptions and assertions, and evaluate supporting evidence.	Final essay assessment from all sections of Comp II taught in Fall 2013 and Spring 2014 (see attached rubric dimension: Content development).	n=16 The average level of student mastery was 2.44/4. Considered a borderline acceptable level of student attainment.	No curricular changes recommended pending further assessment of fall 2014 and spring 2015 sections.
2. Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.	Write clearly and coherently in standard English.	Final essay assessment from all sections of Comp II taught in Fall 2013 and Spring 2014 (see attached rubric dimension: Control of syntax and mechanics).	n=16 The average level of student mastery was 2.94/4. Considered an acceptable level of student attainment.	No curricular changes recommended pending further assessment of fall 2014 and spring 2015 sections.
3. Demonstrate research skills using appropriate technology, including	Demonstrate research skills using appropriate technology,	Final essay assessment from all sections of Comp II taught	n=16 The average level of student mastery was 2.69/4. Considered an	No curricular changes recommended pending further assessment of fall 2014 and spring 2015 sections.

gathering, evaluating, and synthesizing primary and secondary sources.	including gathering, evaluating, and synthesizing primary and secondary sources.	in Fall 2013 and Spring 2014 (see attached rubric dimension: sources and evidence).	acceptable level of student attainment.	
4. Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.	Support a thesis with well-reasoned arguments, and communicate persuasively.	Final essay assessment from all sections of Comp II taught in Fall 2013 and Spring 2014 (see attached rubric dimension: context and purpose).	n=16 The average level of student mastery was 2.5/4. Considered an acceptable level of student attainment.	No curricular changes recommended pending further assessment of fall 2014 and spring 2015 sections.
5. Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.	Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.	Final essay assessment from all sections of Comp II taught in Fall 2013 and Spring 2014 (see attached rubric dimensions: Context and purpose and sources and evidence).	n=16 The average level of student mastery was 2.5/4 and 2.69/4. Considered an acceptable level of student attainment.	No curricular changes recommended pending further assessment of fall 2014 and spring 2015 sections. Any future assessment should attempt to isolate SLO 5 in its own rubric dimension.

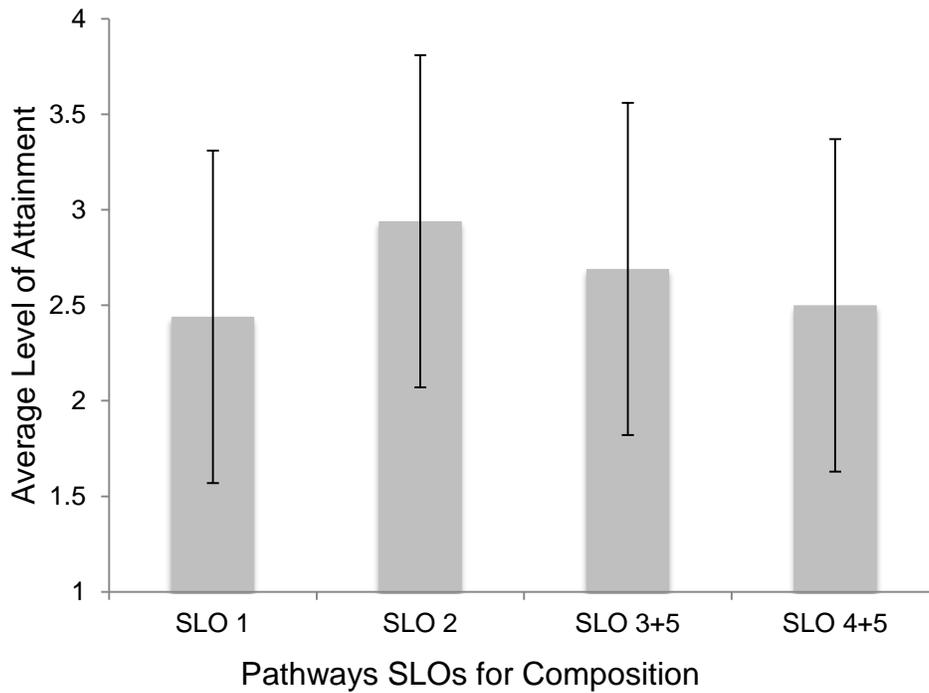


Figure 8. Average level of SLO attainment for ENG 101, fall 2013 and spring 2014 (n=16).

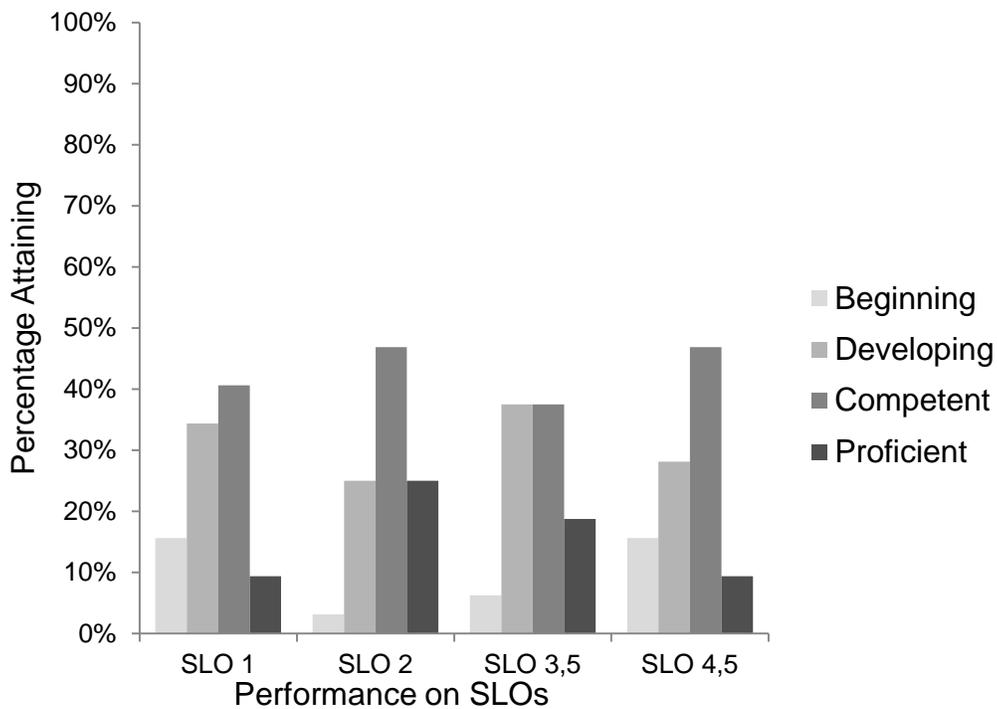


Figure 9. Percentage of fall 2013 and spring 2014 ENG 101 students performing at each level of attainment.

English 102

Course Assessment Matrix				
ENG 102 Fall 2013 and Spring 2014				
Identify SLOs		Collect and Analyze Data		Use Data
Pathways SLO	Assessed SLO Subsets	Instruments and methods	Student Performance	Feedback
1. Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.	Identify assumptions and assertions, and evaluate supporting evidence.	Final essay assessment from all sections of Comp II taught in Fall 2013 and Spring 2014 (see attached rubric dimension: Content development).	n=34 The average level of student mastery was 2.22/4. Considered an acceptable level of student attainment.	It is recommended that the final essay prompt be changed to better reflect Pathways SLOs; specifically that students will be presented with a constrained selection of term paper topics. The final essay will be reassessed in Spring 2015.
2. Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.	Write clearly and coherently in standard English.	Final essay assessment from all sections of Comp II taught in Fall 2013 and Spring 2014 (see attached rubric dimension: Control of syntax and mechanics).	n=34 The average level of student mastery was 2.68/4. Considered an acceptable level of student attainment.	No curricular changes are recommended.
3. Demonstrate research skills using appropriate technology, including gathering,	Demonstrate research skills using appropriate technology,	Final essay assessment from all sections of Comp II taught	n=34 The average level of student mastery was 2.12/4. Considered an	It is recommended that the final essay prompt be changed to better reflect Pathways SLOs; specifically, the inclusion of a requirement that students must locate and use scholarly sources. The final essay will be reassessed in Spring 2015.

evaluating, and synthesizing primary and secondary sources.	including gathering, evaluating, and synthesizing primary and secondary sources.	in Fall 2013 and Spring 2014 (see attached rubric dimension: Sources and evidence).	unacceptable level of student attainment.	
4. Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.	Support a thesis with well-reasoned arguments, and communicate persuasively.	Final essay assessment from all sections of Comp II taught in Fall 2013 and Spring 2014 (see attached rubric dimension: Context and purpose).	n=34 The average level of student mastery was 2.16/4. Considered an unacceptable level of student attainment.	It is recommended that the final essay prompt be changed to better reflect Pathways SLOs; specifically that students should be given extra instruction in the placement of the thesis and that the prompt should require a clearly-stated, appropriately-placed thesis. The final essay will be reassessed in Spring 2015.
5. Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.	Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.	Final Essay Assessment from all sections of Comp II taught in Fall 2013 and Spring 2014 (see attached rubric dimension: Context and purpose and sources and evidence).	n=34 The average level of student mastery was 2.12/4 and 2.16/4. Considered an unacceptable level of student attainment.	It is recommended that the final essay prompt be changed to better reflect Pathways SLOs; specifically that the essay prompt should explicitly state the requirement for an identifiable and consistent citation style. The course site will be evaluated for evidence that this skill is being promoted. The final essay will be reassessed in Spring 2015. Any future assessment should attempt to isolate SLO 5 in its own rubric dimension.

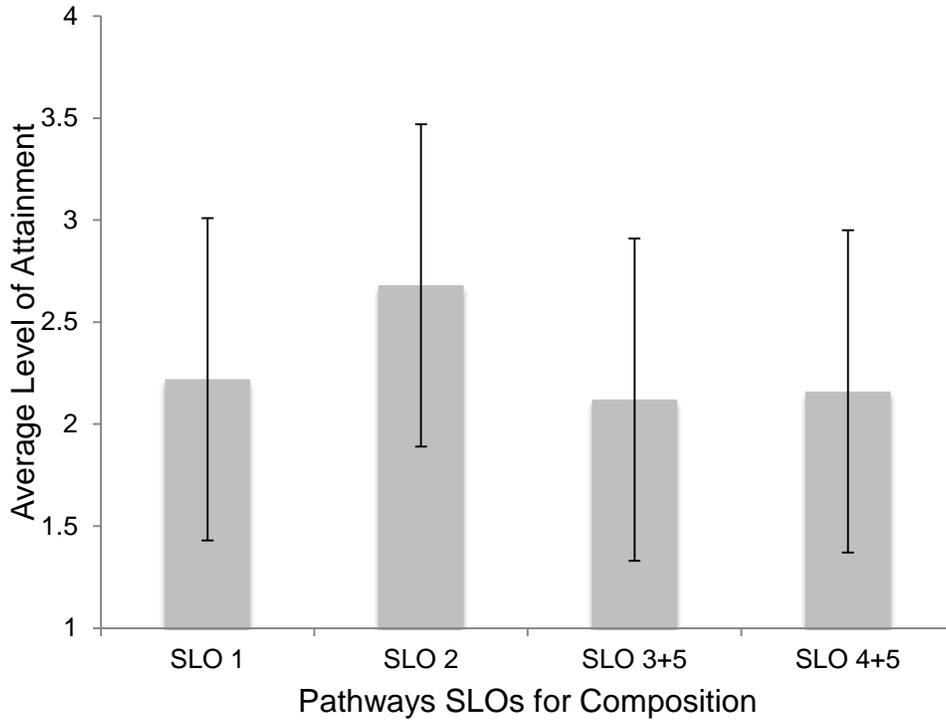


Figure 10. Average level of SLO attainment for ENG 102, fall 2013 and spring 2014 (n=34).

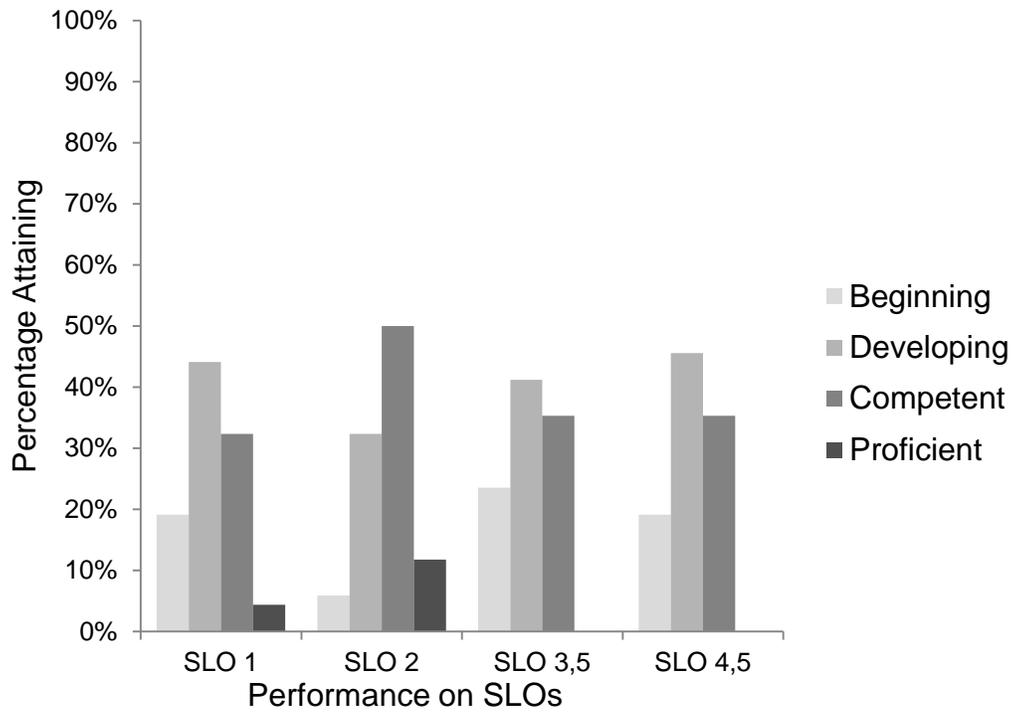


Figure 11. Percentage of fall 2013 and spring 2014 ENG 102 students performing at each level of attainment.

History 102

Course Assessment Matrix				
HIST 102 Spring 2014				
Identify SLOs		Collect and Analyze Data		Use Data
Pathways SLO	Assessed SLO Subsets	Instruments and methods	Student Performance	Feedback
1. Gather, interpret, and assess information from a variety of sources and points of view.	Gather, interpret, assess sources and evidence.	Final project assessment from Spring 2014 using student ePortfolio (see attached rubric dimension: Gather, interpret, assess sources and evidence).	n=36 The average level of student mastery was 1.93/4. Considered an unacceptable level of student attainment.	It is recommended that the final project prompt be changed to better reflect Pathways SLOs. The final project will be reassessed in the Spring of 2015.
2. Evaluate evidence and arguments critically or analytically.	Evaluate arguments critically and analytically.	Final project assessment from Spring 2014 using student ePortfolio (see attached rubric dimension: Evaluate arguments critically and analytically).	n=36 The average level of student mastery was 1.98/4. Considered an unacceptable level of student attainment.	It is recommended that the final project prompt be changed to better reflect Pathways SLOs. The final project will be reassessed in the Spring of 2015.
3. Produce well-reasoned written or oral arguments using evidence to support conclusions.	3(a) Use evidence to produce well-reasoned written or oral arguments and	Final project assessment from Spring 2014 using student ePortfolio (see	n=36 The average level of student mastery was 2.29/4 and 1.84/4. Both SLO 3(a)	It is recommended that the final project prompt be changed to better reflect Pathways SLOs. The final project will be reassessed in the Spring of 2015.

	3(b) Use evidence to support conclusions.	attached rubric dimension: Use evidence to produce well-reasoned written or oral arguments and Use evidence to support conclusions).	and SLO 3 (b) are considered to demonstrate unacceptable levels of student attainment.	
4. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communication, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.	Identify and apply the concepts and methods of the discipline of history.	Final project assessment from Spring 2014 using student ePortfolio (see attached rubric dimension: Identify and apply the concepts and methods of the discipline of history).	n=36 The average level of student mastery was 2.15/4. Considered an unacceptable level of student attainment.	It is recommended that the final project prompt be changed to better reflect Pathways SLOs. The final project will be reassessed in the Spring of 2015. Any future assessment should attempt to isolate SLO 4 in its own rubric dimension.

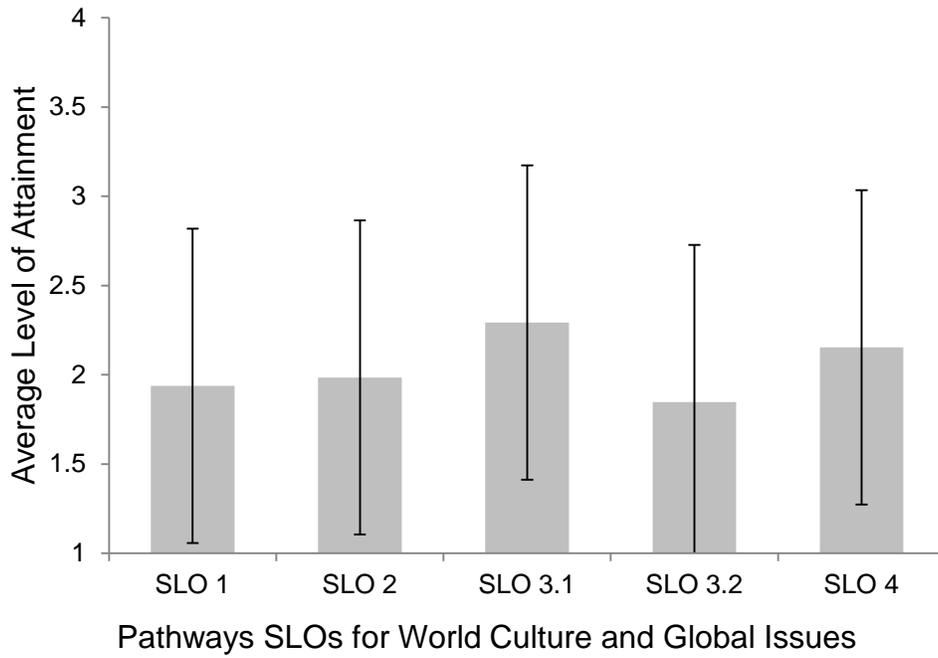


Figure 12. Average level of SLO attainment for HIST 102, spring 2014 (n=36).

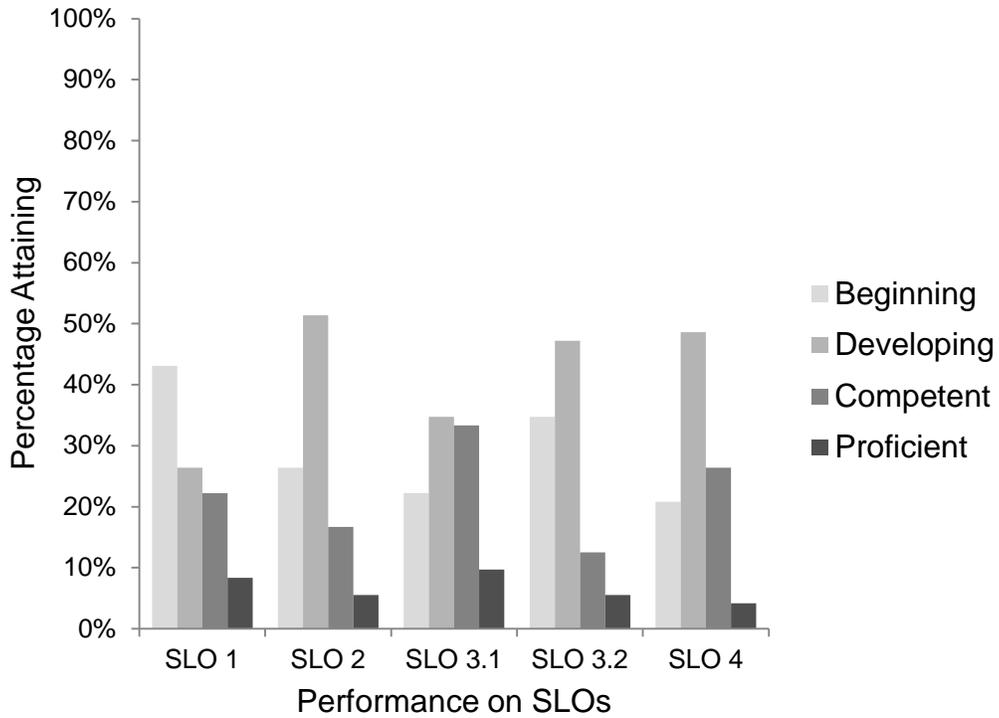


Figure 13. Percentage of spring 2014 HIST 102 students performing at each level of attainment.

History 202

Course Assessment Matrix				
HIST 202 Spring 2014				
Identify SLOs		Collect and Analyze Data		Use Data
Pathways SLO	Assessed SLO Subsets	Instruments and methods	Student Performance	Feedback
1. Gather, interpret, and assess information from a variety of sources and points of view.	Gather, interpret, assess sources and evidence.	Final project assessment from Spring 2014 using student ePortfolio (see attached rubric dimension: Gather, interpret, assess sources and evidence).	n=51 The average level of student mastery was 2.10/4. Considered an unacceptable level of student attainment.	It is recommended that the final project prompt be changed to better reflect Pathways SLOs. The final project will be reassessed in the Spring of 2015.
2. Evaluate evidence and arguments critically or analytically.	Evaluate arguments critically and analytically.	Final project assessment from Spring 2014 using student ePortfolio (see attached rubric dimension: Evaluate arguments critically and analytically).	n=51 The average level of student mastery was 2.07/4. Considered an unacceptable level of student attainment.	It is recommended that the final project prompt be changed to better reflect Pathways SLOs. The final project will be reassessed in the Spring of 2015.
3. Produce well-reasoned written or oral arguments using evidence to support conclusions.	3(a) Use evidence to produce well-reasoned written or oral arguments	Final project assessment from Spring 2014 using student ePortfolio (see	n=51 The average level of student mastery was 2.12/4 and 1.91/4. Both SLO 3(a)	It is recommended that the final project prompt be changed to better reflect Pathways SLOs. The final project will be reassessed in Spring of 2015.

	and 3(b) Use evidence to support conclusions.	attached rubric dimension: Use evidence to produce well-reasoned written or oral arguments and Use evidence to support conclusions).	and SLO 3(b) are considered to demonstrate unacceptable levels of student attainment.	
4. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.	Identify and apply the concepts and methods of the discipline of history.	Final project assessment from Spring 2014 using student ePortfolio (see attached rubric dimension: Identify and apply the concepts and methods of the discipline of history).	n=51 The average level of student mastery was 2.1/4. Considered an unacceptable level of student attainment.	It is recommended that the final project prompt be changed to better reflect Pathways SLOs. The final project will be reassessed in the Spring of 2015. Any future assessment should attempt to isolate SLO 4 in its own rubric dimension.

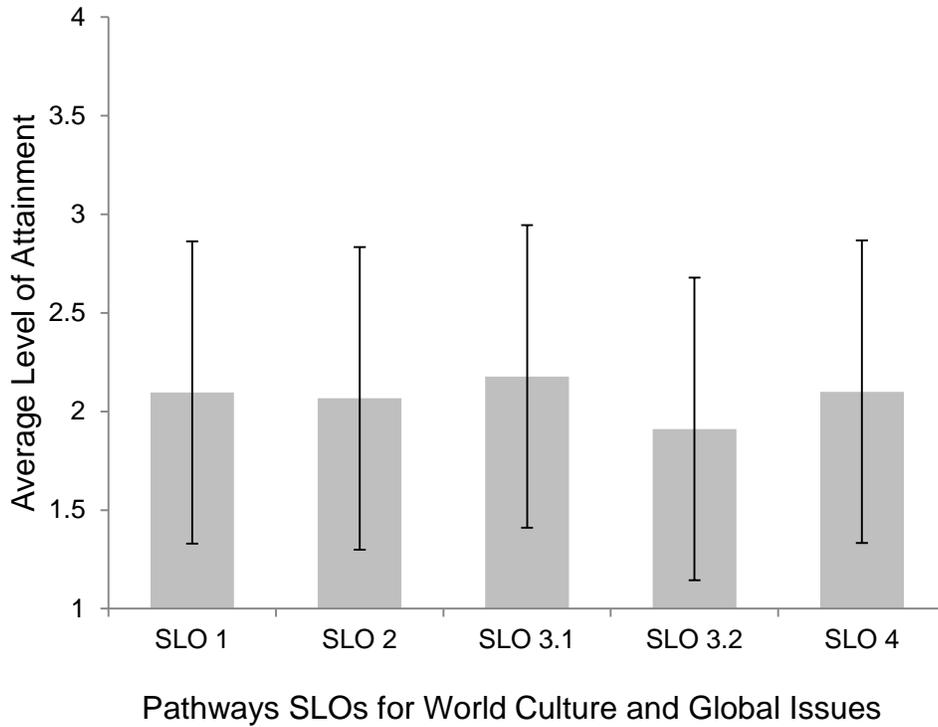


Figure 14. Average level of SLO attainment for HIST 202, spring 2014 (n=51).

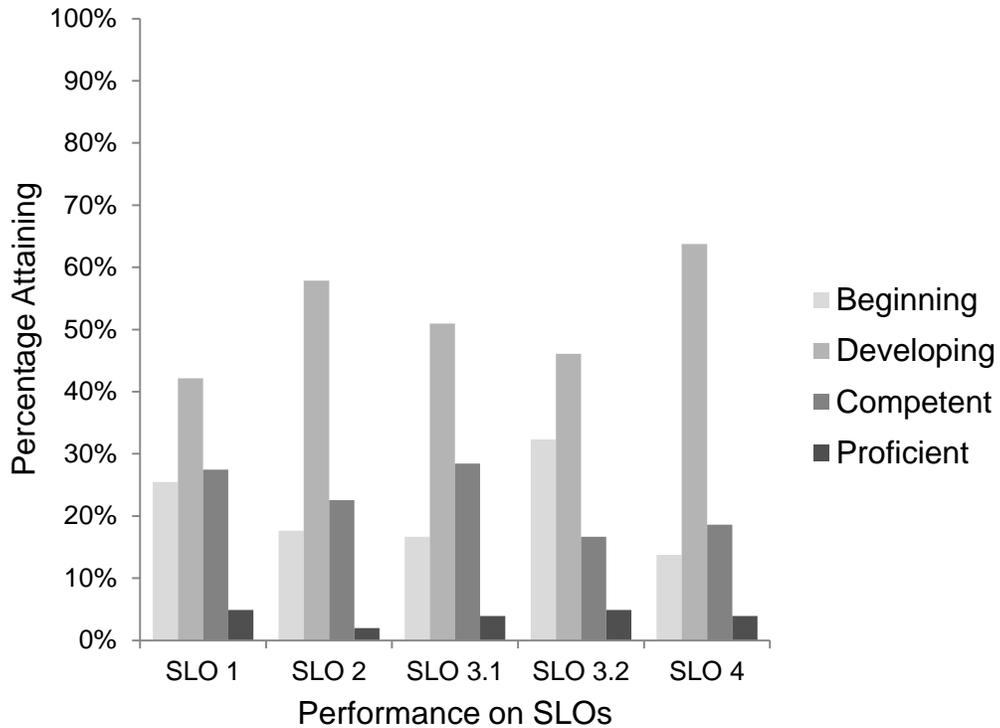


Figure 15. Percentage of spring 2014 HIST 202 students performing at each level of attainment.

Math 102

Course Assessment Matrix				
Mathematics in Contemporary Society Spring, Summer and Fall 2013				
Identify SLOs		Collect and Analyze Data		Use Data
Pathways SLO	Assessed SLO Subsets	Instruments and methods	Student Performance	Feedback
1. Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.	Interpret and draw appropriate inferences from quantitative representations , such as formulas, graphs, or tables.	Final Exam Assessment based on 3 questions each from Moseley's spring and summer 2013 sections, and Wang's spring and fall 2013 sections.	n=39 The average level of student mastery was 3.17/4. Considered an acceptable level of student attainment.	No pedagogical intervention or adjustment to the course is necessary.
2. Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems	2(a). Use algebraic methods to draw accurate conclusions and solve mathematical problems. 2(b). Use numerical methods to draw accurate conclusions and solve mathematical problems. 2(c). Use graphical methods to draw accurate conclusions	Final Exam Assessment based on 20 questions each from Moseley's spring and summer 2013 sections, and Wang's spring and fall 2013 sections. 5 questions on 2(a), 4 on 2(b), 2 on 2(c) and 9 on 2(d).	n=39 The average level of student mastery on SLO 2(a) was 3.28/4. Considered an acceptable level of student attainment. The average level of student mastery on SLO 2(b) was 3.53/4. Considered an acceptable level of student attainment. The average level of student mastery	No pedagogical intervention or adjustment to the course is necessary for SLO 2(a), 2(b) and 2(c). SLO 2(d), which concerns basic statistics, will need to be reviewed. It is recommended that SLO 2(d) should be reassessed next assessment cycle. SLO 2(d) had twice as many exam questions as the other subsets of SLO 2, so confidence in the level of student attainment is high.

	and solve mathematical problems. 2(d). Use statistical methods to draw accurate conclusions and solve mathematical problems.		on SLO 2(c) was 3.21/4. Considered an acceptable level of student attainment. The average level of student mastery on SLO 2(d) was 3.23/4. Considered an acceptable level of student attainment.	
3. Represent quantitative problems expressed in natural language in a suitable mathematical format.	Not assessed.	NA	NA	This SLO will be assessed next assessment cycle.
4. Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.	Not assessed.	NA	NA	This SLO will be assessed next assessment cycle.
5. Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.	Evaluate solutions to problems for reasonableness using a variety of means, including informed	Final Exam Assessment based on 7 questions each from Moseley's spring and summer 2013 sections, and from Wang's	n=39 The average level of student mastery was 3.65/4. Considered an acceptable level of student attainment.	No pedagogical intervention or adjustment to the course is necessary.

	estimations.	spring and fall 2013 sections.		
6. Apply mathematical methods to problems in other fields of study.	Not assessed.	NA	NA	This SLO will be assessed next assessment cycle.

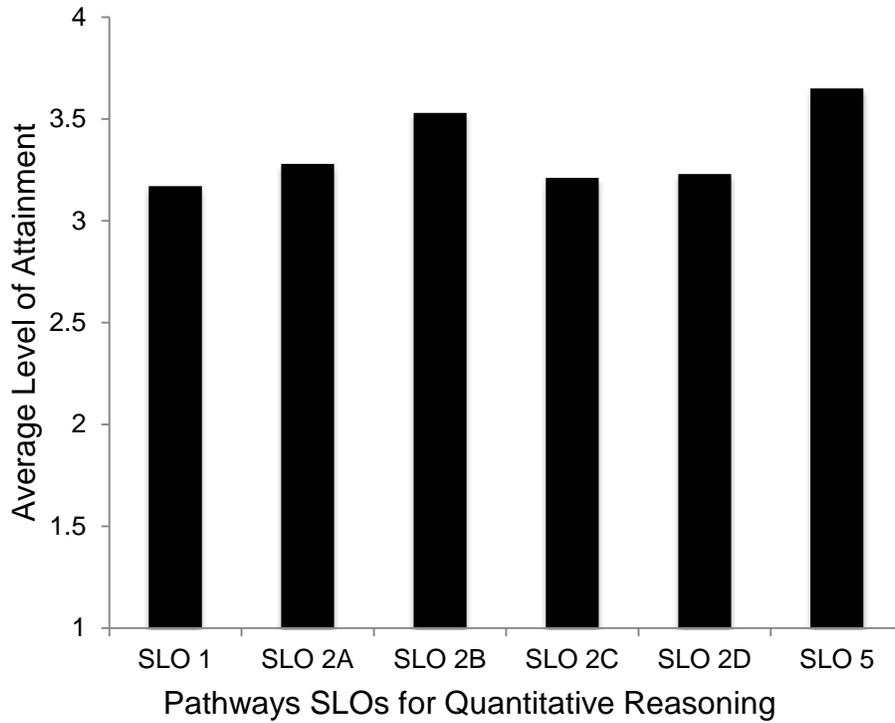


Figure 16. Average level of SLO attainment for MATH 102, spring 2013, summer 2013 and fall 2013 (n=39).

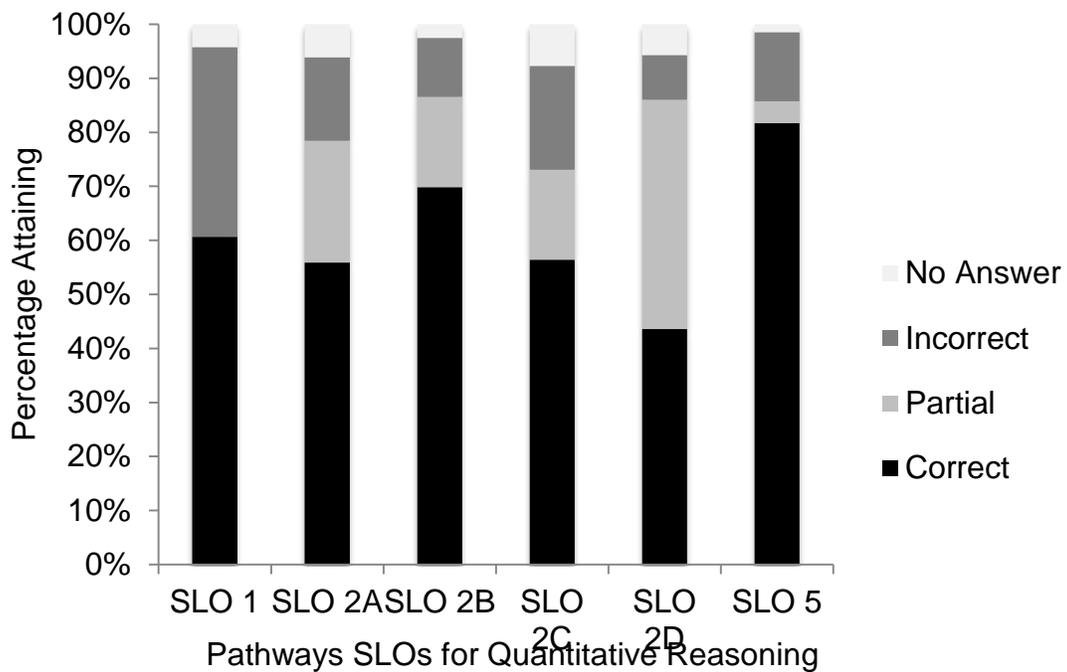


Figure 17. Percentage of spring 2013, summer 2013 and fall 2013 MATH 102 students performing at each level of attainment.

Math 215

Course Assessment Matrix				
MATH 215 Fall 2013 and Spring 2014				
Identify SLOs		Collect and Analyze Data		Use Data
Pathways SLO	Assessed SLO Subsets	Instruments and methods	Student Performance	Feedback
1. Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.	Not assessed.	NA	NA	This SLO will be assessed next assessment cycle.
2. Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems	2(d). Use statistical methods to draw accurate conclusions and solve mathematical problems.	Final Exam Assessment based on 82 questions each from all sections from fall 2013 and spring 2014.	n=37 Levels of student mastery on SLO 2(d) was acceptable.	No pedagogical intervention or adjustment to the course is necessary for SLO 2(d). It is recommended that this course undergo a redesign to incorporate assignments, activities, and assessments that address all required Pathways Quantitative SLOs.
3. Represent quantitative problems expressed in natural language in a suitable mathematical format.	Not assessed.	NA	NA	This SLO will be assessed next assessment cycle.
4. Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.	Not assessed.	NA	NA	This SLO will be assessed next assessment cycle.
5. Evaluate solutions	Not	NA	NA	This SLO will be assessed next assessment cycle.

to problems for reasonableness using a variety of means, including informed estimation.	assessed.			
6. Apply mathematical methods to problems in other fields of study.	Not assessed.	NA	NA	This SLO will be assessed next assessment cycle.

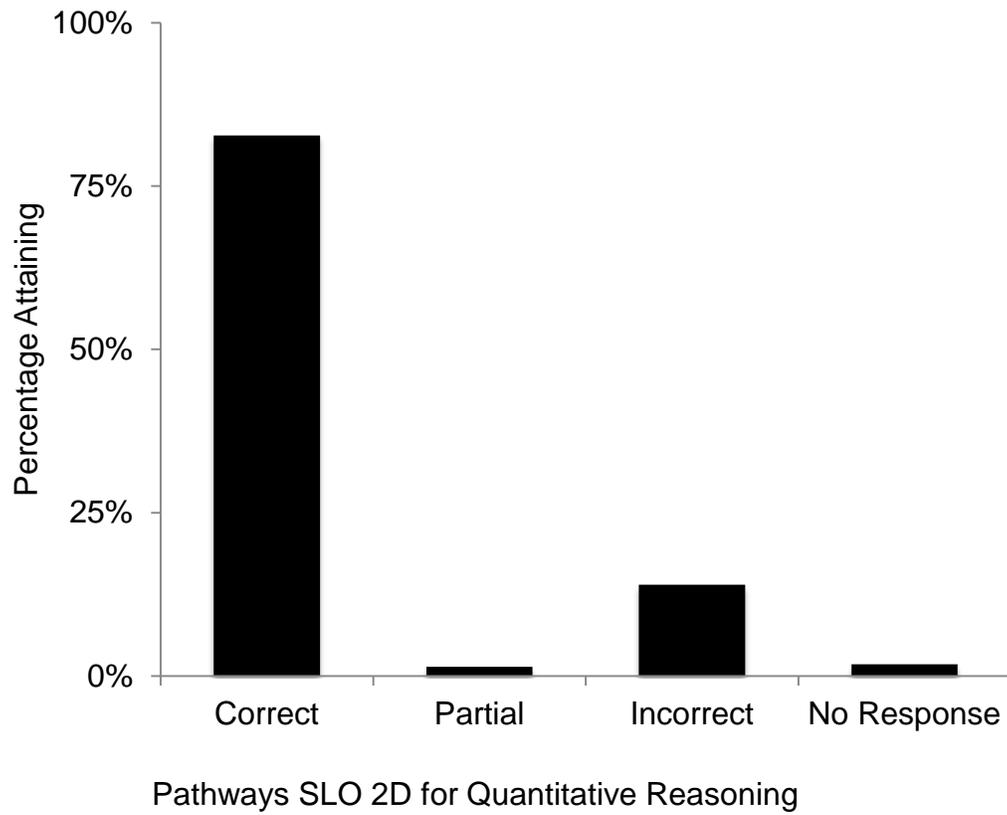


Figure 18. Percentage of fall 2013 and spring 2014 MATH 215 students performing at each level of attainment (n=37).

Quantitative Reasoning and Society 201

Course Assessment Matrix				
QUAN 201 Fall 2013, Spring 2014 and Summer 2014				
Identify SLOs		Collect and Analyze Data		Use Data
Student Learning Outcomes	Assessed SLO Subsets	Instruments and methods	Student Performance	Feedback
1. Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.	Read critically and analytically, identify an argument's major assumptions and assertions.	Late term, short essay Signature Assignment (see Rubric: Assumptions: Ability to make and evaluate important assumptions in estimation, modeling, and data analysis).	n=39 The average level of student mastery was 2.40/4. Considered to demonstrate a borderline acceptable level of student attainment.	Although no pedagogical intervention or adjustment to the course appears to be necessary, instructional faculty will work to scaffold the Signature Assignment more completely by creating Discussion Board questions about the required readings.
2. Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources)	Evaluate primary sources.	Late term, short essay Signature Assignment (see Rubric: Application / Analysis: Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the	n=39 The average level of student mastery was 2.17/4. Considered to demonstrate an unacceptable level of student attainment.	The course should be revised to increase the emphasis on the correct use of APA. The rubric used to assess SLO 2 was a compound rubric also designed to assess SLO 5, 6 and c. A future assessment should be structured to assess this SLO separately.

		limits of this analysis).		
3. Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, and audiences.	Support a thesis with well-reasoned arguments and communicate persuasively.	Late term, short essay Signature Assignment (see Rubric: Communication : Expressing quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized).	n=39 The average level of student mastery was 2.28/4. Considered to demonstrate an unacceptable level of student attainment.	The prompt should be revised to encourage the creation of a white-paper like response. The rubric used to assess SLO 3 was a compound rubric also designed to assess SLO 7 and d. A future assessment should be structured to assess this SLO separately. Neither rubric—which were both developed from AAC&U's VALUE rubrics—addressed thesis development and writing to the satisfaction of the assessors. The prompt needs to be rewritten so that it forces students to take a position early in the paper. All assessed sections should have the same policy regarding rewrites. The assessment should be repeated in Summer 2015.
4. Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.	Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.	Late term, short essay Signature Assignment (see Rubric: Interpretation: Ability to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)).	n=39 The average level of student mastery was 2.23/4. Considered to demonstrate an unacceptable level of student attainment.	Students seemed to have trouble interpreting some types of data. Instructional faculty will work to scaffold the Signature Assignment more completely by creating Discussion Board questions about the required readings. The rubric used to assess SLO 4 was a compound rubric also designed to assess SLO 6. A future assessment should be structured to assess this SLO separately. All assessed sections should have the same policy regarding rewrites. The assessment should be repeated in Summer 2015.
5. Gather, interpret, and assess	Gather, interpret,	Late term, short essay	n=39 The average level	Students seemed to have trouble interpreting some types of data. Instructional faculty will work to scaffold the

information from a variety of sources and points of view.	and assess information from a variety of sources and points of view.	Signature Assignment (see Rubric: Application / Analysis: Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis).	of student mastery was 2.32/4. Considered to demonstrate an unacceptable level of student attainment.	Signature Assignment more completely by creating Discussion Board questions about the required readings. The rubric used to assess SLO 5 was a compound rubric also designed to assess SLO 2, 6 and c. A future assessment should be structured to assess this SLO separately. All assessed sections should have the same policy regarding rewrites. The assessment should be repeated in Summer 2015.
6. Evaluate quantitative evidence and arguments critically.	Evaluate quantitative evidence and arguments critically.	Late term, short essay Signature Assignment (see Rubric: Application / Analysis: Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis; and Interpretation: Ability to explain information	n=39 The average level of student mastery was 2.17/4 and 2.23/4. Both subsets are considered to demonstrate a borderline acceptable level of student attainment.	Students seemed to have trouble interpreting some types of data. Instructional faculty will work to scaffold the Signature Assignment more completely by creating Discussion Board questions about the required readings. The Application/Analysis rubric used to assess SLO 6 was a compound rubric also designed to assess SLO 2, 5 and c. The Interpretation rubric used to assess SLO 6 was a compound rubric also designed to assess SLO 4. A future assessment should be structured to assess this SLO separately. All assessed sections should have the same policy regarding rewrites. The assessment should be repeated in Summer 2015.

		presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)).		
7. Produce well-reasoned written or oral arguments using data to support conclusions.	Produce well-reasoned written arguments using data to support conclusions.	Late term, short essay Signature Assignment (see Rubric: Communication Expressing quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized))	n=39 The average level of student mastery was 2.28/4. Considered to demonstrate a borderline acceptable level of student attainment.	The course should be revised to increase the emphasis on the correct use of APA. The rubric used to assess SLO 7 was a compound rubric also designed to assess SLO 3 and d. A future assessment should be structured to assess this SLO separately. Neither rubric—which were both developed from AAC&U's VALUE rubrics—addressed thesis development and writing to the satisfaction of the assessors. The prompt needs to be rewritten so that it forces students to take a position early in the paper. All assessed sections should have the same policy regarding rewrites. The assessment should be repeated in Summer 2015.
a. Manipulate data sets to create data displays in chart or graph form.	Not assessed.	NA	NA	This SLO will be assessed in Spring 2015 using Signature Assignment #1 and the Representation and Calculation dimensions from the Quant Rubric.
b. Perform simple quantitative analysis of data (averages, range/spread).	Not assessed.	NA	NA	This SLO will be assessed in Spring 2015 using Signature Assignment #1 and the Calculation dimension from the Quant Rubric.
c. Derive accurate conclusions from data analysis.	Derive accurate conclusions from data analysis.	Late term, short essay Signature Assignment (see Rubric:	n=39 The average level of student mastery was 2.17/4. Considered to	The rubric used to assess SLO c was a compound rubric also designed to assess SLO 2, 5 and 6. A future assessment should be structured to assess this SLO separately. All assessed sections should have the same policy regarding rewrites. The assessment should be

		Application / Analysis Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis).	demonstrate an unacceptable level of student attainment.	repeated in Summer 2015.
d. Prepare papers and presentations that incorporate data displays as evidence and relate analysis of data to current issues and debates.	Prepare papers that incorporate data displays as evidence and relate analysis of data to current issues and debates.	Late term, short essay Signature Assignment (see Rubric: Communication Expressing quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized))	n=39 The average level of student mastery was 2.28/4. Considered to demonstrate an unacceptable level of student attainment.	The prompt should be revised to encourage the creation of a white-paper like response. The course should be revised to increase the emphasis on the correct use of APA. The rubric used to assess SLO d was a compound rubric also designed to assess SLO 3 and 7. A future assessment should be structured to assess this SLO separately. All assessed sections should have the same policy regarding rewrites. The assessment should be repeated in Summer 2015.

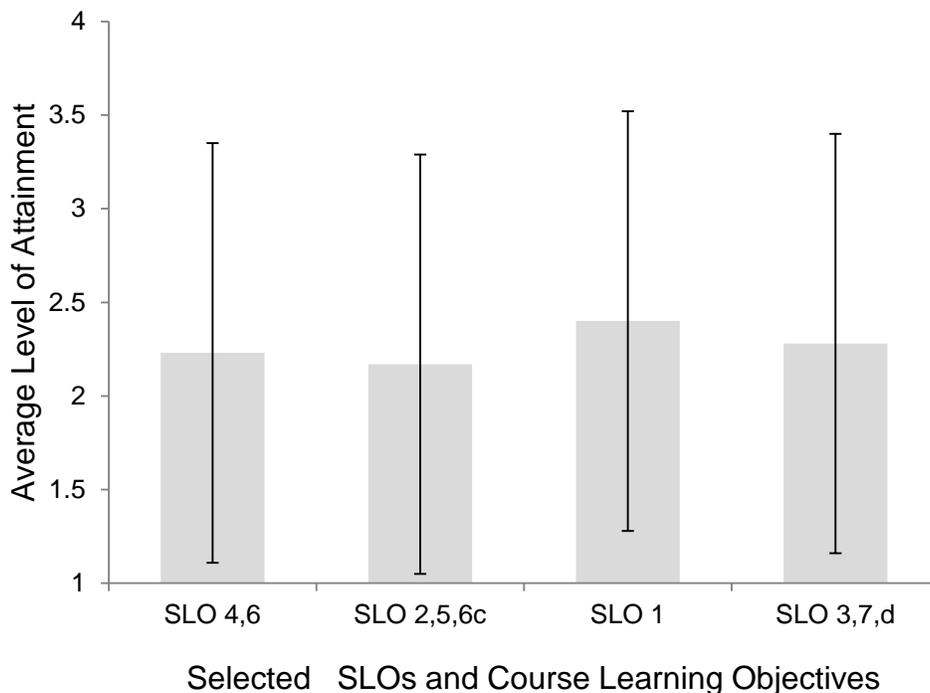


Figure 19. Average level of college option SLO and course learning objective attainment for QUAN 201, fall 2013, spring 2014 and summer 2014 (n=39).

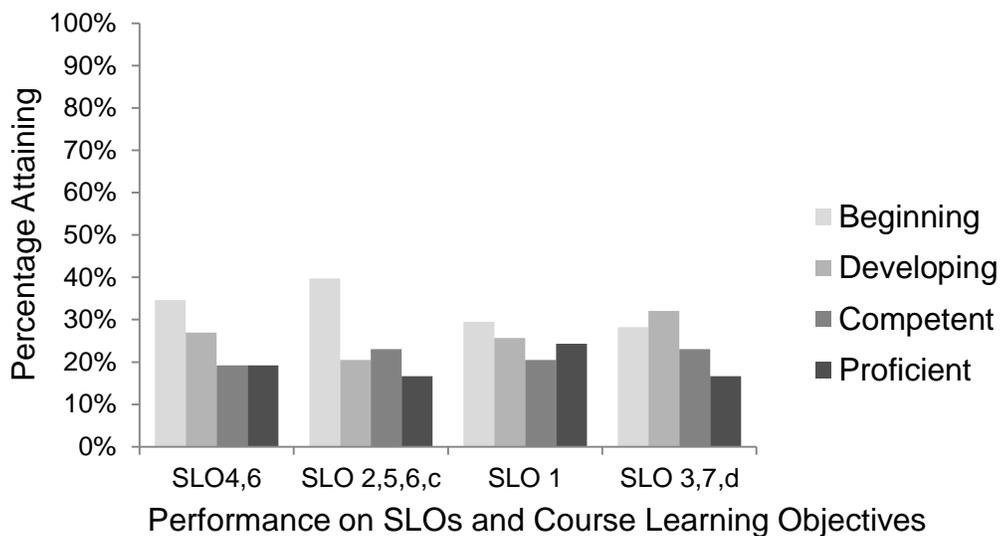


Figure 20. Percentage of fall 2013, spring 2014 and summer 2014 QUAN 201 students performing at each level of attainment.

APPENDIX A: SPS Common Core Framework

1A - Required	6 credits	English Composition
ENG 101	I-A	College Writing I
ENG 102	I-A	College Writing II
1B - Required	3 credits	Mathematical and Quantitative Reasoning
MATH 102	I-B	Mathematics in Contemporary Society
MATH 215	I-B	Introduction to Statistics
1C - Required	3 credits	Life and Physical Sciences
AST 101	I-C	Introductory Astronomy: The Solar System
BIO 200	I-C	Human Biology
EAS 201	I-C	The Nature of New York
CHEM 101	I-C	General Chemistry
EAS 250	I-C	Oceanography
2A - Flexible	3 credits	World Culture and Global Issue
AFRS 101	II-A	Ethnology of Africa
CHIN 101	II-A	Beginning Chinese I
CHIN 102	II-A	Beginning Chinese II
ENG 211	II-A	World Literature
HIST 102	II-A	Origins of the Modern World, 1500-present
HIST 202	II-A	Twentieth Century World History
LAS 101	II-A	Latin American and Caribbean Cultures
SPAN 101	II-A	Beginning Spanish I
SPAN 102	II-A	Beginning Spanish II
SPAN 110	II-A	Spanish for Health Professions
2B - Flexible	3 credits	US Experience in Its Diversity
AMER 200	II-B	American History and Culture
GEOG 301	II-B	International Migration
LANG 101	II-B	Language in the Multicultural Setting
POL 201	II-B	Politics and Government of New York City
2C - Flexible	3 credits	Creative Expression
ART 201	II-C	Arts and Civilization 1: Pre-history through Middle Ages
ART 202	II-C	Arts and Civilization 2: Renaissance through the 21st Century
ART 210	II-C	Modern Art in the City
ENG 301	II-C	Science Fiction
ENG 331	II-C	Studies in the Folk Tale and Classic Fairy Tale
FLM 307	II-C	Film Literacies: Communicating Culture Through Film
2D - Flexible	3 credits	Individual and Society
ANTH 110	II-D	Urban Anthropology
ECO 201	II-D	Microeconomics

PHIL 101	II-D	Introduction to Philosophy
PHIL 110	II-D	Critical Thinking
PHIL 301	II-D	Computers, Ethics, Society, Human Values
SOC 101	II-D	Introduction to Sociology

2E - Flexible	3 credits	Scientific World
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HIST 201	II-E	The Ascent of Man: Introduction to the History of Science
PHYS 301	II-E	Space, Time, and Motion - Physical Science
PSY 101	II-E	General Psychology
BIO 310	II-E	Pathophysiology and Pharmacology
PHE 200	II-E	An Introduction to Public Health

CO	3 - 12 credits	College Option
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COM 210	CO	Writing at Work
COM 110	CO	Digital Literacy
PHIL 110	CO	Critical Thinking
PLA 300	CO	Portfolio Development Prior Learning Assmt.
QUAN 201	CO	Quantitative Reasoning and Society

APPENDIX B: 5-Year Plan

Five-Year Course Assessment Cycle Calendar

	Sp 2014	Su 2014	Fall 2014	Sp 2015	Su 2015	Fall 2015	Sp 2016	Su 2016	Fall 2016	Sp 2017	Su 2017	Fall 2017	Sp 2018	Su 2018
1A ENGLISH COMPOSITION														
ENG 101	ENG 101										ENG 101			
ENG 102	ENG 102										ENG 102			
1B MATHEMATICAL AND QUANTITATIVE REASONING														
MATH 102	MATH 102											MATH 102		
MATH 215			MATH 215									MATH 215		
1C LIFE AND PHYSICAL SCIENCES														
AST 101					AST 101					AST 101				
BIO 200					BIO 200					BIO 200				
EAS 201					EAS 201					EAS 201				
EAS 250			EAS 250							EAS 250				
2A WORLD CULTURE AND GLOBAL ISSUES														
AFRS 101				AFRS 101								AFRS 101		
CHIN 101									CHIN 101					
CHIN 102									CHIN 102					
ENG 211						ENG 211								
HIST 102		HIST 102												HIST 102
HIST 202		HIST 202												HIST 202
LAS 101										LAS 101				
SPAN 101					SPAN 101									SPAN 101
SPAN 102					SPAN 102									SPAN 102
2B US EXPERIENCE IN ITS DIVERSITY														
AMER 200			AMER 200									AMER 200		
GEOG 301						GEOG 301								
LANG 101										LANG 101				
POL 201									POL 201					
2C CREATIVE EXPRESSION														
ART 201	ART 201													ART 201

Five-Year Course Assessment Cycle Calendar

	Sp 2014	Su 2014	Fall 2014	Sp 2015	Su 2015	Fall 2015	Sp 2016	Su 2016	Fall 2016	Sp 2017	Su 2017	Fall 2017	Sp 2018	Su 2018
ART 202		ART 202												ART 202
ART 210		ART 210												ART 210
ENG 301						ENG 301								
ENG 331							ENG 331							
FLM 307							FLM 307							

2D INDIVIDUAL AND SOCIETY

ANTH 110								ANTH 110						
ECO 201						ECON 201								
PHIL 101								PHIL 101						
PHIL 110								PHIL 110						
PHIL 301									PHIL 301					
SOC 101						SOC 101								

2E SCIENTIFIC WORLD

HIST 201							HIST 201							
PHYS 301							PHYS 301							
PSY 101						PSY 101								

COLLEGE OPTION

COM 210					COM 210								COM 210	
COM 110					COM 110								COM 110	
PLA 300														
QUAN 201	QUAN 201									QUAN 201				

APPENDIX C: Flexible Core Curriculum Maps

Flexible Core Area A World Cultures and Global Issues

Course Code	Course Title	A1-3	A4	A5	A6	A7	A8	A9
AFRS 101	Ethnology of Africa	x	x	x	x	x	x	
CHIN 101	Beginning Chinese I	x	x	x				x
CHIN 102	Beginning Chinese II	x	x	x				x
ENG 211	World Literature	x						
HIST 102	Origins of the Modern World 1500-Present	x	x	x		x	x	
HIST 202	20 th Century World History	x	x	x	x	x		
LAS 101	Latin American and Caribbean Cultures	x	x		x	x	x	
SPAN 101	Beginning Spanish I	x	x	x				x
SPAN 102	Beginning Spanish II	x	x	x				x
Learning Outcomes								
1	Gather, interpret, and assess information from a variety of sources and points of view.							
2	Evaluate evidence and arguments critically or analytically.							
3	Produce well-reasoned written or oral arguments using evidence to support conclusions.							
4	Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.							
5	Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.							
6	Analyze the historical development of one or more non-U.S. societies.							
7	Analyze the significance of one or more major movements that have shaped the world's societies.							
8	Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.							
9	Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.							

Flexible Core Area B US Experience in its Diversity

Course Code	Course Title	B1-3	B4	B5	B6	B7	B8	B9
AMER 200	AMERICAN HISTORY AND CULTURE	x	x	x	x			x
GEOG 301	INTERNATIONAL MIGRATION	x	x		x			x
LANG 101	LANGUAGE IN THE MULTICULTURAL SETTING	x	x		x			x
POL 201	POLITICS AND GOVERNMENT OF NEW YORK CITY	x	x	x			x	
Learning Outcomes								
1	Gather, interpret, and assess information from a variety of sources and points of view.							
2	Evaluate evidence and arguments critically or analytically.							
3	Produce well-reasoned written or oral arguments using evidence to support conclusions.							
4	Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.							
5	Analyze and explain one or more major themes of U.S. history from more than one informed perspective.							
6	Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.							
7	Explain and evaluate the role of the United States in international relations.							
8	Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of US democracy.							
9	Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.							

Flexible Core Area C Creative Expression

xCourse Code	Course Title	C1-3	C4	C5	C6	C7	C8
ART 201	ARTS & CIVILIZATION I	x	x	x	x		x
ART 202	ARTS & CIVILIZATION II	x	x	x	x		x
ART 210	MODERN ART IN THE CITY	x	x	x	x		x
ENG 301	SCIENCE FICTION	x	x	x			x
ENG 331	STUDIES IN THE FOLK TALE & CLASSIC FAIRY TALE	x	x	x	x		x
FLM 307	FILM LITERACIES: COMM CULTURE THROUGH FILM	x	x	x	x		x
Learning Outcomes							
1	Gather, interpret, and assess information from a variety of sources and points of view.						
2	Evaluate evidence and arguments critically or analytically.						
3	Produce well-reasoned written or oral arguments using evidence to support conclusions.						
4	Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.						
5	Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.						
6	Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.						
7	Demonstrate knowledge of the skills involved in the creative process.						
8	Use appropriate technologies to conduct research and to communicate.						

Flexible Core Area D Individual and Society



Course Code	Course Title	D1-3	D4	D5	D6	D7	D8	
ANTH 110	URBAN ANTHROPOLOGY	x	x	x		x		
ECO 201	MICROECONOMICS	x	x	x			x	
PHIL 101	INTRODUCTION TO PHILOSOPHY	x	x		x	x		
PHIL 110	CRITICAL THINKING	x	x	x	x	x	x	
PHIL 301	COMPUTERS, ETHICS, SOCIETY, HUMAN VALUES	x	x		x	x		
SOC 101	INTRODUCTION TO SOCIOLOGY	x	x	x	x			
Learning Outcomes								
1	Gather, interpret, and assess information from a variety of sources and points of view.							
2	Evaluate evidence and arguments critically or analytically.							
3	Produce well-reasoned written or oral arguments using evidence to support conclusions.							
4	Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.							
5	Examine how an individual's place in society affects experiences, values, or choices.							
6	Articulate and assess ethical views and their underlying premises.							
7	Articulate ethical uses of data and other information resources to respond to problems and questions.							
8	Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.							

Flexible Core Area E Scientific World

Course Code	Course Title	E1-3	E4	E5	E6	E7	E8	
HIST 201	ASCENT OF MAN: INTRO TO HISTORY OF SCIENCE	x	x	x	x	x	x	
PHYS 301	SPACE, TIME, AND MOTION – PHYSICAL SCIENCE	x	x	x		x		
PSY 101	GENERAL PSYCHOLOGY	x	x	x	x	x	x	
BIO 310	PATHOPHYSIOLOGY AND PHARMACOLOGY							
PHE 200	AN INTRODUCTION TO PUBLIC HEALTH							
Learning Outcomes								
1	Gather, interpret, and assess information from a variety of sources and points of view.							
2	Evaluate evidence and arguments critically or analytically.							
3	Produce well-reasoned written or oral arguments using evidence to support conclusions.							
4	Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.							
5	Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.							
6	Articulate and evaluate the empirical evidence supporting a scientific or formal theory.							
7	Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.							
8	Understand the scientific principles underlying matters of policy or public concern in which science plays a role.							

APPENDIX D: Rubrics

AMER 200

Dimension	4 Accomplished	3 Proficient	2 Developing	1 Beginning
SLO 1: Gather, interpret, and assess information from a variety of sources and points of view.	Examines and compares information from source(s) to develop a comprehensive analysis or synthesis. Evaluates sources appropriately.	Examines and compares information from source(s) with enough evaluation to develop a coherent analysis or synthesis.	Examines and compares information from a few sources with some analysis, but not enough to develop a coherent analysis or synthesis.	Uses sources without interpretation or evaluation.
SLO 2: Evaluate evidence and arguments critically or analytically.	Thoroughly (systematically and methodically) evaluates evidences and arguments from a variety of sources, making sophisticated connections across texts.	Competently evaluates evidence and arguments from a variety of relevant sources, making connections across texts.	Uses evidence and information from some relevant sources, making simple connections across texts.	Uses information from random or irrelevant sources with no evaluation and no connection across texts.
SLO 3: Produce well-reasoned written or oral arguments using evidence to support conclusions.	Organizes and synthesizes evidence from sources to fully achieve a specific purpose, with clarity and depth.	Organizes and synthesizes evidence from sources. Intended purpose is achieved.	Organizes evidence from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Information from sources is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.

<p>SLO 4: Identify and apply the fundamental concepts and methods of the discipline of American Studies.</p>	<p>Demonstrates awareness of how political ideologies and historical periods affect primary or secondary sources. Provides specific and concrete examples of the interactions of race, class and gender in contemporary American culture and contextualizes any relationships in a way that is nuanced and informed by both primary and secondary sources.</p>	<p>Demonstrates knowledge of specific political ideologies and historical periods, but may fail to document change over time. Provides specific and concrete examples of the interactions of race, class and gender in contemporary American culture, but contextualizes any relationships with some reliance on primary or secondary sources.</p>	<p>Locates at least one issue of race, class and gender either historically or ideologically. Provides general or basic examples of race, class and gender in American culture, but neither contextualizes the interrelated nature of the relationships, nor relies on any type of source.</p>	<p>Locates at least one issue of race and/or class and/or gender either historically or ideologically. Provides obvious and perhaps universal examples of race, class and gender, but interpretation appears to be based on personal opinion or feelings.</p>
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Rubric adapted from: Eugenio María de Hostos Community College College General Education rubrics for Critical Thinking, Information Literacy; AAC&U VALUE Rubrics for Critical Thinking and Information Literacy; and NYC DOE 11-12.10.

ART 201 AND ART 210

Dimensions	4 Accomplished	3 Proficient	2 Developing	1 Beginning
SLO 1: Gather, Interpret, Assess Sources & Evidence	Examines and compares information from source(s) to develop a comprehensive analysis or synthesis. Evaluates sources appropriately.	Examines and compares information from source(s) with enough evaluation to develop a coherent analysis or synthesis.	Examines and compares information from a few sources with some analysis, but not enough to develop a coherent analysis or synthesis.	Uses sources without interpretation or evaluation.
SLO 2: Evaluate Arguments Critically and Analytically	Thoroughly (systematically and methodically) evaluates evidences and arguments from a variety of sources, making sophisticated connections across texts.	Competently evaluates evidence and arguments from a variety of relevant sources, making connections across texts.	Uses evidence and information from some relevant sources, making simple connections across texts.	Uses information from random or irrelevant sources with no evaluation and no connection across texts.
SLO 3.1: Use evidence to produce well-reasoned written or oral arguments	Organizes and synthesizes evidence from sources to fully achieve a specific purpose, with clarity and depth,	Organizes and synthesizes evidence from sources. Intended purpose is achieved.	Organizes evidence from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Information from sources is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.
SLO 3.2: Use of Evidence to Support Conclusions	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of evidence and information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

<p>SLO 4: Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.</p>	<p>Work(s) of art are correctly identified by both artist and school, the terminology of art history is used appropriately and accurately, the most salient major features of an artistic school are described in consistent academic language, all arguments are based on concrete observations.</p>	<p>Work(s) of art may be misidentified by either artist or school, the terminology of art history is used but may be used appropriately or inaccurately, some of the major features of an artistic school are described in academic language, arguments are based on inference rather than concrete observation.</p>	<p>Work(s) of art are misidentified by either artist or school, the terminology of art history is used sparingly and inaccurately, some of the major features of an artistic school are described but without consistent attention to academic language, arguments are based on unsourced background knowledge or emotional responses rather than concrete observation.</p>	<p>Work(s) of art are misidentified by either artist or school, the terminology of art history is not used, some of the major features of an artistic school may be partially described but without concern to academic tone and language, supporting arguments are few and lack all types of support.</p>
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Rubric adapted from: Eugenio María de Hostos Community College College General Education rubrics for Critical Thinking, Information Literacy; AAC&U VALUE Rubrics for Critical Thinking and Information Literacy; and NYC DOE 11-12.10.

ENG 101 AND ENG 102

Dimensions	4 Accomplished	3 Proficient	2 Developing	1 Beginning
SLO 1: Content Development	Presents and explores sophisticated and complex ideas developed through insightful reasoning and relevant supporting details. Organization enhances the development of the thesis through clear topic sentences. Demonstrates strong to superior critical understanding of readings through accurate summary, full explanation of points, and relevant analysis.	Presents and explores increasingly complex ideas through deliberate reasoning and appropriate details. Organization enhances the development of the thesis, and each paragraph has a topic sentence. Demonstrates accurate understanding of readings through appropriate summary, explanation, and analysis, although these may be less than complete.	Presents ideas of some complexity, using adequate reasoning. Details explain and begin to expand ideas. Organization generally supports the development a thesis, although some paragraphs may lack topic sentences. Demonstrates partial understanding of readings through summary or explanation, but exposition may be faulty or incomplete.	Addresses only some parts of the writing assignment or addresses some parts superficially. Presents simplistic ideas with only basic reasoning and organization, and includes modest use of details to explain or support ideas. Few discernable paragraph topics or topic sentences. Demonstrates little to no understanding of readings.
SLO 2: Control of Syntax and Mechanics	Communicates consistently well, with no lapses in the use of standard English conventions of grammar, punctuation, and usage. Uses clear and focused language at the sentence and paragraph level. Correctly applies a sophisticated vocabulary and varied sentence structure.	Communicates clearly at the sentence and paragraph level. Only minor problems in standard English conventions of grammar, punctuation, and usage.	Communicates clearly at the sentence level but not at the paragraph level. A few major problems in standard English conventions of grammar, punctuation, and usage, but they do not undermine the communication of ideas.	Unfocused and unclear at the sentence level. Severe problems in grammar, punctuation, and usage impede the communication of ideas.

Dimensions	4 Accomplished	3 Proficient	2 Developing	1 Beginning
SLO 3 & 5: Sources and Evidence	Makes specific reference to relevant primary and secondary sources used as evidence in support of written response. Makes insightful and analytical connections and distinctions between readings and own ideas. Shows strong ability to paraphrase and summarize ideas in a text, as well as to draw conclusions about items in a text. Integrates references into essay and identifies them consistently and correctly, using appropriate documentation style.	Uses sources as evidence in support of written response. Makes appropriate connections between readings and own ideas, although perhaps not completely. Shows adequate ability to paraphrase and summarize ideas in a text, as well as to draw conclusions about items in a text. Identifies most references consistently and correctly using appropriate documentation style.	Uses sources as evidence in support of written response, but is not fully convincing. Makes few or unwarranted connections between readings and own ideas. Shows some ability to paraphrase and summarize ideas in a text, as well as to draw conclusions about items in a text. Identifies references inconsistently or incorrectly.	Minimal comprehension of sources and an ineffective use of them as evidence. Makes no reference to background reading or makes no distinctions between background reading and own ideas. Shows minimal ability to paraphrase and summarize ideas in a text, and minimal ability to draw conclusions about a text. Little to no attempt to identify references.
SLO 4 & 5: Context and Purpose	Sophisticated thesis controls the organization and reasoning of the writing assignment. Addresses the writing assignment fully, demonstrating a thorough understanding of audience, purpose, and context.	Clear thesis controls the organization and reasoning of the writing assignment. Addresses the writing assignment fully. Adequate consideration of audience, purpose, and purpose and audience is evident throughout.	Adequate thesis, but focus may lapse or connections may be missing. Addresses all or most parts of the writing assignment. Some awareness of purpose audience, and context is evident.	Unclear or implied thesis. Addresses some parts of the writing assignment or addresses some parts superficially; focus and coherence may break. Minor attention to audience expectations or to the requirements of the assignment itself.

Rubric adapted from: selected Eugenio María de Hostos Community College General Education rubrics; City College General Education Writing Rubric; and selected AAC&U VALUE rubrics.

HIST 102 AND HIST 202

Dimensions	4 Accomplished	3 Proficient	2 Developing	1 Beginning
SLO 1: Gather, Interpret, Assess Sources & Evidence	Examines and compares information from source(s) to develop a comprehensive analysis or synthesis. Evaluates sources appropriately.	Examines and compares information from source(s) with enough evaluation to develop a coherent analysis or synthesis.	Examines and compares information from a few sources with some analysis, but not enough to develop a coherent analysis or synthesis.	Uses sources without interpretation or evaluation.
SLO 2: Evaluate Arguments Critically and Analytically	Thoroughly (systematically and methodically) evaluates evidences and arguments from a variety of sources, making sophisticated connections across texts.	Competently evaluates evidence and arguments from a variety of relevant sources, making connections across texts.	Uses evidence and information from some relevant sources, making simple connections across texts.	Uses information from random or irrelevant sources with no evaluation and no connection across texts.
SLO 3.1: Use evidence to produce well-reasoned written or oral arguments	Organizes and synthesizes evidence from sources to fully achieve a specific purpose, with clarity and depth.	Organizes and synthesizes evidence from sources. Intended purpose is achieved.	Organizes evidence from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Information from sources is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.
SLO 3.2: Use of Evidence to Support Conclusions	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of evidence and information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

<p>SLO 4: Identify and apply the fundamental concepts and methods of the discipline of history.</p>	<p>Uses sources from a variety of perspectives to analyze the cause and consequence of historical events. Studies relationships between events to identify pervasive historical themes, ideas, and/or movements. Examines change over time and continuity in times of change. Weighs the importance, durability, and relevance of events, themes, and issues in the past and the appropriateness of using the past to interpret the present.</p>	<p>Uses sources from a variety of perspectives to analyze the cause of historical events. Identifies pervasive historical themes, ideas, and/or movements. Examines change over time. Recognizes the importance, durability, and relevance of events, themes, and issues in the past and the appropriateness of using the past to interpret the present.</p>	<p>Identifies sources, but establishes weak and/or inaccurate connections to the cause of historical events. Identifies some historical themes, ideas, and/or movements. Identifies change over time and recognizes that events, themes, and issues in the past contribute to interpreting the present.</p>	<p>Cannot identify sources and/or their relationship to historical events. Does not observe historical themes, ideas, and/or movements. Establishes no connection between past events and the present.</p>
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Rubric adapted from: Eugenio María de Hostos Community College College General Education rubrics for Critical Thinking, Information Literacy; AAC&U VALUE Rubrics for Critical Thinking and Information Literacy; and NYC DOE 11-12.10.

QUAN 201

Dimension	4 Accomplished	3 Proficient	2 Developing	1 Beginning
<p>Interpretation Ability to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)</p> <p>Common Core SLOs 4, 6</p>	<p>Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information. For example, accurately explains the trend data shown in a graph and makes reasonable predictions regarding what the data suggest about future events.</p>	<p>Provides accurate explanations of information presented in mathematical forms. For instance, accurately explains the trend data shown in a graph.</p>	<p>Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units. For instance, accurately explains trend data shown in a graph, but may miscalculate the slope of the trend line.</p>	<p>Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means. For example, attempts to explain the trend data shown in a graph, but will frequently misinterpret the nature of that trend, perhaps by confusing positive and negative trends.</p>
<p>Representation Ability to convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words)</p> <p>Common Core SLO 4 Course SLO a</p>	<p>Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.</p>	<p>Competently converts relevant information into an appropriate and desired mathematical portrayal.</p>	<p>Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.</p>	<p>Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.</p>
<p>Calculation</p> <p>Course SLOs a, b</p>	<p>Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.)</p>	<p>Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem.</p>	<p>Calculations attempted are either unsuccessful or represent only a portion of the calculations required to comprehensively solve the problem.</p>	<p>Calculations are attempted but are both unsuccessful and are not comprehensive.</p>

<p>Application / Analysis Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis</p> <p>Common Core SLOs 2, 5, 6 Course SLO c</p>	<p>Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work.</p>	<p>Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.</p>	<p>Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work.</p>	<p>Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work.</p>
<p>Assumptions Ability to make and evaluate important assumptions in estimation, modeling, and data analysis</p> <p>Common Core SLO 1</p>	<p>Explicitly describes assumptions and provides compelling rationale for why each assumption is appropriate. Shows awareness that confidence in final conclusions is limited by the accuracy of the assumptions.</p>	<p>Explicitly describes assumptions and provides compelling rationale for why assumptions are appropriate.</p>	<p>Explicitly describes assumptions.</p>	<p>Attempts to describe assumptions.</p>
<p>Communication Expressing quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized)</p> <p>Common Core SLOs 3, 7 Course SLO d</p>	<p>Uses quantitative information in connection with the argument or purpose of the work, presents it in an effective format, and explicates it with consistently high quality.</p>	<p>Uses quantitative information in connection with the argument or purpose of the work, though data may be presented in a less than completely effective format or some parts of the explication may be uneven.</p>	<p>Uses quantitative information, but does not effectively connect it to the argument or purpose of the work.</p>	<p>Presents an argument for which quantitative evidence is pertinent, but does not provide adequate explicit numerical support. (May use quasi-quantitative words such as "many," "few," "increasing," "small," and the like in place of actual quantities.)</p>

Rubric adapted from: AAC&U VALUE Rubrics for Quantitative Reasoning.

QUAN 201

COMMON CORE LEARNING OUTCOMES REINFORCED

Students will learn to:

1. (English Comp) Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
2. (English Comp) Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
3. (English Comp) Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences,
4. (MQR) Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.
5. (FLEX 1) Gather, interpret, and assess information from a variety of sources and points of view.
6. (FLEX 2) Evaluate quantitative evidence and arguments critically.
7. (FLEX 3 rev) Produce well-reasoned written or oral arguments using data to support conclusions.

COURSE LEARNING OUTCOMES:

- a) Manipulate data sets to create data displays in chart or graph form.
- b) Perform simple quantitative analysis of data (averages, range/spread).
- c) Derive accurate conclusions from data analysis.
- d) Prepare papers and presentations that incorporate data displays as evidence and relate analysis of data to current issues and debates.

BA IN SOCIOLOGY PROGRAM ASSESSMENT

Our Mission: Program Overview

The CUNY School of Professional Studies launched the Bachelor of Arts (BA) Degree in Sociology in 2011, the third of our fully online baccalaureate programs created for “degree completers.” As part of the CUNY mission of access, the Sociology Program offers day and evening advising, online tutors, and writing assistance, in addition to course offerings during the summer and a brief winter session. Students have access to the award-winning online Newman Library at Baruch College and to a host of other resources that are part of our extensive online student support services. All faculty complete training in digital communication tools, online course design, and online course delivery, ensuring that substantive knowledge of sociology is coupled with online pedagogical expertise.

The Sociology Program curriculum is designed to help students succeed in the 21st century, where careers are marked by perpetual change, diversity, and enhanced educational requirements. The curriculum, modeled on exemplars from the American Sociological Association 2006 Task Force Report, *Liberal Learning and the Sociology Major*,¹ utilizes active learning and eportfolio pedagogical strategies to help students achieve generally accepted learning goals. Students master sociological concepts, theories and substantive areas, along a trajectory that couples deep learning with technological, numeracy, and information literacy.

Students in the SPS Online BA in Sociology Program apply what they learn to urban institutions, organizations, inequalities, globalization, and cultural diversity through staged and scaffolded constructivist learning projects that are integrated into every course. Substantive topics and cases are coupled at every level in the program with basic tools for social science theorizing and research: observation, interviews, survey questionnaires, demography, and statistical analysis. An emphasis on Writing-in-the-Disciplines ensures the development of critical thinking skills as students prepare papers integrating important sociological questions with information gathering and evaluation. Students learn how to link theories with evidence and to communicate effectively with various audiences through different styles and media in measured steps. Quantitative reasoning and data analysis tools and skills, embedded via a planned sequence at every level, help students strengthen math and science proficiencies. An emphasis on globalization encourages them to envision the contemporary world through the lens of cultural diversity and interdependent communities as they work with peers to build skills for collaboration with others in multi-cultural and international situations. Thus students connect theorizing, the application of basic research tools, and the scientific method across the curriculum as they address fascinating and complex real-life social questions and issues.

Program Goals

The Sociology Program goals:

- I. Foster the development of a critical perspective, quantitative data retrieval and analysis skills, observational skills, and empathy for others, as well as excellent written and oral communication skills.
- II. Complement and enhance the eight other sociology programs at CUNY.
- III. Gain a global perspective.

¹ McKinney, Kathleen, Carla B. Howery, Kerry J. Strand, Edward L. Kain, and Catherine White Berheide. 2004. *Liberal Learning and the Sociology Major Updates: Meeting the Challenge of Teaching Sociology in the Twenty-First Century*. Washington, D.C.: American Sociological Association.

- IV. Provide through online and hybrid platforms modes of instruction more broadly accessible to working New Yorkers and others than a traditional face-to-face degree program, facilitating participation for students whose work and family schedules make travel to classes especially challenging.
- V. Offer the potential to enroll students from across the country and around the world, drawing students from diverse locations who can bring to bear knowledge and experiences from the places they live, enriching the program and CUNY.

Program Learning Objectives

Upon completion of the B.A. in Sociology, students will:

- I. **Demonstrate and Apply General Knowledge of Sociology:** Select and appropriately apply key concepts, substantive areas, empirical findings, and historical trends in sociology to explain significant issues or problems.
- II. **Understand and Apply Sociological Theories:** Explain, compare, and evaluate theoretical approaches in relationship to problems in the socio-historical contexts in which they emerged and utilize them to generate theories relevant to current or historical social issues.
- III. **Evaluate Globalization Processes and Global Inequality:** Document and explain globalization, global inequality, and cultural diversity as the contextual landscape for transnational migration, sustainable development, cultural transformations, and human rights.
- IV. **Conduct Research and Analyze Data:** Identify significant research questions, theorize, and then utilize basic research methods in sociology, including research design, data analysis, and interpretation to address the research question.
- V. **Communicate Effectively in Writing:** Effectively develop and express ideas in writing in different genres and styles.
- VI. **Prepare for Professional Career or Graduate School:** Integrates curricular and co-curricular experiences to develop career or graduate school plans.

The Sociology Program Curriculum

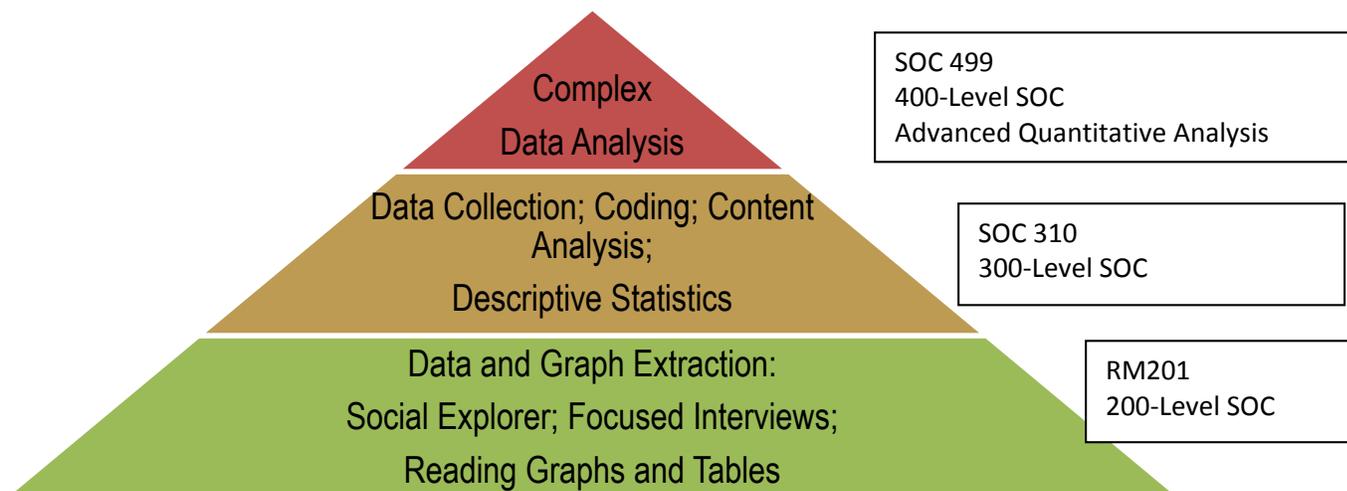
The BA in Sociology Program curriculum was designed and created following principles articulated in a 2005 American Sociological Association Task Force Report. The sociology learning objectives suggested in this report were included in the CUNY School of Professional Studies Proposal to Establish a Bachelor of Arts in Sociology.² From these, an initial set of Learning Objectives were developed for the Sociology Program (Cf. Supplementary Material). The Academic Director of the BA in Sociology Program worked closely with each faculty member in developing courses to ensure that the level appropriate program learning objectives were at the center of each course design and the assignments, a distinct advantage in starting from scratch. The program and course learning objectives were communicated to students through the [BA in Sociology Program Eportfolio](#). And, students have been required to read and reflect on them as part of their capstone experience. Careful review of course sites and course delivery during our semester observation process and has ensured that modifications of courses conform to the program learning

² *SPS Proposal to Establish a Bachelor of Arts in Sociology Program*, pp. 31-32
 Approved by: SPS Curriculum Committee (12-17-2010); Approved by SPS Governing Council (1-6-2011);
 Approved by the CUNY Board of Trustees; Approved by the SED

objectives. Our utilization of eportfolios across the curriculum has been especially helpful in maintaining a high level of visibility for course learning objectives, assignments, and student learning outcomes.

Students in the program must complete 120 hours of course work, including General Education requirements, six core sociology courses, plus five sociology electives. Detailed requirements for the B.A. can be found in Table 1 below. A brief overview of the program can also be found in the Power Point presentation, "Sociology: Envisioning the Major in the 21st Century," and in the recently published Making Connections National Resource Center, [Catalyst for Learning: School of Professional Studies Blog](#). Pivotal to the program curriculum design is a pyramid structure, which captures the intent of the ASA Task Force Report.

A complete program review in 2013 brought the BA in Sociology Program into compliance with the CUNY Pathways initiative, resulting in minor curriculum changes. Changes to the Sociology Program resulting from the 2013 review also included the addition of two minors: Sociology General and Cultural Sociology. The General Sociology minor requires students to complete SOC 101 plus an additional 9 hours of sociology courses; the Cultural Sociology minor requires students to complete specific courses:



Area	Details	Credits
General Education	Common Core Requirements	39
Major Requirements	Sociology Core	18
Major Electives	3 credits from Inequality	3
	3 credits from Institutions	3
	9 additional credits from either area, 6 of which must be upper division courses.	9
Free Electives	Credits may be additional sociology courses, gen. ed. courses or courses from other programs.	48

TOTAL	120
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Table 1: Core Courses in Sociology		
SOC 101	Introduction to Sociology	3
RM 201	Introduction to Research Methods	3
SOC 302	Advanced Quantitative Analysis	3
SOC 310	Foundations of Sociological Theory	3
SOC 499	Senior Capstone	3
Advanced Research (Select One)		
SOC 490	Ethnography	3
SOC 491	Comparative Methods	3

Program Assessment³

Plans for program assessment were built into the curriculum design and development process. In October of 2013, the Sociology Academic Community Leader, Kimberley Robinson (also a member of the initial Sociology Program Committee), executed a review of the learning objectives from all existing syllabi (see Fall 2013 Sociology Course Syllabi Learning Objectives in Supplementary Material). Because of the central role of critical thinking and quantitative literacy for Sociology graduates, the Academic Director and CSI Writing Fellow, Melanie Lorek, queried the use of quantitative reasoning and research methods in each course (Fall Survey on Research Methods in Courses in Supplementary Material). These activities resulted in an emendation of the Program Learning Objectives.

In November 2013, all Sociology instructors and course designers completed a course-level assessment survey. The survey instrument required each faculty member or designer to specify for their course(s) the program learning objectives addressed, the course learning outcomes, and then to identify assignments that address each course learning outcome. The results of this work can be found in the Supplementary Material. Careful analysis and iterative fitting resulted in the Sociology Curriculum Map, which identifies the program learning objectives met in each course. The Curriculum Map is appended; it is a working document, to be refined and adjusted as part of our ongoing assessment and curriculum development process.

³ The assessment process follows from the procedures outlined in ASA Task Force on Assessing the Undergraduate Sociology Major. 2005. *Creating an Effective Assessment Plan for the Sociology Major*. Washington, D.C.: The American Sociological Association.

Assessment Overview

A preliminary assessment project in Summer 2014 provided the foundation for more refined rubrics for signature assignments at the course level, for the program learning outcomes, and for curriculum revision. “Beginning at the end,” the rubrics for evaluating the SOC 499 Senior Capstone were revised and the senior projects of fifteen graduates were assessed. Additionally, signature assignments were reviewed and revised to address program and course learning outcomes more directly. Over the next five years, learning outcomes, signature assignments, and rubrics for all sociology courses will be revisited and refined.

Student learning outcomes for each course will be assessed according to the schedule below. Every summer, the learning outcomes and rubrics for the SOC 499 Senior Capstone will be revisited and the work of all graduates will be assessed to ensure that graduates meet program standards. The process will also function as a means of perpetual iterative fitting between the realities of student learning, our curriculum, assignments, and the assessment instruments. The assessment process thus plays an integral role in decision-making for our curriculum.

SEMESTER	COURSES	PROGRAM LEARNING OUTCOMES
Summer 2014	SOC 499 Senior Capstone	Learning Outcomes 1-7 Senior
Winter 2015	SOC 216, Inequality	Learning Outcomes Inequality and Gen
Spring 2015	SOC 208 Inequality	Learning Outcomes Inequality and Gen
Fall 2015	SOC 206 Institutions	Learning Outcomes Institutions and Gen
Spring 2016	SOC 207 Institutions	Learning Outcomes Institutions and Gen
Summer 2016	SOC 310 SOC 302	Learning Outcomes Core
Fall 2016	SOC 304 Inequality	Learning Objectives Inequality (Junior)
Spring 2017	SOC 320 Inequality	Learning Objectives Inequality (Junior)
Summer 2017	SOC 405 Institutions	Learning Objectives Institutions (Senior)
Fall 2017	SOC 406 I Institutions	Learning Objectives Institutions (Senior)
Spring 2018	SOC 490 Methods	Learning Objectives 1-7 Senior - Junior
Summer 2018	SOC 499 Senior Capstone	Learning Objectives 1-7 Senior

Five-Year Assessment Plan

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Core					
SOC 101					
RM 201					
SOC 302					
SOC 310			X		
SOC 499	X				X
SOC 490				X	
SOC 491					
SOC 497					
Inequality					
SOC 203					X
SOC 208	X				
SOC 216	X				
SOC 304			X		
SOC 313					
SOC 320			X		
SOC 418					
Institutions					
SOC 206		X			
SOC 207		X			
SOC 226				X	
ORGD 341					
SOC 319			X		
SOC 405				X	
SOC 406				X	
SOC 407					X
SOC 408					
SOC 419					

Assessment: Summer 2014

During Summer 2014, three selected faculty (Kimberley Robinson, David Halle, and Melanie Lorek), working with the Academic Director, refined the SOC 499 Senior Capstone Final Project Rubrics. The revised SOC 499 Senior Capstone rubrics on the following page were utilized in the assessment of learning outcomes for the fifteen graduates of the Sociology Program from 2012-2014, that is, all graduates from the launch of the program in Fall 2011 to the present.. Each participating member on the assessment team was assigned to use the revised rubric to evaluate either seven or eight capstone projects, assigning scores in five categories: Abstract, Research Hypothesis, Literature Review, Quantitative Methods, and Writing and Format. The results are presented on Table 2 below.

Each student is identified in Column 1 with a number. Each faculty evaluator is identified in Column 2 with a number and a color, representing their assigned evaluation projects. Two faculty members were assigned to evaluate eight student projects, and two were assigned to evaluate seven student projects. The student projects were loaded onto a Digication assessment site for ease of access and faculty evaluators were provided with the SOC 499 Senior Capstone rubric. Students were identified on the rubric with a number and faculty recorded scores in the five categories, using the weights and descriptions built into the rubric. The maximum score for each project was 100 points. The last column in Table 2 represents the sums of the individual category ratings on each project by the assigned faculty evaluators. Below these numbers in the last column are the means or average of the two total faculty scores by student. A mean score of 70 or higher indicates that the student met the learning objectives. Table 3 represents the average score for each of the evaluators.

TABLE 2

SOC 499 ASSESSMENT ASSIGNMENTS: SUMMER 2014							
Student #	Faculty	Abstract	Research Hypothesis	Literature Review	Quantitative Methods	Writing and Format	Summary Total and Mean
1	1	8	8	26	26	16	84.0
1	2	7	7.5	22.5	22.2	15.5	74.7
1	MEAN						79.35
2	3	8.5	8.5	24	24	16.5	81.5
2	4	8.5	8.5	25.5	23.4	17	82.9
2	MEAN						82.2
3	1	10	10	30	30	20	100
3	4	10	10	30	30	20	100
3	MEAN						100
4	3	8.5	8.3	26.5	26.5	19	88.8
4	1	10	10	30	30	17	97.0
4	MEAN						92.9

5	4	8.5	9.5	28.8	25.2	19	91.0
5	3	8.5	0	25	26.7	19	79.2
5	MEAN						85.1
6	3	5	7	23.5	21.5	16	73.0
6	2	7.5	7.5	21	21.4	14	71.4
6	MEAN						72.2
7	1	7	7	24	21	15	74.0
7	3	5	9	26	27	18	85.0
7	MEAN						79.5
8	4	8.5	8.5	26.5	27.5	16	87.0
8	2	9	8	27.5	26.6	18.5	89.6
8	MEAN						88.3
9	1	8	9	28	29	19	93.0
9	4	9.5	8.5	28.5	27.6	19	93.1
9	MEAN						93.05
10	3	8.5	7.5	25.5	22.8	16	80.3
10	2	8.5	10	28.5	27.6	18.5	93.1
10	MEAN						86.7
11	1	10	10	30	28	20	98.0
11	3	9.5	9	27	25.7	18.5	89.7
11	MEAN						93.85
12	4	7.5	0	15	7.5	7.5	37.5
12	2	8	8.5	25	23.6	14.5	79.6
12	MEAN						58.55
13	1	8	8	21	21	16	74.0
13	2	8	7	19	15	16	65.0
13	MEAN						69.50
14	4	9.5	9.5	27.5	26.4	19	91.9
14	2	9.5	8.5	28.5	28	19	93.5
14	MEAN						92.7
15	1	10	10	28	30	19	97.0
15	2	9.5	9.5	27.5	28.6	19	94.1
15	MEAN						95.55

Table 3 -- FACULTY EVALUATORS			
1	2	3	4
84	74.7	81.5	82.9
100	71.4	88.8	100
97	89.6	79.2	91
74	93.1	73	87
93	79.6	85	93.1
98	65	80.3	37.5
74	93.5	89.7	91.9
97	94.1		
89.6	82.6	82.50	83.3

Summer 2014 Assessment Results

The assessment of SOC 499 outcomes with the revised rubric and multiple evaluators resulted in lower scores for students than recorded for the purposes of grades. While the Ns for each set of project scores are too small to calculate precisely the inter-rater reliability, there are striking features that suggest a need for additional communication prior to the actual assessment activities, perhaps a norming session. Nonetheless, according to the assessment results, all but one student met the learning objectives with a score of 70 or higher, and for the one exception, the difference in the scores for the two evaluators is quite striking.

In Fall 2014, faculty involved in the assessment and then all faculty met to discuss the results of the first assessment project and our future assessment plans. The refined capstone rubrics will be provided to all faculty and to all students. The improved clarity regarding expectations should result in a closer match between assessment scores and grades and to higher overall student achievement. Additionally, the assessment project points to areas in the curriculum that might be amplified for building requisite skills: writing abstracts and literature reviews, creating research hypotheses, quantitative methods, and writing more generally. Closing this gap should follow naturally from curriculum and course modifications and the ongoing assessment process in accordance with the schedule in this report, continued in Winter/Spring 2015 with the assessment of our 200-level "Inequality" courses.

Winter/Spring 2015 Assessment

During Winter/Spring 2015, two selected faculty members (Kimberley Robinson and Melanie Lorek), working with Acting Academic Director, Bonnie Oglensky and the Academic Director, Barbara Walters created rubrics for program learning outcomes for the "Inequality" 200-level course (appended). The rubrics were utilized in the assessment of learning using signature assignments for twelve randomly selected students completing work in SOC 208 Urban

Sociology in Fall 2014 and for twelve randomly selected students completing work in SOC 216 Social Problems in Spring 2014. Each participating member on the assessment team was assigned to use the rubric to assess signature assignment projects and to assign scores in six categories from the Curriculum Map (appended): Key Sociological Concepts; Explanations of Inequality Patterns; Research Hypothesis; Research Literature Review; Research Methods; and Writing. The results are presented on Tables 3 and 4 below.

Each student is identified in Column 1 by a number. Each faculty evaluator is identified in Column 2 with initials and a color, representing their assigned evaluation projects. Each faculty member was assigned to evaluate all 24 selected student assignments. The student assignments were loaded onto a Digication assessment site for ease of access and faculty evaluators were provided with the “Inequality” rubric. Students were identified on the rubric with a number and faculty recorded scores in the six categories, using the weights and descriptions built into the rubric. The maximum score for each project was 100 points. The last column in Table 2 and Table 3 represents the sums of the individual category ratings on each project by the assigned faculty evaluators. Below these numbers in the last column are the means or average of the two total faculty scores by student. A mean score of 70 or higher indicates that the student met the learning objectives.

Table 3

SOC 216 ASSESSMENT ASSIGNMENTS: SPRING 2015 (for Spring 2014 assignments)								
#	Faculty	Key Sociological Concepts 1.1 10%	Explanations of Inequality Patterns 1.3 20%	Research Hypoth. 4.1, 4.2 10%	Research Literature Review 1.2, 1.3, 4.2 20%	Research Methods 4.2, 4.3 30%	Writing 5.1 10%	Total Score 100%
1	KR	8.5	17.50	7%	16.5	26%	8.5	85.5
1	ML	8.00	0.14	0.08	0.16	0.26	0.07	79.20
		8.25%	0.16	0.08	0.16	0.26	0.08	82.35
2	KR	8	18	7	16	26	7.5	82.5
2	ML	9%	0.18	0.10	0.17	0.27	0.08	0.89
		8.50%	0.18	0.09	0.17	0.26	0.08	0.86
3	KR	8	17	7	15	26.5	8.5	82
3	ML	8%	0.14	0.07	0.16	0.15	0.07	0.67
		8%	0.16	0.07	0.16	0.21	0.08	0.75
4	KR	8	17	7.5	16	26.5	8.5	83
4	ML	8.90%	0.18	0.09	0.18	0.26	0.09	0.89
		8.45%	0.17	0.08	0.17	0.26	0.09	0.86
5	KR	8.5	19	9.5	17.5	28	9.5	92
5	ML	10%	0.20	0.10	0.20	0.30	0.10	1.00
		9.25%	0.20	0.10	0.19	0.29	0.10	0.96

6	KR	10	19	7	19	26.5	9	89
6	ML	10%	0.20	0.10	0.20	0.30	0.10	1.00
		10%	0.20	0.09	0.20	0.28	0.10	0.95
7	KR	8.5	17	7.5	16	26	8.5	83
7	ML	8%	0.16	0.08	0.18	0.26	0.08	0.84
		8.25%	0.17	0.08	0.17	0.26	0.08	0.83
8	KR	8.5	19	8.5	18	28.5	10	93
8	ML	10%	0.20	0.10	0.20	0.30	0.10	1.00
		9.25%	0.20	0.09	0.19	0.29	0.10	0.97
9	KR	8.5	17	8.5	17.5	24.1	8	83.6
9	ML	8%	0.18	0.08	0.19	0.27	0.08	0.88
		8.25%	0.18	0.08	0.18	0.26	0.08	0.86
10	KR	9.5	19	9	19	28	9.5	94
10	ML	9%	0.18	0.09	0.18	0.26	0.09	0.89
		9.25	0.19	0.09	0.19	0.27	0.09	0.92
11	KR	9	19	8	18	27.5	9.5	91
11	ML	9%	0.18	0.09	0.18	0.26	0.09	0.89
		9%	0.19	0.09	0.18	0.27	0.09	0.90
12	KR	9	18	8	17.5	26.5	8	87
12	ML	7.90%	0.16	0.08	0.15	0.24	0.08	0.79
		8.45	16.50	8.00	16.25	25.25	8.00	82.95
MEANS		8.75	17.8	8.39	17.57	26.41	8.69	87.42

Table 4

SOC 208 ASSESSMENT ASSIGNMENTS: SPRING 2015 (for Fall 2014 assignments)								
#	Faculty	Key Sociological Concepts 1.1 10%	Explanations of Inequality Patterns 1.3 20%	Research Hypothesis 4.1, 4.2 10%	Research Literature Review 1.2, 1.3, 4.2 20%	Research Methods 4.2, 4.3. 30%	Writing 5.1 10%	Total Score 100%
1	KR	7.5	14%	7%	15%	27.2	9.50	79.2
1	ML	8%	14%	8%	17%	27%	8%	82.00%

		7.75%	14%	7.50%	16%	27.10%	8.75%	80.60%
2	KR	9	17	9	16	15.30%	8	84.3
2	ML	9%	18%	9%	18%	27%	9%	90%
		9%	17.50%	9%	17%	21.15	8.50%	87.15
3	KR	8.5	17	8	16	27.4	8.5	85.4
3	ML	10%	20%	10%	20%	30%	10%	100%
		9.25%	18.50%	9%	18%	28.70%	9.25%	92.7
4	KR	7	15	8	16	22	8	76
4	ML	8%	17%	8%	17%	24.40%	8%	82.40%
		7.50%	16%	8%	16.50%	23.2	8%	79.20%
5	KR	8	16	8.5	16	22	8	78.5
5	ML	9%	18%	9%	17%	26.40%	9%	88.40%
		8.50%	17%	8.75%	16.50%	24.2	8.50%	83.45
6	KR	7	14	8.5	8	23	7	74.5
6	ML	7%	14%	8%	7%	25.90%	7%	68.90%
		7%	14%	8.25%	7.50%	24.45%	7%	71.70%
7	KR	7	15	7	15	23	8.5	75
7	ML	8.50%	17.90%	10%	17.90%	25.40%	8%	87.70%
		7.75%	16.45%	8.50%	16.45%	24.20%	8.25%	81.35%
8	KR	7	14	7	16	26.5	8	64
8	ML	8%	17.90%	9%	17%	25.30%	8.50%	85.7
		7.50%	15.95%	8%	16.50%	25.90%	8.25%	74.85
9	KR	8	0	7	15	23	8	61
9	ML	9%	18%	9%	18%	24.20%	8%	86.20%
		8.50%	9%	8%	16.50%	23.6	8%	73.60%
10	KR	8.5	14	8.5	17.5	26.5	8	72
10	ML	10%	20%	10%	20%	29.00%	10%	99.00%
		9.25	17%	9.25%	18.75%	27.75%	9%	85.50%
11	KR	7	15	8	15	24	5	74
11	ML	10%	20%	10%	15.90%	25.50%	9%	90.30%
		8.50%	17.50%	9%	15.45%	24.75%	7%	82.15%
12	KR	8	18	8.5	17	28	9	88.5
12	ML	10%	20%	10%	20%	30%	10%	100%

		9	19	9.25	18.5	29	9.5	94.25
MEANS		8.29	15.99	8.54	16.14	25.33	8.33	82.21

Winter/Spring 2015 Assessment Results

In our 200-level "inequality" courses, students are meeting the learning goals for "gateway courses, as agreed upon by the CUNY Sociology Pathways committee, as well as basic goals needed for successful completion of our upper division courses. Fall 2015, faculty involved in the assessment project will meet to discuss the results of the assessment of our 200-level "Inequality" course and make plans for course modifications as needed. Our next step, as outlined in our assessment schedule, will be the assessment of 200-level "institutions" courses as funds become available.

SOC 200 Level "Inequality" Courses
Assessment Rubric -- SOC 208 and SOC 216

Program Learning Outcome	Evidence	Excellent The paper is exemplary with respect to the objective. It reflects superior levels of pertinent sociological knowledge and perspective, methodological grasp, analytical abilities, and/or writing skill.	Good The paper shows competence with respect to the objective. It reflects a solid command of pertinent sociological knowledge and perspective, methodological grasp, analytical abilities, and/or writing skill.	Satisfactory The paper is mediocre with respect to the objective. It reflects a pass command of pertinent sociological knowledge and perspective, methodological grasp, analytical abilities, and/or writing skill.
Demonstration and Application of General Knowledge of Sociology 1.1, 1.3 30%	The project: A. Defines, provides examples, and accurately applies key sociological concept B. Provides theoretically sound, empirically based explanations for patterns of inequality: race, class, gender, LBGT, religion	A) 9-10	8.0-8.9	7.0-7.9
		B) 18-20	16-17.9	14-15.9
Research – Hypothesis 4.1, 4.2 10%	The project presents a clearly stated empirical research question, which is grounded in theory and directly connected to the research project.	9-10	8.0-8.9	7.0-7.9
Research – Literature Review 1.2, 1.3, 4.2 20%	A review of the relevant research literature provides a context for the research question, one that: A. Demonstrates proficiency in locating information, evidence, and factual information. B. Critically evaluates theories and evidence in relevant sociological research reports.	A) 9-10	8.0-8.9	7.0-7.9
		B) 9-10	8.0-8.9	7.0-7.9
Research Methods 4.2, 4.3 30%	A research methods section; A. Demonstrates proficiency in locating information, evidence, facts and knowledge, identifying, summarizing and evaluating relevant and objective sources. B. Demonstrates significant facility: 1) In collecting and analyzing data relevant to the research question, clearly identifying independent, dependent, and other control or moderator variable. 2) In using a data analysis program, such as SPSS, Excel, or Social Explorer. C. Succinctly and accurately describes and interprets results.	A) 9-10	8.0-8.9	7.0-7.9
		B. 1) 4.5--5	4.0--4.4	3.5--3.9
		B.2) 4.5--5	4.0--4.4	3.5--4.9
		C) 9-10	8.0-8.9	7.0-7.9
Writing 5.1 10%	A. Writes a clear and concise sociological analysis pertaining to an issue, social event, sociological concept, or problem.	A) 9-10	8.0-8.9	7.0-7.9

MA Labor Studies Program Assessment: Capstone

The final project that our Masters students complete is their Capstone, a project that the students choose individually and develop individually with collective support during a two-semester course. The capstone project is an opportunity for students to study, in greater depth, a question or project of interest emerging from their studies at Murphy. The students may work on a creative project, a video, other kinds of media presentation, or a paper. Regardless of whether there is any other part to the project, students are expected to write a longer paper that results from original research while synthesizing and analyzing knowledge and materials from courses in the degree program.

The paper must be an original work prepared for the Capstone class, and not something written previously for another purpose.

As a culminating project, the Capstone provides effective material for an assessment of the MA program as a whole. The research, content mastery, independent scholarship, and writing levels necessary for successful completion of the capstone project should demonstrate that our students are achieving our stated learning outcomes and goals for the program. Therefore, as one part of our program's assessment, we will be reviewing our capstone projects against the goals and learning outcomes we've established for ourselves.

Each year, two labor studies faculty members will engage in an independent review of the capstone projects from both semesters. Using a rubric, a faculty member who did not oversee the capstone course in question will read and assess a random selection of one third of the capstone projects from each semester. The capstone professor and the outside reader will then discuss the projects and the assessment, and together draw up relevant observations for the program. The results of this assessment will then be discussed at the pre-term faculty meeting of the Labor Studies faculty each semester, so that any program-wide adjustments we may need to undertake can be addressed by the faculty as a whole.

This summer, as a pilot, Penny Lewis has reviewed one third of the capstones from the two-semester course taught by Ruth Milkman in Fall 2013-Spring 2014 (see attached results). Penny and Ruth will discuss these reviews before the Fall semester 2014 faculty meeting, so that the relevant results can be shared there.

Relevant Program Goals and Learning Outcomes to be directly assessed through review of capstone projects:

Goals:

- To give those in labor-related fields specialized knowledge
- To provide opportunities for advanced scholarship in the field of labor

Learning Outcomes:

- Develop skills in critical thinking, empirical research, and analysis.

In addition, learning outcomes for the MA program include four content-specific areas of knowledge and understanding that we expect our students to acquire and develop in their time

with us. Each individual capstone project will not display all of these areas, but taken together, we expect that at many of these areas of knowledge and understanding will be displayed in the randomly selected projects. The following learning outcomes are therefore also incorporated into our rubric:

Develop content knowledge in the areas of labor history, organizing, transnational labor issues, politics, economics, and public policy
Understand current debates related to the changing nature of work, workers, and collective representation
Examine the history and development of the laws and policies that govern employees, unions, and workplaces
Analyze the role of social movements and government in developing labor policy and law

MA Program -- Capstone Assessment

Capstone Title:

To what degree does this capstone project successfully demonstrate ...

	high	moderate	partial	insufficient
that the student was able to develop specialized knowledge in a particular area?				
Comments:				
advanced scholarship in labor studies?				
Comments:				
critical thinking?				
Comments:				
advanced research skills?				

Comments:

analytic skills?				
------------------	--	--	--	--

Comments:

To what degree does this capstone project successfully demonstrate ...

	high	moderate	partial	insufficient	N/A
comprehension of the following fields: labor history, organizing, transnational labor issues, politics, economics, or public policy?					

Comments:

an understanding of the current debates related to the changing nature of work, workers, and collective representation?					
Comments:					

To what degree does this capstone project successfully . . .

	high	moderate	partial	insufficient	N/A
examine the history and development of the laws and policies that govern employees, unions, and workplaces?					
Comments:					
analyze the role of social movements and government in developing labor policy and law?					
Comments:					

Overall comments/reflections on capstone's demonstration of program learning outcomes and goals:

MA Program -- Capstone Assessment

Capstone Title: Fast Food Forward and OUR Walmart, An Analysis of Two Campaigns

To what degree does this capstone project successfully demonstrate . . .

	high	moderate	partial	insufficient
that the student was able to develop specialized knowledge in a particular area?	x			
<p>Comments:</p> <p>The interaction of traditional labor and alt-labor, and the contemporary challenges facing unions, are deeply explored in this careful, thoroughly researched, paper.</p>				
advanced scholarship in labor studies?	x			
<p>Comments:</p> <p>The central comparative framework, which establishes similar strategies (though possibly dissimilar goals) between the campaigns, prompts a deep exploration of the current history and practices of organizing efforts in labor, including important contextual elements that shape such efforts.</p>				
critical thinking?	x			
<p>Comments:</p> <p>The paper examines the campaigns through a critical lens, pointing out strengths and weaknesses, and ultimately concludes, convincingly, that “both are in the process of setting a pattern for future organizing to refer to and improve upon.”</p>				
advanced research skills?	x			
<p>Comments:</p> <p>The paper combines legal analysis, original interviews, an extensive literature review, and a broad survey of the media and organizational discussion of the campaigns in question.</p>				

analytic skills?	x			
<p>Comments:</p> <p>The central thesis, and careful explication of the particular histories and contexts for these two campaigns, displays very mature thinking.</p>				

To what degree does this capstone project successfully demonstrate . . .

	high	moderate	partial	insufficient	N/A
comprehension of the following fields: labor history, organizing, transnational labor issues, politics, economics, or public policy?	x				
<p>Comments:</p> <p>Organizing, politics, economics, and politics are deeply addressed; an understanding of labor history, public policy, and transnational labor issues are also displayed.</p>					
an understanding of the current debates related to the changing nature of work, workers, and collective representation?	x				
<p>Comments:</p> <p>This is perhaps the main focus of the paper—how to organize today, given limitations unions face, and what to organize for: is unionization necessarily the goal?</p>					

To what degree does this capstone project successfully . . .

	high	moderate	partial	insufficient	N/A

examine the history and development of the laws and policies that govern employees, unions, and workplaces?	X				
<p>Comments:</p> <p>Labor law figures prominently in the paper’s explanatory project. Besides looking directly at the NLRA, the paper situates the two contemporary campaigns in the post-1970’s era of globalization, “union prevention” practices, and political hostility to unions, explaining how these macro trends and micro practices have affected NLRB caselaw in particular, and more broadly, policies that affect unions’ capacity to organize.</p>					
analyze the role of social movements and government in developing labor policy and law?		X			
<p>Comments:</p> <p>Broadly, the paper establishes a relationship between social movements and the law. More narrowly, and quite successfully, the paper examines and assesses the tactical efficacy of the campaigns, looking, for instance, of the use of “public drama” in the fight for public opinion, and critically examines the use of corporate campaigns.</p>					

Overall comments/reflections on capstone’s demonstration of program learning outcomes and goals:

This is an outstanding paper—developed with economy, crisp analysis, substantial empirical support. It develops many of the central concerns raised in the Murphy program as a whole, reflecting on the past, present, and future possibilities of today’s labor movement. That our learning outcomes display a high degree of internal coherence and are mutually reinforced is well indicated by the easy resonance this kind of project has with our program’s stated expectations.

MA Program -- Capstone Assessment

Capstone Title: "There's Gotta Be Something Better Than This": Representations and Consciousness of Labor and the Working Class in American Musical Theatre, 1945-1975

To what degree does this capstone project successfully demonstrate ...

	high	moderate	partial	insufficient
that the student was able to develop specialized knowledge in a particular area?	X			
<p>Comments:</p> <p>The paper shows deep familiarity with the literatures on class cultures and (pop) cultural reception.</p>				
advanced scholarship in labor studies?	X			
<p>Comments:</p> <p>The humanistic side of labor studies is not sufficiently addressed in our program, and it is a remarkable feat that this capstone project displays such independent depth in that important stream in our field.</p>				
critical thinking?	X			
<p>Comments:</p> <p>Beyond situating its analysis within the literatures on class cultures, the paper's original and close reading of ten pieces of musical theater yields copious critical insights; additionally, the paper "insists" that such cultural production be reviewed from a "working class perspective," and the display of that perspective is similarly revealing and complex.</p>				
advanced research skills?	X	X		
<p>Comments:</p>				

Establishing the cases for review and choosing good literatures with which to consider this critical analysis were the main research activities of this paper, whose strength comes more from the reading and analytic work, rather than broad or deep research, as understood in a social scientific way. The literature review is excellent, however—highly specialized for the problem of class representations in art, including reflections from the Frankfort School, which to my knowledge is not taught in our program. (The paper also makes use of sources used in our classes, as well.) So to that end, the research skills displayed are quite impressive.				
analytic skills?	X			
<p>Comments:</p> <p>Original and acute observations on nearly every page. At the top, the paper asserts that “one must draw upon a number of scholarly traditions to arrive at a useful and instructive framework up to the task of interpreting musical theatre (or any artistic or popular culture) themes, representations and production.” It originally establishes nine propositions, explained over the next 15 pages, that guide the substantial close readings that follow.</p>				

To what degree does this capstone project successfully demonstrate . . .

	high	moderate	partial	insufficient	N/A
comprehension of the following fields: labor history, organizing, transnational labor issues, politics, economics, or public policy?					X
Comments:					
an understanding of the current debates related to the changing nature of work, workers, and collective representation?					X
Comments:					

To what degree does this capstone project successfully . . .

	high	moderate	partial	insufficient	N/A

examine the history and development of the laws and policies that govern employees, unions, and workplaces?					X
Comments:					
analyze the role of social movements and government in developing labor policy and law?					X
Comments:					

Overall comments/reflections on capstone’s demonstration of program learning outcomes and goals:

A remarkable aspect of this capstone is how it applies some of the broadest themes we explore in our program – the varying and contentious power of workers to shape society, the voice of working people in politics and society, the effects of labor movements on the practices, beliefs, and structures of our social world – to a world that is far away from the typical content area of our classes. None of the content outcomes for our learning outcomes are directly addressed by this paper, but, I think this should make us reflect on the narrowness of our content aspirations, rather than bring us to reflect negatively on the paper. We should be considering the humanistic and cultural aspects of labor studies more thoroughly than we do.

MA Program -- Capstone Assessment

Capstone Title: The Contemporary Teachers Strike: When Teachers Strike, How Teachers Win

To what degree does this capstone project successfully demonstrate . . .

	high	moderate	partial	insufficient
that the student was able to develop specialized knowledge in a particular area?	X			
<p>Comments:</p> <p>The student used eight studies from recent teacher strikes, displaying a deep understanding of the current constraints and possibilities of the strike, a central tactic in labor's arsenal, as it applies in the field of education.</p>				
advanced scholarship in labor studies?	X	X		
<p>Comments:</p> <p>The timely selection of these cases situates this project at the forefront of issues of interest in the field of labor studies today. The paper does not critically engage the literature about strike more broadly, however, hewing closely to the issue of the strike in the field of education without reflecting critically on debates about strikes more generally.</p>				
critical thinking?	X			
<p>Comments:</p> <p>The paper displays a broad and nuanced understanding of the various conditions in which strikes may be more or less successful.</p>				
advanced research skills?	X	X		
<p>Comments:</p> <p>The literature on education unionism is well represented, and each strike has decent empirical research associated with it. The overall context within which teacher unions work today is efficiently and adroitly covered. Eight cases in seventeen pages means that depth is slightly sacrificed, and its not clear whether, with greater research, the cases may have looked slightly different.</p>				

analytic skills?	X			
<p>Comments:</p> <p>From the case studies, the paper isolates three factors that improve the success rates of strikes, in addition to the contextual (state and political) specific climate of the striking teacher: community support, striker militancy and participation, and what the author calls a “holistic analysis.” These are insightful categories to deduce and test. Further, strikes themselves are well categorized (bread and butter, crisis, and social movement), further helping to explain key differences between the specific endeavors.</p>				

To what degree does this capstone project successfully demonstrate . . .

	high	moderate	partial	insufficient	N/A
comprehension of the following fields: labor history, organizing, transnational labor issues, politics, economics, or public policy?	X				
<p>Comments:</p> <p>History, organizing, politics and public policy are well represented in this paper.</p>					
an understanding of the current debates related to the changing nature of work, workers, and collective representation?	X				
<p>Comments:</p> <p>The paper wisely limits its conclusions to striking teachers, and in developing this close case study, reflects back on these main themes. The paper also contextualizes teacher struggles in broader labor movement and political economic processes that extend beyond the world of education.</p>					

To what degree does this capstone project successfully . . .

	high	moderate	partial	insufficient	N/A
examine the history and development of the laws and policies that govern employees, unions, and workplaces?	X	X			
<p>Comments:</p>					

Each case is contextualized in its particular state/legal framework. A big picture of public sector labor law is not provided.					
analyze the role of social movements and government in developing labor policy and law?		X			
<p>Comments:</p> <p>The paper shares the history of the role strikes played in establishing teacher unions, and the interactive nature of (traditionally male dominated) labor and civil rights movements to partially explain the new rise of teacher militancy in the 1960's and 1970's, as more men and African Americans joined the profession.</p>					

Overall comments/reflections on capstone's demonstration of program learning outcomes and goals: This comparative project enabled the student to examine the conditions within which strikes are successful in the field of education. The project displayed how the student was able to step back from the particular and grasp more general patterns, an overall goal of our program. It also showed how close study can yield original insights. Greater empirical support for the cases would have strengthened the project, though it was more than sufficient as is. This raises the question of what's possible in the two-semester sequence – could more in depth case work have been possible; should the first semester involve more research? This is a question that might have programmatic implications, though the issue may have more to do with the particular student and how much time and effort he brought to the research. Balancing the refining of the thesis and the project, with the research depth, is challenging; this project had great focus and clarity.

MA Program -- Capstone Assessment

Capstone Title: Analysis of the Chongqing Model -- the Chinese New Left's Experiment

To what degree does this capstone project successfully demonstrate . . .

	high	moderate	partial	insufficient
that the student was able to develop specialized knowledge in a particular area?	x			
<p>Comments:</p> <p>The student showed deep familiarity with various economic models currently underway in China, as well as classical, Marxist, and neo-Marxist political economy.</p>				
advanced scholarship in labor studies?	x			
<p>Comments:</p> <p>Exceptionally so. The project uses an examination of the Chongqing Model to explore “whether or not it is possible to have a socialist-dominated diversified market economy, or whether markets can only flourish in a neoliberal capitalist economy.” This is a central and profound question taken up by labor analysts and movements around the globe, if less so in the United States.</p>				
critical thinking?	x	x		
<p>Comments:</p> <p>The label, “neoliberal socialism,” applied to the Chongqing model, speaks volumes about the critical insights offered in this paper. The paper argues that various policies instituted in Chongqing were aimed at saving socialism in a time of neoliberalism, and major political economic theorists are critically examined in light of these experiments. It asks probing questions about why certain directions were</p>				

taken as opposed to others. Following the CQM itself, the paper explores the interaction of the political economic policies of the city with the cultural initiatives (such as singing red and striking black). On the other side, the paper is nearly uncritically supportive of the CQ model, and the comparative perspective (against the Guangdong) offers only positive comparisons for the CQM.				
advanced research skills?	X	X		
<p>Comments:</p> <p>The paper combines extensive theoretical and historical framing with some empirical support from what's actually happening in Chongqing. More about the latter would have strengthened the project.</p>				
analytic skills?	x	x		
<p>Comments:</p> <p>The paper is ambitious in its theoretical depth, and in its aim to grapple with such major questions in an empirical study. Some of the literature review covers too much, too fast, with subtlety at times the sacrificial victim. Smith, for instance, does not think that the market adequately self governs. Nor does neoliberal capitalism rely on market self governance—governments are in fact central to its operations. So at times things are offered as apparent contradictions that are really not anything of the kind, creating a kind of easy straw man effect. Yet the comparative analysis of the GDM and the CQM, as well as the discussion of the melded contributions of Mao's and Deng's social economic philosophies are astute.</p>				

To what degree does this capstone project successfully demonstrate . . .

	high	moderate	partial	insufficient	N/A
comprehension of the following fields: labor history, organizing, transnational labor issues, politics, economics, or public policy?	x				
<p>Comments:</p> <p>With the exception of labor history, all of the above are well covered in this paper, and from a Chinese and international perspective.</p>					

an understanding of the current debates related to the changing nature of work, workers, and collective representation?	X				
Comments: This paper details a central debate within Chinese economic planning, one watched elsewhere.					

To what degree does this capstone project successfully . . .

	high	moderate	partial	insufficient	N/A
examine the history and development of the laws and policies that govern employees, unions, and workplaces?		X			X
Comments: The paper traces the effects of the laws and policies of CQ and DG on workers more generally, less unions and workplaces.					
analyze the role of social movements and government in developing labor policy and law?	X				
Comments: This is the central analytic frame of the paper—how the Chinese new left is shaping the CQM.					

Overall comments/reflections on capstone’s demonstration of program learning outcomes and goals: This paper was able to engage difficult and vast questions within the political economic literature with reference to current economic practices in Chongqing, China. Ultimately, the paper was theoretical and historical, rather than empirical – the data about Chongqing model did not provide dispositive proof for all of the claims made, but suggested that the overall contrasts and distinctions made on the theoretical and historical level were valid. Having read many capstones over the years, this project raises a familiar quandary, one I think it’s good for our program to have, but one that we should continue to be self conscious about, which is the match between our students ambitions and their capacity to meet

them in the space of this one project. This project was ultimately successful in its expansiveness, in part because it embraced multiple vantage points—close reading of political economic literature, comparative perspectives, historical perspectives.

Assessment of Urban Studies MA program: Intersection with Labor Studies as reflected in Capstone Projects

Context

The original proposal to establish a Masters Degree in Urban Studies at CUNY's Murphy Institute faced the following question: how will an Urban Studies degree at the Murphy Institute differ from an Urban Studies degree at CUNY's Queens College or CUNY's Hunter College? In ways that differed from these programs, the curriculum for Urban Studies at the Murphy Institute would, according to the proposal, be designed "to reflect the intersections between Urban and Labor studies." Within this curriculum, one of the stated "learning outcomes" was to give students "a deeper understanding of the social, political, and economic problems confronted by urban workers in particular and an increasingly diverse urban population in general." As a first step toward measuring our success at meeting this outcome, the following rubric will examine the degree to which this outcome is reflected in student capstone projects. Since the program is relatively young (only 2 years) the sample size of completed capstone projects is rather small (n=5). Nevertheless, our hope is to begin the process of identifying areas where more can be done to meet the aforementioned learning outcome, or, alternatively to reevaluate where in the program that learning outcome can be best addressed.

Grading Rubric

The rubric itself revolves around 6 questions.

- A. To what degree does this capstone project reflect an understanding of the social problems confronting an increasingly diverse urban population?
- B. To what degree does this capstone project reflect and understanding of the social problems confronting workers, in particular?
- C. To what degree does this capstone project reflect an understanding of the political problems confronting an increasingly diverse urban population?
- D. To what degree does this capstone project reflect an understanding of the political problems confronting urban workers, in particular?
- E. To what degree does this capstone project reflect an understanding of the economic problems confronting an increasingly diverse urban population?

F. To what degree does this capstone project reflect an understanding of the economic problems confronting urban workers, in particular?

In the following table, capstone projects will be assigned a numeric value in reference to the above questions. The numeric values will use a scale from 1 to 4.

4 = High degree of relevance; 3 = Moderately high degree of relevance; 2= Minimal Relevance; 1 = Not relevant at all.

Capstone Projects		QA	QB	QC	QD	QE	QF
Faith Based Organizations and After School Programs in the Northeast Bronx	Spring 2014	4	1	3	1	3	1
How did Italian Americans become and Affirmative Action Group at CUNY?	Fall 2013	2	1	4	1	2	1
What Role Does Race Play in TWU Local 100 Election	Spring 2014	3	4	2	4	4	4
Pursuit of an Education: First Generation Students Experience in CUNY	Fall 2013	4	2	2	1	3	3
Latino Health Matters	Fall 2013	4	3	3	1	4	1

Narrative Explanation of Scores:

QA: To what degree does this capstone project reflect an understanding of the social problems confronting an increasingly diverse urban population?

Faith Based Organizations and Afterschool Programs in the Northeast Bronx deals implicitly with the social challenges facing a neighborhood of lower income and first generation minority immigrants. The capstone made an explicit link between the need for afterschool programs and efforts to stem the social challenges of juvenile crime. **4**

How did Italian Americans become and Affirmative Action Group at CUNY? examines some of the social challenges facing Italian Americans at both the turn of the century and in the period leading up to open enrollment at the City University of New York. While issues of affirmative action and discrimination remain important issues, the capstone did not make a direct link to the social challenges associated with an increasingly diverse population. **2**

What Role Does Race Play in TWU Local 100 Election? begins by noting the degree to which the demographics of TWU 100 union members have tracked the demographics of the city. The capstone suggests that these shifts have not necessarily been reflected in the leadership of the TWU itself. Through this focus of leadership, the capstone touches implicitly on the challenges of “representation” that come with an increasingly diverse urban population. **3**

Pursuit of an Education: First Generation Students Experience in CUNY deals with the experience of first generation immigrants at CUNY. It makes explicit reference to the social challenges that come with an increasingly diverse immigrant urban population – especially as those challenges appear in the realm of higher education. **4**

Latino Health Matters focuses on the social challenges associated with health access. It examined both increased Latino immigration to Mecklenberg County, North Carolina as well the subsequent challenges these immigrants face in accessing healthcare. **4**

QB: To what degree does this capstone project reflect and understanding of the social problems confronting workers, in particular?

Faith Based Organizations and Afterschool Programs in the Northeast Bronx, does not implicitly nor explicitly deal with the social challenges facing urban workers. **1**

How did Italian Americans become and Affirmative Action Group at CUNY? does not implicitly or explicitly deal with the social challenges facing urban workers. **1**

What Role Does Race Play in TWU Local 100 Election? focuses directly on the social challenges facing Transit Workers at the MTA. These are challenges associated with both political representation and on the jobs relations between minority and white workers. **4**

Latino Health Matters deals rather directly with both the social challenges facing healthcare workers trying to reach a new population as well as the social barriers immigrants face in meeting their healthcare needs. **3**

QC: To what degree does this capstone project reflect an understanding of the political problems confronting an increasingly diverse urban population?

Faith Based Organizations and Afterschool Programs in the Northeast Bronx, deals implicitly with the political challenges associated with providing afterschool programs to an increasingly diverse urban population. In the capstone, This emerges largely through a discussion of the legislative history of Faith Based initiatives in New York State.**3**

How did Italian Americans become and Affirmative Action Group at CUNY? deals explicitly with the political challenges that the Calandra Institute has faced in defending New York's Italian American community. The paper raises an important question: given an increasingly diverse urban population, to what degree are Italian American entitled to the legal protections of affirmative action? **4**

What Role Does Race Play in TWU Local 100 Election? does not explicitly focus on the political challenges associated with an increasingly diverse urban population. There is, however, a degree to which the political struggles of Transit Workers at the MTA might reflect broader struggles. Unfortunately, the capstone does not make this link explicit. **2**

Pursuit of an Education: First Generation Students Experience in CUNY deals implicitly with the political challenges around higher education reform. Within an increasingly diverse urban population, these challenges will surely be shaped by demographic shifts. While the capstone touches on this aspect, it does not offer any sustained treatment of the issues. **2**

Latino Health Matters deals explicitly with the political challenges associated with implementing Health care reform in Mecklenberg County North Carolina – a relatively conservative area. The capstone looks at what these challenges have meant in terms of outreach to an immigrant population with clear healthcare needs. **4**

QD: To what degree does this capstone project reflect an understanding of the political problems confronting urban workers, in particular?

Faith Based Organizations and Afterschool Programs in the Northeast Bronx, does not implicitly or explicitly deal with the political challenges facing urban workers. **1**

How did Italian Americans become and Affirmative Action Group at CUNY? does not implicitly or explicitly deal with the political challenges facing urban workers. **1**

What Role Does Race Play in TWU Local 100 Election? focuses directly on the political challenges facing Transit Workers at the MTA. These challenges may shift with different administrations but, as the capstone argues, they are, nevertheless, increasingly tied to racially tinged perceptions of MTA workers **4**

Latino Health Matters does not implicitly or explicitly deal with the political challenges facing urban workers **1**

QE: To what degree does this capstone project reflect an understanding of the economic problems confronting an increasingly diverse urban population?

Faith Based Organizations and Afterschool Programs in the Northeast Bronx, deals implicitly with the economic challenges facing an increasingly diverse urban population – especially when these economic challenges are ones of distribution. Most clearly it looks at the difference between the public provision of educational resources and the private provision of such resources. **3**

How did Italian Americans become and Affirmative Action Group at CUNY? does not deal explicitly with the economic challenges facing an increasingly diverse urban population. And while the capstone raises several issues with respect to the distribution and CUNY resources to minority groups it does not do so in any sustained fashion. **2**

What Role Does Race Play in TWU Local 100 Election? does not focus explicitly on the economic challenges facing an increasingly diverse population. Given its focus, the capstone obviously speaks to the challenge of balancing workers wages and benefits with the public good, but this issue is not fore-grounded. **2**

Pursuit of an Education: First Generation Students Experience in CUNY deals directly with the economic challenges facing an increasingly diverse urban population. As the capstone argues, education plays a key role in determining the economic success of immigrants. Within an increasingly diverse city, making sure that educational resources are available to immigrants is extremely important. **4**

Latino Health Matters deals directly with the economic challenges facing an increasingly diverse urban population by looking at the costs that uninsured immigrants pose to the system. **4**

QF: To what degree does this capstone project reflect an understanding of the economic problems confronting urban workers, in particular?

Faith Based Organizations and Afterschool Programs in the Northeast Bronx, does not implicitly or explicitly deal with the economic challenges facing urban workers. **1**

How did Italian Americans become and Affirmative Action Group at CUNY? does not implicitly or explicitly deal with the economic challenges facing urban workers. **1**

What Role Does Race Play in TWU Local 100 Election? deals directly with the economic challenges facing transit workers. It focuses on the TWU 100's role in improving working conditions. It also looks at the degree to which the racial composition of the TWU 100's leadership matters at the negotiating table. **4**

Pursuit of an Education: First Generation Students Experience in CUNY deals indirectly with the economic challenges facing urban workers. Although this capstone acknowledged the importance of higher education for improving the economic power of urban workers, this was not its central focus. **3**

Latino Health Matters, does not implicitly or explicitly deal with the economic challenges facing urban workers. **1**

Conclusion:

In many ways, the capstones we have reviewed reflect a program that is still in transition. Many of the students who completed the capstone, began their studies at Queens College when the program had only part-time faculty. Given this history, the Murphy Institute, in some ways, is still in the process of addressing questions of academic oversight -- particularly as the ranks of faculty expand. Of course, returning to the issue with which we began, one of the goals of building an Urban Studies program at Murphy was tied to the hope of developing a curriculum that reflected the "intersections of Urban studies and Labor Studies." Within that, the hope was to make sure that students came out of the program with:

"a deeper understanding of the social, political, and economic problems confronted by urban workers in particular and an increasingly diverse urban population in general."

The review of the capstones suggests several things. The first is that if we break the aforementioned learning outcome down into its constitutive parts, rarely will we find a capstone that is strong in all components. While the *TWU* capstone was strong on the 'challenges facing workers,' it was not necessarily strong in its ability to address the challenges of an "increasingly diverse population." In some instances, the review process also highlights places where an intervention might be made. For example, with the *Educational Pursuits* capstone, there is every indication that it would not have been too onerous to ask the student to make the link more explicit between higher education reforms and the challenges facing an increasingly diverse population. Our review of capstones, however, also suggests that perhaps the capstone itself may not be the best place to measure the links between urban studies and labor studies. Even when students do not write explicitly on labor topics, the degree requirements for Urban Studies itself make sure that students are exposed to labor issues. This was certainly true for the author of *Faith Based* who taken numerous classes on the labor movement, but was more interested in the topic of churches and civil society. This same logic, of course, may apply to our rather quick evaluation of the aforementioned learning outcome. Even if students do not address "the economic challenges facing an increasingly diverse population," the degree requirements for Urban Studies, make sure that students are exposed to those challenges nonetheless. As the table above shows, each and every capstone was strong (receiving a 4) in at least one of the components we identifies as part of the broader learning outcome. As the program proceeds, and as full time faculty continue to build the curriculum, one can only expect the proportion of 4s to 1s will only grow.

CUNY SPS Performance Management Process: Goals for 2014-15

A. University Goals

1. Increase opportunities for students to be taught by full-time faculty

N/A: SPS has only a small handful of full-time faculty and is otherwise entirely driven by adjunct and consortial faculty.

- a. Percentage of instruction delivered by full-time faculty

N/A

- b. Ratio of Student FTEs to Full-time Faculty

N/A

2. Increase faculty scholarship and research impact

N/A: Almost all of SPS's faculty with full-time status are full-time at another college, and report their scholarly activity in alignment with their home institutions.

- a. Number of publications and creative activities (3-year weighted rolling average)

N/A

- b. Number of funded research grants

N/A

- c. Total dollar amount of research grants (3-year weighted rolling average)

N/A

3. Ensure that students make timely progress toward degree completion

We intend to improve timely progress towards degree completion by improving opportunities for greater credit accumulation – notably, by increasing offerings in the winter intersession and by streamlining the summer session. We have also convened a Retention and Graduation Working Group, to provide further recommendations for action beginning in Fall 2014.

- a. Average number of credits (equated credits) earned in one year

The average number of credits SPS undergraduates earn in one year will increase by 12.6%, from 18 to 21.

- b. Percentage of students who earn 30 credits (equated credits) per year

The percentage of undergraduate students who earn 30 credits per year will increase 2 percentage points, from 18% to 20%.

- c. One-year retention rate of entering students (actual and regression-adjusted)

The retention rate of SPS entering students will increase from 58.8% to 60%.

4. Increase graduation rates

In addition to improving opportunities for greater credit accumulation (see #3), we intend to increase graduation rates by improving communication between students and advisors. Further, we have received a grant from the University to revamp our online undergraduate orientation and to assess the results.

- a. Four-year graduation rate of entering students (actual and regression-adjusted)

The four-year graduation rate of all entering students will increase by 1.3 percentage points, from 28.7% to 30%. The four-year graduation rate of entering full-time students will increase from 40% to 42%.

- b. Six-year graduation rate of entering students

The six-year graduation rate of all entering students will increase by one percentage point, from 33% to 34%. The six-year graduation rate of entering full-time students will increase from 40% to 46%.

5. Improve student satisfaction with academic support and student support services

- a. Even years: Colleges will report on policies, practices, and activities intended to increase student satisfaction with academic and student support services
- b. Odd years: Student satisfaction with *Academic Advising Effectiveness* and *Campus Support Services* as measured by Noel-Levitz SSI

SPS is measured by the Noel-Levitz Priorities Survey for Online Learners (PSOL), which contains different categories than those on the Noel-Levitz SSI by which other CUNY colleges are measured. On the PSOL, we will increase our “Academic Services” satisfaction rating to 5.85, and our “Student Services” satisfaction rating to 5.70, via the enhancements to student services that are possible because of our reorganization and improved interdepartmental communication in our new location at 119 W. 31st St..

6. Improve student satisfaction with administrative services

- a. Even years: Colleges will report on policies, practices, and activities intended to increase student satisfaction with administrative services
- b. Odd years: Student satisfaction with *Recruitment and Financial Aid Effectiveness*, *Registration Effectiveness*, and *Service Excellence* as measured by Noel-Levitz SSI

SPS is measured by the Noel-Levitz Priorities Survey for Online Learners (PSOL), which contains different categories than those on the Noel-Levitz SSI by which other CUNY colleges are measured. On the PSOL, we will maintain our “Enrollment Services” satisfaction rating at 5.9 or above.

7. Increase revenues

- a. Voluntary contributions (3-year weighted rolling average)
The 3-year weighted rolling average of voluntary contributions will increase by 67%, from \$195,789 to \$327,655.
- b. Grants and contracts (3-year weighted rolling average)
The 3-year weighted rolling average of grants and contracts will increase by 9%, from \$8,422,203 to \$9,248,011.
- c. Alternative revenues (e.g., rentals, licensing, ACE) (3-year weighted rolling average)
N/A: SPS has no alternative revenue sources.

8. Use financial resources efficiently and prioritize spending on direct student services

- a. Spending on instruction, research, and student services as a percentage of tax-levy budget
Spending on instruction, research, and student services as a percentage of the tax-levy budget will increase by 1%.
- b. Percent of budget in reserve (colleges should target 1-3%)
SPS will maintain 3% of its budget in reserve.

9. Increase the proportion of full-time faculty from under-represented groups

- a. Percentage of full-time faculty from under-represented groups (total minority, women, Italian Americans)
N/A

B. Sector Goals

1. Goals for Senior Colleges

- 1. Increase faculty satisfaction
 - a. COACHE satisfaction measures (specific measures to be determined)
N/A: SPS is not included in COACHE.

2. Increase enrollment in master's programs

We intend to improve master's degree enrollment and retention by improving marketing and social media strategies.

- a. Total enrollment in master's programs
SPS will increase master's degree enrollment by 10%, from 443 to 487.
- b. Recruitment for new master's students (new master's student enrollment)
SPS will increase its enrollment of new master's degree students by 35%, from 135 to 182.
- c. One-year retention rate in master's programs
SPS will increase its one-year retention rate in master's degree programs by 3.8 percentage points, from 66.2% to 70%.

C. College Focus Area Goals

Colleges will articulate three to five goals, each of which should have a stated outcome by year's end for which evidence of progress can be demonstrated (qualitatively or quantitatively)

- 1) SPS will produce a 5-year Strategic Plan.***
- 2) SPS will increase its number of students registered for summer and winter courses, as a means for enhancing students' momentum.***
- 3) SPS will attain accreditation status of its BS in Health Information Management and BS in Nursing programs.***
- 4) SPS will reorganize its admissions, advisement, recruitment, and enrollment management offices.***

CUNY School of Professional Studies

Report on Retention and Completion

Tracy Meade, Director of Strategic Planning & Program Development

5/1/2015

Reading the Report

This report is focused on student retention and completion outcomes in SPS online undergraduate degree programs. The SPS campus-based BA programs are not examined in the following study. Only 1% of undergraduate students were/are enrolled in SPS on-campus programs: 35 of the 3,518 total enrollments from Fall 2006 to Spring 2014, the years for which student outcomes data were available for this report.

Human Relations launched in Fall 2014 with 16 students and Fall 2014 outcomes were not available at the time of the writing of this report. Urban and Community Studies launched in Fall 2013 with 12 students; seven students finished a second semester (58.3%). In Spring 2014, 7 students enrolled in U&CS; six finished their first semester (85.7%). And, 17 students enrolled in U&CS in Fall 2014. These are low enrollments, and although Urban and Community Studies should be concerned about not repeating the loss of over 40% of its first cohort of students in just two semesters, the program is too new to evaluate through the framework of this report.

The MA/MS programs are not examined in the report either. One-year retention data for students who enter in the fall is 76% and for spring entrants it is 68% (for all programs). Compared to the retention results for undergraduates, the Working Group felt that the SPS graduate programs were by and large doing well. We did make note of a few issues to pay attention to going forward. In the Labor Studies and Business Management and Leadership programs only 71% of students who re-enrolled to a second semester successfully completed all of their first semester courses (total, for all years, LS: 71.6% and BM&L: 71.7%). These are the lowest percentages of student success across all MA/MS programs in this first semester timeframe (Data Analytics is not included because of program changes). Additionally, we found that 10.7% of students who successfully completed all of their first semester courses *left* SPS before their 2nd semester (total, all programs, all years).¹ So, the Working Group recommends attention to the above issues and, going forward, in depth program evaluation work through the school's emerging Institutional Effectiveness Plan.

Non-degree programs were not included in the committee's charge.

It was a pleasure working with members of the Retention and Completion Working Group: Heidi Baez, Eve Baron, Andrew Boyarsky, Lana Callender, Jennifer Grace Lee, Abi Morrison, James Richardson, Paul Russo and Jennifer Sparrow. They provided context for the data reports we examined, and their experience building various parts of SPS proved critical to understanding how the school's structures, processes, and policies impact student success.

Thank you to the Working Group members and to John Mogulescu, whose concern for student degree completion launched this work.

¹ Heidi Baez, Graduate Student Profile Analysis (available upon request).

INTRODUCTION

It is difficult to argue, at this time, that SPS is a fully-formed institution: the addition of 8 new BA/BS programs over the fall 2011—fall 2014 timeframe, a 400% increase in degree programs, offers sufficient evidence of a college still in-the-making. This statistic is important because it provides context for interpreting the school's quantitative outcomes to-date (mainly, semester-to-semester persistence and degree attainment). It is clear that the majority of SPS staff time and energy have been directed to building programs and enrolling students; the work of studying and improving the undergraduate student experience (engagement, persistence, completion) is just now taking hold as a school-wide priority.

Suggesting that institutional and student potential are yet to be fully realized at SPS should come as no surprise given the years of time-intensive program growth. It is, however, an important position to take for another reason: to counteract beliefs about online learning and about students that are forming at SPS. When presenting student outcomes data—data that overall, are not strong—SPS personnel often replied that students in online degree programs are known to be retained and to graduate at lower rates than their peers in campus-based settings. At the same time, another belief—that one cannot compare SPS student outcomes to other online programs because of the lack of public reporting of online program data—surfaced in conversations, mainly those about the inability to set graduation goals for SPS without baseline data in the field.

And then there is the very real issue of part-time students, a population of students left out of CUNY reports on student retention and completion. It is commonly acknowledged that part-time students are known throughout higher education institutions to perform poorly when compared to their full-time peers. At SPS, part-time enrollment is significant, at 66.9% (first semester enrollment status).² However, the SPS part-time picture is complicated: 52% of students enroll consistently part-time; another 30% enroll full-and-part-time during the course of their studies; and 16% maintained full-time enrollment from start to finish. Surprisingly, part-time students perform better academically in their first semester at SPS than full-time students, and in some years, part-time students are retained at higher rates than their full-time peers.

These two issues—rapid program growth at the expense of deeper attention to student performance, and a complex picture of SPS students—call on all SPS personnel to keep from drawing early conclusions about what is possible for students. As a school still in-the-making, and one moving towards independent status, SPS is ready for ambitious goal setting for student learning, persistence and completion.³

² See Data Appendix, CUNY School of Professional Studies (SPS) student profile, All Degree Seeking Students.

³ SPS is in the process of developing its 2015-2020 Strategic Plan as well as its first Institutional Effectiveness Plan.

Student Degree Completion

The first SPS graduation data for 4, 5, and 6-year rates are available only for the BS in Business and the BA in Communication and Culture degrees.⁴ Disabilities Studies (BA); Health Information Management (BS); Human Relations (BA); Information Systems (BS); Nursing (BS); Psychology (BA); Sociology (BA) and Urban and Community Studies (BA) are still too new to report 4-year graduation rates. Health Information Management and Sociology, launched in Fall 2011, are the next degree programs to report their first 4-year graduation outcomes. So, it will take another 3 ½ years to see a picture of student degree completion that represents all of the degree programs launched during the Fall 2011—Fall 2014 timeframe.

Graduation data for initial programs is mixed.⁵ The SPS BS in Business program is still the school's largest degree program. The highest graduation rate for BS in Business students is a 40.2% 6-year rate for students who entered in Spring 2008. The average 5-year rate for students in the Business program—since its inception—is 34.8% (data for 4 cohorts, Fall and Spring combined). For the BA in Communications and Culture, the high water mark for degree completion, across 7 cohorts, is 40.9% for students who enrolled in Fall 2009 and completed their degree in 5 years. The average 5-year rate is 27.3% (for 7 cohorts, Fall and Spring combined).

As indicated above, the majority of SPS students enroll part-time. SPS outcomes data indicate that part-time students take 4, 5 and 6 years to complete a degree, whereas SPS's full-time students generally earn their degrees in 2 to 3 years. The highest degree completion rate for part-time students can be seen for the fall 2009 cohort: 36.8% of these students graduated in 5 years. For full-time students, the highest graduation rate appears for the Spring 2010 cohort with a 3-year graduation rate of 47.4%.⁶

Student Semester-to-Semester Retention

As already noted, only the Business and the Communication and Culture programs have 4, 5, and 6-year graduation data. Nevertheless, *all* SPS undergraduate degree programs have student retention data. First-time SPS undergraduate students are retained to a second semester at a rate of 67.7% (based on data aggregated for all cohorts, fall and spring, from

⁴ In 2013, Communication and Culture was renamed Communications and Media; curricular changes accompanied the name change.

⁵ Please note that in the report included in the Appendix, titled Degree Re-Enrollment, Graduation and Retention Rates by Program, a cohort includes all students who begin their bachelor's degree program with CUNY SPS in that major. Outcomes for those students, as re-enrollment and graduation, are reported at the institutional level, not the program level. For example, Sociology has graduated a total of 24 students through February 2015, 10 of which are students who started in a major *other* than Sociology. Correspondingly, the program graduation rates reported in page 3 paragraph 2 in the CUNY School of Professional Studies Report on Retention and Completion are for students who started in the listed program's totals, and graduated from CUNY SPS within the documented timeframes.

⁶ See Data Appendix, Table 1a. School of Professional Studies institutional retention and graduation rates, full-time students by semester of entry.

Fall 2006 through Spring 2014).⁷ This retention rate paints an alarming picture of student loss across nearly all programs after only one semester.

Student learning and retention are enormous topics that deserve ongoing discussion and effort. By looking only at students retained to a second semester, this report intentionally restricts its focus, analysis and recommendations to only this window of students' experience. Colleges typically use 1-year retention rates as the retention measure of note,⁸ but the drop from 1st to 2nd semester is the largest semester-to-semester drop-off for SPS students; the 2nd to 3rd semester drop—the 1-year rate—calls for serious attention and discussion as well, but is not addressed in this study.

Student retention after the first semester (enrolled in a second semester) for fall entrants is 72.1% (total, Fall 2006 through Fall 2014). Retention to a second semester for spring entrants is 61.9% (total, Spring 2007 through Spring 2014).⁹

Looking at individual years for fall entrants, again for all programs, re-enrollment to a second term reached a high of 78.3% for Fall 2011, and lows of 62.3% for fall 2006 and 66.5% for fall 2008 students. Disabilities Studies (45.5%, Spring 2014), Health Information Management (53.8%, Spring 2013), Psychology (37.9%, Spring 2013), and Sociology (37.5%, Spring 2013) report the lowest rates of students' returning to a program's second semester of study. These are small programs, and even as these rates point to low points in program and student performance, there are some promising recent retention rates for Communication and Media (80%, Spring 2014), and Health Information Management (75%, Fall 2013 & Spring 2014).

It is difficult to know whether variation of program retention outcomes over the different years/semesters is related to the challenges of individual program start-up and/or to a host of academic and non-academic issues beginning with messages students receive in pre-application communications, to the quality of academic advising, to the responsiveness of faculty during students' first semester of coursework. Additionally, it is important to note that the very small programs are largely lost in school-wide undergraduate retention rates, which remain the product of the greater numbers of students in the BS in Business and the BA in Communications and Culture. Pointing SPS undergraduate degree programs, whether online or in person, towards the school's most successful student retention and completion outcomes to-date (given adequate gains in student learning, of course) is one way to set an ambitious way forward for the school and its students.

⁷ In the US News and World Report ranking, retention constitutes 3.6% of the overall rating criteria (9% of 40% is 3.6%): <http://www.usnews.com/education/online-education/articles/bachelors-methodology>.

⁸ Most institutions admit students primarily in the Fall. For SPS, with almost as many new students entering in the Spring as in the Fall, the relative utility and prominence of 1-year retention as a metric is diminished for a school such as SPS.

⁹ See Data Appendix, SPS Fall 2014 Enrollment & Retention Summary.

SPS DEGREE COMPLETION AND RETENTION GOALS

Before proposing SPS retention and completion goals, it is important to note several working beliefs about SPS students, administrators, faculty and staff, namely: 1) that the majority of students who apply to and enroll in SPS's undergraduate degree programs do so with the intention of earning a college degree, and 2) that SPS personnel care deeply about the academic quality of the school's degree programs, its general education coursework, as well as the quality of the school's student services.

If we have high expectations for all—students, administrators, faculty, and staff—it is more than reasonable to set graduation goals for SPS students that, at a minimum, exceed the number of students who leave SPS before degree completion. In addition to increasing *the total number of students who earn a degree*, SPS needs to understand student academic achievement and retention across the school's many different student realities, whether students are enrolled in online, hybrid or classroom-based degree programs; are enrolled part-time or full-time—or both, over time; and whether students are younger or older adults transferring to SPS after varying amounts of time in and away from college. Of course, if academic success and degree completion are found to be lower for SPS's Black and Hispanic students—an all too familiar outcome for CUNY undergraduates—SPS will need to study and propose actions to address differential student achievement.¹⁰ All of this is very serious and challenging work.

This study was requested as a way to understand SPS performance through the lens of student retention and completion over the time of the school's start-up years and to make recommendations for improving student success at SPS. Recommendations for improvement are of little help without imagining improvement in concrete terms—hence, I propose the following retention and completion goals, which will move SPS beyond marginal improvement. SPS should strive to reach these goals over the next 5 years.

SPS Student Graduation

- **Increase the percentage of students earning a BA/BS degree in 4-years from an existing high of 31.9% to a consistent 45%, in 5-years from an existing high of 37.9% to a minimum of 55% and in six-years to a minimum of 60%.¹¹**

SPS Student Retention to a Second Semester

- **Increase the percentage of students returning to SPS for a second semester from an existing high of 78.3% to a consistent 85%.**

¹⁰ SPS has had several set-backs in collecting race/ethnicity data for applicants to the Online BA. However, SPS is now on track in collecting these data.

¹¹ The SPS Nursing Program's graduation goals are: "75% of students will complete the nursing program within five years of starting the nursing courses." All SPS programs should aim this high, and so the above goals are best understood as near-term goals.

The above goals are for students who will enter SPS in future fall semesters, beginning with Fall 2015. To-date, spring degree attainment outcomes are lower at SPS (high five-year rate of 33.9% for Spring 2009; high four-year rate of 28.6% also for Spring 2009). As SPS completes its Strategic Planning and Institutional Effectiveness plans, it should include goal-setting for students who enter SPS for the first time in spring semesters. Of course, bringing spring outcomes in line with fall outcomes/goals is another SPS challenge, one it shares with public colleges and universities across the nation.

The above goals for fall enrollees need to be seen in the context of the school's *Fall 2014 Enrollment & Retention Summary*. It is unlikely that students presently enrolled will meet the proposed 5-year graduation target. If patterns hold, even the Fall 2014 cohort, with a one-year retention rate of 64%, would have to see unprecedented student achievement and re-enrollment gains over the next 3, 4 and 5 years to make 55%. A careful review of the *Fall 2014 Enrollment & Retention Summary*, which accounts for student reenrollment and cumulative graduates, show that Fall 2011, 2012 and 2013 will not exceed 45.6%, 49%, and 52.2% five-year graduation rates—unless students who have dropped out of SPS return and complete their degrees along with their entering class.

SPS has introduced the *full-time/part-time fully online transfer student* into CUNY, and as a consequence, SPS has the opportunity to *understand* this population better than anyone else and to create an educational model that best meets their needs. Although this report focuses on improving students' first-to second semester retention, and even as some of the report's recommendations will help students beyond this timeframe, SPS needs to study this new student population's common and program specific challenges beyond the first semester.

REACHING SPS RETENTION & COMPLETION GOALS

Once the data on the first-to-second-semester drop-off of students was identified as the most pressing retention concern, the Working Group sketched out a map to visualize a student's journey from pre-application to her first semester's academic and student services' experiences.¹²

The map is, of course, substantial: it includes marketing, student contact with the school in the pre-application phase (including financial aid inquiries); the application process; the admissions process (including students' credit evaluations, advisement, etc.); the work of entering students into SIMS (CUNY First); the registration period, and all of the first-semester experience.

All of these areas are in need of attention; however, we did not investigate several of them. Marketing was undergoing staffing changes and the committee lacked expertise in this

¹² See Appendix A for the Process Map: An orientation page in the map is blank: in addition to the new orientation, there are other orientations for students (various degree program orientations, etc.). The Working Group did not have time to examine all of the orientations, but suggested SPS review the orientations for best practices and potential overlap.

area. In the area of admissions and enrollment management, a new assistant dean was hired and just getting to know the school's staff and existing practices and was confronted with the urgent need to build administrative/student services systems, a need that was identified as far back as 2008 in the External Assessment Report. Many admissions and enrollment management challenges surfaced in Working Group conversations—challenges likely to impact student satisfaction and success. Pressing examples include the need for immediate implementation of a plan to support proactive student financial aid practices and to coordinate all student communications. Nevertheless, the need to focus our efforts on students' first-semester academic outcomes took on, as a set of analyses of these student outcomes were completed, a sense of priority status.¹³

In *The Toolbox Revisited*, Clifford Adelman makes several important points that are relevant to SPS first semester student outcomes:

- Withdrawing from or repeating 20 percent or more of courses decreases the probability of earning a bachelor's degree by nearly half!!! (p 74)
- If we allow negative momentum to start early, the consequences will snowball. The phenomenon argues for more intense academic advising and monitoring, more accurate placement, and (in some cases), more sensible credit loads in the first calendar year of enrollment. (p74)¹⁴

Adelman claims as well that “Remaining continuously enrolled increases the probability of degree completion by 43.4% (p74)”.¹⁵

I will keep Adelman's findings and suggestions in mind in this next section on recommendations, but it is important to note that in some corners of SPS, improving the student experience in the first semester/year is already underway. The well-researched proposal that launched the new student orientation, “Improving Retention and Performance in Online Education by Increasing Interpersonal and Disciplinary Connections,” is one promising example that adds “developing interpersonal connections and connections in the field” to improve upon the existing student orientation.¹⁶ Several important lessons learned from the first run of the new orientation are eye-opening and speak directly to student preparedness for a successful first semester:

- We identified students with writing difficulty, including ESL students.
- Orientation surfaced students' problems with logging on, using SPS email, using Blackboard, submitting assignments, browser and hardware incompatibility, ...

¹³ See Appendix A, Housekeeping and Short-term Recommendations.

¹⁴ Full-time students have higher graduation rates than part-time students, so encouraging students to study part-time is a tricky proposition. An examination of the course-taking patterns of full-time students who don't graduate with their peers would be an important first step.

¹⁵ Adelman, C. *The Toolbox Revisited: Paths to Degree Completion From High School Through College*. Washington, D.C.: U.S. Department of Education, 2006.

¹⁶ The proposal was written by Jennifer Sparrow, Paul Russo and Heidi Baez.

- New students felt like people at SPS care about them and want them to be successful.

The new orientation, offered to Fall 2014 & Spring 2015 entering students underscores my earlier point that SPS is beginning to uncover and address the hurdles faced by online transfer students' *across all academic programs*. Although there is debate about requiring this new orientation for all students, I don't see a better way to get a clear picture of SPS students for who they are and plan for their needs accordingly—before the first semester starts.

So, the recommendations for increasing student first-semester success begin with requiring the new, common orientation for all undergraduate online degree-seeking students. The next step is to look at first semester course and student outcomes.

Course & Student Outcomes Analysis

An analysis of course outcomes turned up 50 courses wherein 30% to 50% of 1st semester students did not successfully complete their course (this analysis included D grades and W grades as well as incompletes). There are many questions to ask about these courses, but issues of student preparedness, course quality, and faculty/student interaction come readily to mind.¹⁷ Furthermore, the percentage of students in these “high-risk” courses (high-risk for first semester students) who withdraw without penalty should be examined, especially in light of Adelman’s findings. Even as the student population studied by Adelman entered BA/BS colleges as freshman, the number of new students who withdraw from their first semester classes (28.9%), and the number who withdraw from them and then leave SPS after the first semester (17.7%) is clearly a place to direct ongoing quantitative and qualitative research attention.

A second analysis sheds light on the performance of first semester full-time versus part-time students, and speaks directly to Adelman’s two findings, above.

Overall, full-time students had lower academic outcomes in their first semesters:

- 33.6% completed less than 50% of the credits they attempted compared to 22.3% of the part-time students (+11.3 percentage points); only 52.6% of full-time students completed all of their credits compared to 66.6% of part-time students (-14.0 percentage points)
- 15.3% of full-time students earned no GPA (meaning they dropped all their courses w/o penalty); only 9.6% of part-time students earned no GPA. Similarly 43.6% of full-time students earned a GPA of 3.00 or higher, where as 57.1% of part-time students did (-13.5 percentage points)

¹⁷ See the Executive Summary for the report: “Student Experience Focus Groups” by Jose Muniz and Heidi Baez. Obstacles to student success, as articulated by SPS students, are the substance of this report; issues of course design, clarity of assignments and expectations, and faculty feedback are notable concerns.

- Full-time students were more likely (20.7 percentage points) to have dropped 3+ courses in their first semester (25.5%) than part-time students (4.8%)¹⁸

Two-and three-year *graduation* rates are higher for the full-time students. This is to be expected given they enroll in and are eligible for more credits each semester. However, the higher rates level off after the three-year mark and few full-time students earn a degree after that time period. Although more research is needed here, these preliminary findings suggest that full-time students who do not graduate by the three-year mark struggle with failing grades and/or withdrawing from courses—and leave SPS as a consequence.¹⁹

The work of this report has been to formulate a picture of the challenges new students face upon entry into SPS, through to the end of their first semester. SPS administrators, faculty and staff should continue to develop this picture through ongoing examination of practices and student outcomes.²⁰ For now, the following actions are recommended for immediate attention in order to ensure that many more students in the Fall 2015 class have a better chance of college success.

RECOMMENDATIONS

*High-Risk Courses*²¹

Prioritize the examination of courses wherein 30% - 50% of first semester students do not successfully complete the course. Undoubtedly, issues of student preparation are involved, but these high rates suggest that other factors—e.g., course quality and faculty skill in online instruction—need attention as well. Please note that no member of the Working Group is asking for courses to be “watered down” or made less “rigorous.” Rather, the sentiment here is that good educators keep asking questions about the student experience, work closely with academic advisors and academic support staff, and are able to see a student’s first semester experience as full of risk. *SPS would do well to cultivate a team of faculty most interested in teaching first-semester transfer students and invest in professional development activities that address the academic and non-academic challenges these new students face.* Professional development would be rich in best practices in online learning, would involve academic advisors in parts of the curriculum and would address a frustratingly common higher education bugbear: the concern that attention to student retention runs counter to ensuring challenging course content (“rigor”) and high levels of student learning. One section of the draft SPS Strategic Plan, “Enriching and Expanding Programs,” notes that program growth and quality need to go hand-in-hand. So, even as issues of program quality will be a priority over the course of the Strategic Plan, the need to

¹⁸ See Data Appendix, Supplemental Analysis email from Althea Webber.

¹⁹ Although SPS has data on the GPA students bring with them to SPS, it has not been collected in a format that allows for analysis (it exists in student applications and not in a database); this is unfortunate because it prohibits an analysis on student outcomes by incoming GPA. Prior GPA could be a strong predictor of first semester performance.

²⁰ See Appendix A, email from Ellen Smiley.

²¹ See Data Appendix, School of Professional Studies First-Semester Course Outcomes.

address the challenges new students face should start even before the Strategic Plan is finalized.

Build Early Alert/Feedback Systems

Drop the Mid-term Evaluation Form. The form is poorly designed and seems to serve administrative rather than faculty, student and advisor needs. Given that only 52.2% of students retained to a second semester (see Student Profile) successfully complete all of their first-term courses,²² waiting until the middle of the semester to provide students with useful feedback is just too late. As Heidi Baez noted, “... assigning a WU or F as a flag to a student to withdraw, happens when the student cannot really recover.” Faculty and advisors should decide on an earlier date and change the name of the form to ‘Early Semester Evaluation Form’ or some such name. Only an earlier intervention will allow all students, but especially struggling students, time to address faculty concerns. Additionally, a complete redesign of the form is needed. A subcommittee report on the Mid-term Eval form will serve as a very useful guide to redeveloping an early evaluation form.²³ If a mid-term evaluation is required by CUNY or some regulating entity, both an early assessment of student performance *and* a mid-term evaluation should be implemented; if this is the case, the Mid-term form and content still need to be revisited per the best practices noted in the subcommittee’s report.

Two additional areas related to feedback systems that could provide faculty and advisors with information helpful to supporting first semester student success are: 1) the need to monitor Blackboard on a weekly basis for student participation. It is technically workable but academic directors do not have the time to run activity reports on each course each week²⁴ and, 2) the need to examine the effectiveness of E-Tutoring services and the SPS Writing Fellows program. Troubleshooting how to make student participation information available to academic directors and understanding the reasons for limited use of academic support services are in need of greater internal SPS conversation before recommendations can be developed to address these challenges.

Grading Policies & Practices

Professional development for academic directors, faculty and staff in the area of grading policies and practices is urgently needed. Two very serious issues surfaced during the Working Group’s deliberations. First, the number of W grades in the course completion analysis led to the conclusion that a very lenient academic policy is in place when students wish to withdraw from one or more courses. Given research on the negative consequences W grades often set in motion, the W grade policy and its implementation was examined.

²² Another 10.8% successfully complete their first semester courses but do not enroll in a second semester.

²³ See Appendix A, Enhancing Retention: Strategies for Improving the Mid-Term Evaluation Process

²⁴ See Appendix A, email from Jennifer Sparrow, which further notes that cross-program challenges of identifying and sharing early information about non-participating students.

To date, faculty do not need to be consulted by students to request a course withdrawal. Students need only submit a form to the registrar, one that includes the note: "It is highly suggested that you discuss your decision to withdraw with your academic advisor prior to submitting this request." Then there is a yes/no box to check if you did or did not discuss the decision with an advisor. It is not clear if these yes/no data are used in any way or studied to understand whether students do or do not consult with an advisor, but the more pressing issue is the total lack of faculty involvement in conversations with students about withdrawing from their courses.

A subcommittee was charged with reviewing grading policy for W grades, as well as for SPS use of the WN, WU and INC grades.²⁵ Several Working Group members feel that the subcommittee's suggested changes to the W grade policy do not sufficiently address the issue of faculty involvement/sign-off. Whether it is common practice at CUNY for the registrar to sign-off on student requests to withdraw from a course, SPS needs to question this practice and decide the best means of educating students (faculty and academic advisors) about the consequences of choosing to withdraw as well as what role academic directors, faculty and/or academic advisors should play in discussing and signing-off on student requests to withdraw.

The issue of the faculty versus academic advisor role in assigning another grade, the WU, was again raised in response to the subcommittee's recommendations, and along with the W, WN and INC grades, further discussion is needed at SPS before a decision to revise school policy for these grades can be made. Once revised policy is established, training and monitoring of use of these grades needs to be integrated into new and existing academic director, faculty and academic advisor professional development.

Another concern surfaced in assigning the WN grade: the issue of the 3rd week certification of student attendance (per federal financial guidelines). It became clear that no common understanding across the academic directors and faculty exists for what it means for a student to have "been in attendance for at least one session." This is the language used in the email from the registrar's office to faculty, and the issue of what constitutes "attendance" in an *online* class, as well as the recommendation to set the attendance bar higher, were raised. The recommendation of the subcommittee states: "For online classes, the WN grade should be given to students who have failed to complete at least one assignment beyond an initial "Introduce Yourself" discussion forum." Clearly this recommendation calls for a review of all SPS online courses to determine whether courses have assignments that can be used to determine online course participation/attendance for this purpose.

²⁵ See Appendix A for the memo to George Otte, "Working Group on Assigning W, F, WU, and INC Grades." There is a significant amount of confusion at SPS about grading policy (including setting a C grade as the passing grade in certain majors), academic probation, and grade appeals. This area seems to operate on an ad hoc basis and is in need of a standing committee to establish and monitor standards in these areas.

Build Staff Capacity for Institutional Research & Build Student Data Systems

SPS has a barebones institutional research function that largely produces outcomes reporting and analyses required by SPS and CUNY. For many of the analyses in this report, the support of the Office of Research, Evaluation and Program Support was called upon.²⁶ Collecting, storing and analyzing data to understand student performance, including, but beyond students' first semester, is essential to institutional and student improvement. Regular reporting on high-risk courses, performance by enrollment status and prior academic record, and performance by student subgroup all need to be ongoing. SPS, as mentioned previously, cannot conduct research on whether entering GPA influences student success or on whether White and Asian students outperform Black and Hispanic students. These data sources exist (demographic data now exist, although for only the most recent cohorts, for collection per footnote 5), but they are not stored in ways that are ready for analysis. The same is true of other data sources, which, although not the focus of this report, were identified in Working Group conversations as important to the impact of admissions and advisement decisions on retention: student application date data is not stored in a database, nor are student advisement records consolidated in useable form. Data collection and management capacity needs attention as well.

Academic Advising

Early, intensive, mandatory and ongoing advisement support (per Adelman and the findings of the Accelerated Study in Associate Programs) will make a big difference in student retention. Knowledge about best practices in advising are not hard to come by for undergraduates, and if skepticism exists about whether an intensive model should be implemented with adult students, a look at first semester student outcomes certainly argues for trying—and evaluating—practices that have proved tremendously successful in other settings. The ASAP program will soon pilot an adapted model at John Jay College, and so this is a perfect opportunity for SPS to study the ASAP advisement model in a baccalaureate setting and, if it proves successful, to pilot it at SPS.

Finally, SPS needs to establish its redesigned academic advising model *with* the input of academic directors. Otherwise, the absolutely crucial role of academic advisors in meeting the early and ongoing needs of students will fall short. Of course, cooperation and good will from both sides is needed in order to move productively forward.

CONCLUSION

We've learned over the years that positive interactions with students during their entry phase and throughout their first semester/year are especially important. First-Year Experience programs have been around for quite a while, and even as they attend to the needs of college freshman, it is clear that transfer students struggle with college re-entry and need support as well. Therefore, it is essential that all SPS administrators, faculty and staff see the quality of

²⁶ The Office of Research, Evaluation and Program Support is a part of John Mogulescu's OAA unit; Tracy Meade oversees this unit.

their work with students new to SPS as disproportionately swaying students' decisions to return to the school for a second semester of study.

Retention work is never easy, and the fact that the word retention is often understood as a dysphemism for administrative desire for higher completion rates is unfortunate. SPS has the opportunity to see student learning, student engagement, and student retention as efforts that are not mutually exclusive, and this retention and completion study and its recommendations are a good place to start.

CUNY School of Professional Studies

Institutional Effectiveness
Three Year Plan
February, 2015

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INSTITUTIONAL EFFECTIVENESS

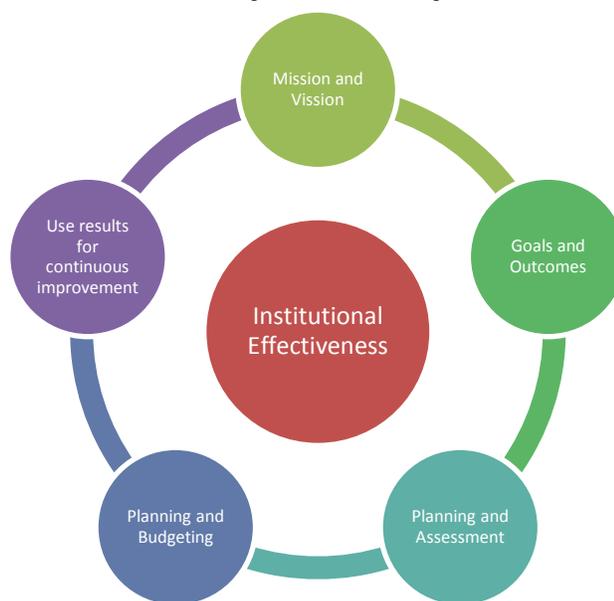
Institutional effectiveness (IE) is the systematic and ongoing process of collecting, analyzing and acting on data and information relating to the goals and objectives developed to support and fulfill the School's mission. It is oriented towards measuring results and using those results to aid in decision-making, improvement and accountability. The following table identifies the results of IE efforts.¹

Faculty & staff will be able to:	Administrators will be able to:	The institution will be able to:	Students will be able to:
<ul style="list-style-type: none"> • Develop curricula and services that align with department and the School's goals • Streamline curriculum/program development • Determine student or program areas of strength and weakness • Illustrate course or program value to the School • Provide evidence-based feedback to colleagues and students • Contribute to creating a disciplined culture of excellence 	<ul style="list-style-type: none"> • Evaluate and allocate resources efficiently based on evidence • Increase effectiveness of providing direction and deciding policy • Track and demonstrate program progress and contribution to meeting the School's mission • Identify topic or activity overlap in courses/programs • Identify topic or activity reinforcement in courses/programs • Align curricula or services across courses/programs • Support institutional goals • Contribute to creating a disciplined culture of excellence 	<ul style="list-style-type: none"> • Obtain better information to evaluate policies and practices • Draw on evidence to make changes • Use results to funding • Demonstrate responsiveness to public needs and concerns • Align learning across the curriculum • Advise students appropriately • Generate higher student academic success • Demonstrate how the institution is making a difference • Improve communication with stakeholders • Achieve more thorough curriculum review and revision 	<ul style="list-style-type: none"> • Engage in a more rigorous and coordinated learning experience • Learn more and better • Earn a degree, certificate or credential • Advance in their professions

Institutional effectiveness is an evolving process that occurs at every level of the School and provides the basis for allocating resources, adapting to changes in the environment, and coordinating activities leading to fulfillment of the School's mission.

There are five key elements to the IEP:

1. Executing the school's mission and vision;
2. Developing educational and administrative goals and objectives consistent with the mission;
3. Implementing institution-wide planning and assessment of the goals and outcomes;
4. Implementing institution-wide planning and budgeting; and
5. Using the results of evaluations to improve programs and services.



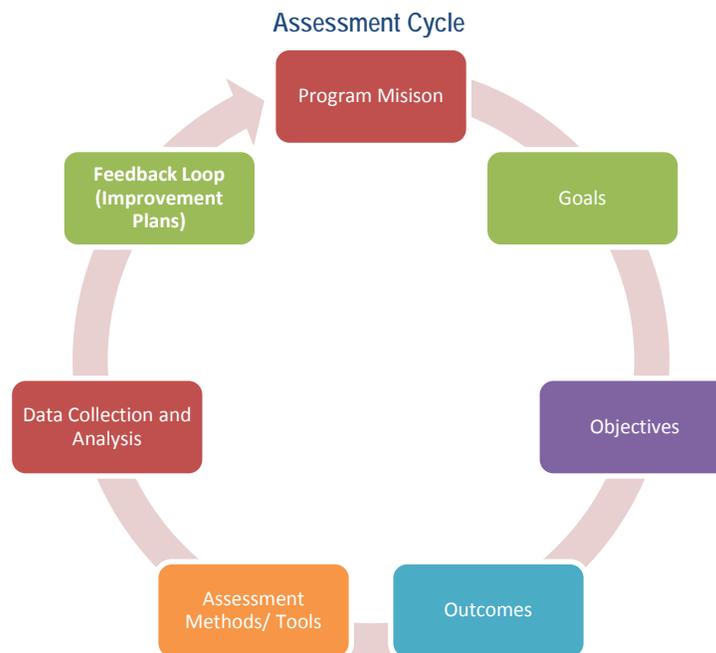
¹ Adapted from *The University of Texas at Austin's Handbook for Institutional Effectiveness* (<http://www.utexas.edu/provost/planning/assessment/iapa/resources/pdfs/Handbook%20for%20IE.pdf>).

Assessment of Institutional Effectiveness

Simply put, assessment is the tool used to determine the degree of institutional effectiveness. It is a process of measuring and documenting the outcomes or impacts of academic, student support, and administrative unit activities against the established goals and objectives. An effective assessment program can be used to improve student learning, facilitate academic and institutional improvements, and validate institutional effectiveness.

Assessment answers the following questions:

1. What are you trying to do?
2. How well are you doing it?
3. Using the answers to the first two questions, how can you improve what you are doing?
4. How can the student experience be improved?



Culture of Assessment

A culture of assessment is more than simply doing assessment. Rather, it is an organizational environment in which assessment, research and analysis become the norm and a valued part of planning, teaching, providing services, and allocating resources. This requires the cooperation of the entire organization. Faculty and staff must feel empowered to develop their own assessment programs and measures, and administrators need to lead by example and support their efforts.

To foster a culture of assessment the School will focus on the following:

School-Wide Engagement in Assessment

As every area of the School exists to support student learning, it is essential to determine the effectiveness of every department. This means that all departments will engage in assessment. Each department's assessment plans and activities will be designed to measure their success based on the department's purpose and role within the School.

Professional Development

Faculty and staff are not born with an innate knowledge of how to assess student learning and support services. While some will learn on their own or while attending conferences, to ensure widespread understanding, workshops and targeted assistance will be provided that will help to build understanding of assessment concepts and foster competence. Ideally, these activities will lead to conversations about assessment, encourage faculty and staff to use

the language of assessment and will foster a sense that assessment is something that is an achievable and engaging part of their jobs.

Practical, Sustainable Assessment Plan

Essential to the development of assessment plans is to do so cost-effectively, realistically and to revisit the plan frequently. An individual program may have six or more student learning outcomes, but it is probably not practicable to assess all students on all learning outcomes every year. This would be a needlessly onerous task. Likewise, it would not be realistic to assess every course every year. Assessment planning should be based on what can be realistically accomplished within a year, while also contributing to the overall assessment of student success.

Information Sharing

Sharing the results of assessment, good or bad, is an essential part of a successful assessment program. To learn from each other, each department needs to see what the others are doing and how well their efforts are working. Such sharing provides opportunities for departments to engage in peer review, steer away from failed experiences, and replicate successes where appropriate. It also permits faculty and staff to identify activities from other disciplines that they can combine with their own to produce richer results, as well as highlights areas of the curriculum or support services that can benefit from cross-disciplinary/cross departmental efforts.

THREE YEAR PLAN

During 2013-2014 academic departments engaged in curricular mapping, which was followed by some formal assessment activities. However, with the exception of General Education, these activities were limited in scope and scale, and didn't result in establishing a full assessment process. This was predominantly due to a lack of a strong infrastructure to foster, support and guide assessment activity.

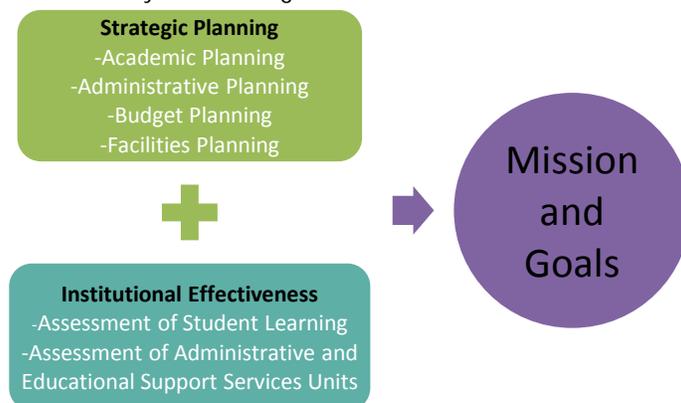
The following is a three year plan to create a formal assessment process and build the necessary infrastructure to support assessment efforts.

2014-2015

1. *Strategic Planning*
2. *Institute Office/Departmental Annual Reporting*

Strategic Planning

Necessary for a fully developed Institutional Effectiveness Plan (IEP) is a strategic plan. The difference between strategic planning and institutional effectiveness planning is that strategic planning focuses on the actions that are taken to implement the institutional mission, while institutional effectiveness planning focuses on the end result to determine how well the mission is being fulfilled. CUNY SPS will create a five year strategic plan that will reestablish its mission and vision and will set clearly articulated goals.



Institute Office/Departmental Annual Reporting

All offices and departments will be required to submit an annual report using the template provided in the appendix (this will be made available electronically). These inaugural reports will provide a base on which to build the assessment process and activities in subsequent years. For this reason, the template provided in this first year will be altered in years two and three, with the goal of establishing a set template that will be used in subsequent years.

The components of the annual report will include the following:

	Academic Department	Administrative Office
Annual report form	X	X
Curricular Map	X	
Assessment Summary Chart for 2014-2015 activity	X	X
Assessment Summary Chart for 2015-2016 plans	X	X
Three year assessment calendar	X	X

2015-2016

1. *Develop an Institutional Effectiveness Plan*
2. *Provide workshops and technical assistance*
3. *All departments and offices develop full assessment plans*
4. *Develop departmental administrative indicators*
5. *Develop web presence dedicated to Institutional Effectiveness*

Institutional Effectiveness Planning

The first step in the development of an Institutional Effectiveness Plan will be to establish an Institutional Effectiveness Committee that will provide leadership for and support of institutional effectiveness. The committee will have the following primary responsibilities:

- Create of a set of guiding principles that will answer the 'when', 'how', 'who', and 'why' of assessment.
- Develop a set of values that will help to foster a culture of assessment.
- Create an implementation plan, timeline and budget for the strategic plan.
- Annually assess the progress of the implementation of the strategic plan.
- Review and provide feedback on department annual reports.
- Support the linkage of program assessment and institutional planning and budgeting.

This work will commence in 2015-2016.

Workshops and Technical Assistance

Workshops facilitated by expert assessment practitioners will be provided for both Academic Directors and faculty, as well as for administrators. In addition, individual program/departmental assistance will be provided to assist each area to create their assessment plans and timelines.

Construct Assessment Plans

A guide to developing an assessment plan will be provided, the basic outline of which is as follows:

1. Develop department/office mission statement/goals
2. Develop objectives (planned activities)
3. Identify assessment methods/tools

4. Establish an assessment timeline/schedule
5. Collect and analyze data
6. Develop improvement plans (feedback loop)

Develop Departmental/Office Administrative Indicators

A critical part of institutional effectiveness is tying assessment results to planning and resource allocation. In reviewing a department's or office's annual report, which will include assessment results and improvement plans, key indicators will also be reviewed. These will include, but may not be limited to, the following:

Academic

- enrollment
- retention
- graduate rates
- course pass rates
- program costs
- tuition and other revenue

Student and Community Affairs

- services provided
- students served (department specific – for example, number of students attending career service workshops)
- students not served (number of students not able to serve to do capacity or other limiting factors)
- department costs

Administration and Finance

- services provided
- transactions completed (e.g., # POs issued, facility requests, etc...)
- transactions not completed
- department costs

This will be a new practice for CUNY SPS, and will take time to develop, adopt and become part of SPS's institutionalized practices.

Website for Institutional Effectiveness at CUNY SPS

A website dedicated to assessment resources, activities and results will be developed.

2016-2017

1. *Implement assessment plans*
2. *Use annual reports to inform planning and budgeting*
3. *Explore solutions for IEP management*

Implement assessment plans

With the creation of assessment plans, departments have a blueprint for conducting assessment, analyzing results and developing improvement plans, which will be incorporated into the following year's assessment plan. Support with implementing assessment plans will be provided.

Use annual reports to inform planning and budgeting

Assessment outcomes and improvement plans will be reported via annual reports. The Institutional Effectiveness Committee will recommend the allocation of resources and the upcoming year's plans based on the review of these annual reports.

Explore Solutions for IEP management

Being able to report out on the School's institutional effectiveness will require aggregating the assessment outcomes from all of the School's departments. The mechanism(s) to achieve this will need to be determined, with one possible option being a software solution (e.g., <https://www1.taskstream.com/>).

TEMPLATES

Templates included here will be provided electronically.

Academic Department Annual Report

2014-2015

Department: [Click here to enter text.](#)

Program(s): [Click here to enter text.](#)

Academic Director: [Click here to enter text.](#)

A. Department Mission and Goals

1. Mission:

[Click here to enter text.](#)

2. 2014-2015 Goals (if available for this reporting period):

[Click here to enter text.](#)

B. Department Accomplishments

1. Progress on Goals (if applicable for this reporting period):

[Click here to enter text.](#)

2. What are the most important accomplishments of the Department? (List up to three)

[Click here to enter text.](#)

3. How are these accomplishments related to the mission described above?

[Click here to enter text.](#)

4. Summarize significant faculty accomplishments for this reporting period:

[Click here to enter text.](#)

5. Summarize faculty development activities for this reporting period:

[Click here to enter text.](#)

6. Summarize accreditation activity (if applicable):

[Click here to enter text.](#)

C. Curriculum

1. Present a summary of the curricular or program changes that were developed and/or approved in 2014-2015.

[Click here to enter text.](#)

D. Student Success

1. Provide a listing of any significant student successes that occurred directly as a result of the students' engagement with your program.

[Click here to enter text.](#)

2. List any specific activities or initiatives your department has sponsored or participated in to improve the engagement, retention and graduation students.

[Click here to enter text.](#)

E. Assessment

1. Describe assessment activities that took place during 2014-2015:

Click here to enter text.

F. Planning

1. Describe program development activities planned for 2015-2016. Include changes to the department's programs and/or courses, plans for new courses, and any other program development activity anticipated.

Click here to enter text.

2. Describe faculty development activities planned for 2015-2016:

Click here to enter text.

3. Describe assessment activities planned for 2015-2016:

[Click here to enter text.](#)

4. Summarize accreditation activity planned for 2015-2016 (if applicable):

[Click here to enter text.](#)

5. Is your department doing or planning anything that you regard as innovative with regard to faculty, students, or curricula?

[Click here to enter text.](#)

Additional Requirements

Report submission will not be considered complete without the following items:

1. Curricular map for each program in the department.
2. Assessment Summary Chart for each program in your department for assessment activity that occurred throughout 2014-2015.
3. Complete first three columns of the Assessment Summary Chart for each program in your department for planned assessment activity for 2015-2016.
4. Three year assessment calendar

Administrative Office Annual Report

2014-2015

Office: [Click here to enter text.](#)

Program(s): [Click here to enter text.](#)

Department Director: [Click here to enter text.](#)

G. Department Mission and Goals

3. Mission:

[Click here to enter text.](#)

4. 2014-2015 Goals (if available for this reporting period):

[Click here to enter text.](#)

H. Department Accomplishments

7. Progress on Goals (if applicable for this reporting period):

[Click here to enter text.](#)

8. What are the most important accomplishments of the Department? (List up to three)

[Click here to enter text.](#)

9. How are these accomplishments related to the mission described above?

[Click here to enter text.](#)

10. Summarize significant staff accomplishments for this reporting period:

[Click here to enter text.](#)

11. Summarize staff development activities for this reporting period:

[Click here to enter text.](#)

I. Curriculum

2. Present a summary of the services that were developed and implemented in 2014-2015.

[Click here to enter text.](#)

J. Student Success

3. Provide a listing of any significant student successes that occurred directly as a result of the students' engagement with your department.

[Click here to enter text.](#)

4. List any specific activities or initiatives your department has sponsored or participated in to improve the engagement, retention and graduation students.

[Click here to enter text.](#)

K. Assessment

2. Describe assessment activities that took place during 2014-2014:

[Click here to enter text.](#)

L. Planning

6. Describe new services planned for 2015-2016.

[Click here to enter text.](#)

7. Describe staff development activities planned for 2015-2016:

[Click here to enter text.](#)

8. Describe assessment activities planned for 2015-2016:

[Click here to enter text.](#)

9. Is your department doing or planning anything that you regard as innovative with regard to services provided to students, faculty or staff?

[Click here to enter text.](#)

Additional Requirements

Report submission will not be considered complete without the following items:

5. Complete the Assessment Summary Chart for each program in your department for assessment activity that occurred throughout 2014-2015.
6. Complete first three columns of the Assessment Summary Chart for each program in your department for planned assessment activity for 2015-2016.
7. Three year assessment calendar.

Assessment Summary Chart

Department or Office: [Click here to enter text.](#)

Reporting Period: [Click here to enter text.](#)

Department Mission: [Click here to enter text.](#)

	Outcomes	Instruments and Methods	Student Performance	Feedback
	<i>What is being assessed? E.g., department goal(s) and objectives; student learning outcome; course(s) (List one outcome per row)</i>	<i><u>Instrument</u>: Tool(s) used (form, test, rubric, etc.) that is used to collect data for each outcome. <u>Method</u>: How and when the tool will be used.</i>	<i>Assessment data</i>	<i>Summary of findings, plans for improvement/areas to be addressed in coming year</i>
1				
2				
4				
5				
6				
7				
8				

CUNY SPH: Fundamentals of Biostatistics

Curriculum Mapping: Program Competencies, Course Learning Objectives and Class Sessions and Activities

Program Competencies	Course Learning Objectives	Relevant sessions
<p>This course will help you to achieve the following competencies, which are expected of all MPH graduates</p>	<p>After successfully completing this course, you are expected to be able to:</p>	
<p>1. Apply ethical principles and standards</p>	<ul style="list-style-type: none"> Recognize ethical principles and legal standards for collection, management and analysis of statistical data on human and non-human subjects 	<p>CITI certification Requirement:</p>
<p>2. Apply the core functions of PH practice (assessment, policy development, and assurance)</p>	<ul style="list-style-type: none"> Identify widely used statistical terms, symbols and concepts Assess statistical methods commonly found in the PH literature 	<p>Throughout</p>
<p>3. Understand the basic statistical methods of PH research, policy, and practice</p>	<ul style="list-style-type: none"> Describe and apply statistical methods commonly used to assess PH problems and analyze relationships among PH- related variables 	<p>Throughout</p>
<p>4. Comfort and familiarity with data containing uncertainty</p>	<ul style="list-style-type: none"> Recognize types of data, summarize these data types effectively, understand key features of a dataset 	<p>Lectures 1-4</p>
<p>5. Use basic statistical and informatics techniques</p>	<ul style="list-style-type: none"> Use computer software to conduct univariate and bivariate statistical analyses Use appropriate tabular and graphical tools for summarizing the results of statistical analysis 	<p>Lab sessions 1-15, HW 1-5, final project</p>
<p>6. Communicate PH information verbally and in writing</p>	<ul style="list-style-type: none"> Create appropriate tables and graphs summarizing results of statistical analysis Summarize data and analyses graphically 	<p>HW 1-5, final project</p>
<p>9. Collect, analyze and interpret PH data</p>	<ul style="list-style-type: none"> Identify appropriate univariate and bivariate statistical analyses for the data type and research problem at hand Apply basic statistical methods to PH data and interpret the result 	<p>Lectures 5-14, Lab sessions 5-14</p>

CUNY SPH: Fundamentals of Environmental Health

Curriculum Mapping: Program Competencies, Course Learning Objectives and Class Sessions and Activities

Program Competencies	Course Learning Objectives	Most relevant sessions and assignments
This course will help you to achieve the following core competencies, which are expected of all MPH graduates	After successfully completing this course, you are expected to be able to:	
C1. Apply the core functions of PH practice (assessment, policy development, and assurance)	1. Describe approaches for identifying and assessing the human and ecological impacts of workplace, community, and residential environmental hazards	Sessions: All
C2. Understand basic theories, concepts, models and methods from a range of core and related disciplines and apply them to the design of PH research, policy, and practice.	2. Explain the importance of working collaboratively with diverse communities, sectors, and constituencies in the development, implementation, and evaluation of workplace and community environmental health programs and policies.	Sessions 1, 2, 9
	3. Describe the elements, appropriate use and limitations of key risk assessment, risk management and risk communication strategies	Sessions 2, 3
C5. Use basic statistical and informatics techniques	4. Use informatics techniques to retrieve, analyze and summarize environmental health data	Assignments: Graphing, Internet (all)
	5. Use spreadsheet applications to collect, conduct descriptive analyses, and graphically represent data	Assignment: Graphing
C7. Explain key social, behavioral, biomedical and environmental determinants of and inequities in health and disease across the lifespan in urban settings	6. Understand the basic mechanisms of toxicity and pathobiology	Session 3
	7. Identify the major types and sources of environmental agents that can impact health in workplace, urban community and residential settings.	Sessions 3-7, 9-14
	8. Describe the pathways by which major environmental agents cause human exposure in workplace, urban community and residential settings.	Sessions 3-7, 9-14
	9. Achieve a basic understanding of how genetic, physiologic, psychosocial factors influence susceptibility to adverse health outcomes following exposure to workplace, community, and residential environmental hazards	Sessions 3-7, 9-14
	10. Explain the reasons, sources, and impacts of inequitable distribution of environmental hazards	Sessions 4, 5, 9, 10, 12-14
C8. Design and evaluate interventions to prevent or control urban PH problems	11. Describe basic concepts and strategies for controlling environmental hazards in workplace, community, and residential settings and the advantages and limitations of different approaches.	Sessions: 1, 2, 14
C11. Describe the legal foundations of the US PH system and its interrelationships with other systems (e.g. health care, education, env protection)	12. Identify the major provisions, accomplishments and limitations of key environmental and occupational regulatory programs, guidelines, and authorities at the federal, state and local level.	Sessions: 1, 2, 4-7, 9, 11-14

CUNY SPH: Fundamentals of Health Policy and Management

Curriculum Mapping: Program Competencies, Course Learning Objectives and Class Sessions and Activities

Program Competencies	Course Learning Objectives	Sessions/ Activities
This course will help you to achieve the following competencies, which are expected of all MPH graduates	After successfully completing this course, you are expected to be able to:	
1. Apply the core functions of public health (PH) practice (assessment, policy development, and assurance) to the analysis of PH problems and their solutions.	<ul style="list-style-type: none"> · Assess the effects of political, social and economic policies on public health systems and the health of urban population's terms of effectiveness, efficiency and equity. · Discuss political and economic feasibility issues related to health policy. 	Sessions 2-14; DB postings
2. Understand basic theories, concepts, models and methods from a range of core and related disciplines that inform PH research, policy and practice.	<ul style="list-style-type: none"> · Describe evidence-based approaches in the development and evaluation of public health policies and interventions. · Discuss the function and role of management and the organizational structure of public health organizations · Explain quality and performance improvement concepts employed in public health 	Sessions2-14; Writing Assign. 1-5
6. Communicate PH information verbally and in writing	<ul style="list-style-type: none"> · Communicate the impact of current and potential policies to the lay public, advocacy groups and policy professionals. 	Writing Assign. 1-5
7. Explain key social, behavioral, biomedical and environmental determinants of and inequities in health and disease across the lifespan in urban	<ul style="list-style-type: none"> · Analyze the impact of individual, organizational, community, national and global trends and interdependencies on public health related problems and health disparities. 	DB postings; Sessions 2-14
11. Describe the legal foundations of the US PH system and its interrelationships with other systems (health care, education, environmental protection)	<ul style="list-style-type: none"> · Describe the legal foundation of public health and the public health policy process, including the role of each level and branch of government in assuring the health of the public. · Assess the main components of, and issues related to, the organization, financing and delivery of health services and public health in the U.S. in terms of equity, access cost and effectiveness. 	Sessions 2-14; Writing Assign. 1, 2, 5
12. Use key planning constructs (e.g. values, vision, mission, goals, objectives and outcomes)	<ul style="list-style-type: none"> · Describe communication, strategic planning and marketing principles related to public health activities across different settings and audiences. · Investigate the role of major stakeholders including non-profit and community-based organizations in the policy process and their impact on public health. 	Sessions 2-14; Writing Assign. 1-2
13. Demonstrate knowledge of the context of public and private health care systems, institutions, actors and environments in which health care and public health policy is made and health care is delivered.	<ul style="list-style-type: none"> · Explain the basic organization, financing and delivery of health services in the US · Discuss the impact of a lack of access to health care for both individuals and society. · Specify the role of public health and other governmental agencies in providing access to care for the US population. 	Sessions 2-14; Writing Assign. 1, 2, 5

PMP 2014-2015 Targets, Goals, Objectives,– CUNY School of Public Health (SPH)*

Target	SPH Objectives	SPH Activities
A. University Goals		
1. Increase opportunities for students to be taught by full-time faculty		
a. Percentage of instruction delivered by full-time (FT) faculty	≥60% of SPH courses will be taught by FT faculty	<ol style="list-style-type: none"> 1. Complete searches and hire 10 new FT central SPH faculty. 2. Assign FT central faculty to teach SPH courses (in lieu of adjuncts)
b. Ratio of graduate student (GS) FTEs to Full-time Faculty (FTF)	GSFTEs: FTF ratio will be 10:1 or less	Monitor enrollments and maintain GSFRs at 10:1 or less
2. Increase faculty scholarship and research impact		
a. Number of publications and creative activities (3-year weighted rolling average)	<ol style="list-style-type: none"> 1. SPH FT faculty will publish an average of ≥2 peer-reviewed publications in calendar year 2014 2. FT SPH faculty will have an average of ≥ 1 “other” measure of impact (e.g. presentations at professional meetings, tracked citations, news articles) in calendar year 2014 	<ol style="list-style-type: none"> 1. Hire an Associate Dean for Research (ADR) who will establish an Office of Research 2. Provide new central SPH faculty with start-up funds and summer salary to support research leading to peer reviewed publications and other measures of scholarly impact 3. Create a research mentorship program, pairing junior/new with senior faculty and focused on scholarly publications
b. Number of funded research grants	<ol style="list-style-type: none"> 1. FT SPH tenured or tenure-track faculty will submit an average of one research proposal for external funding as Investigator or Co-Investigator in FY14-15 2. At least five untenured and junior faculty will receive internal research awards 3. SPH will submit at least five research proposals in partnership with other academic, governmental, clinical, non-profit and other organizations in NYC and beyond. 	<ol style="list-style-type: none"> 1. Formalize research mentoring relationships between junior/new and senior faculty, assure that mentors work with at least five new and junior faculty to develop, critique, submit and revise and re-submit revise research proposals for funding; 2. Assure that all new and junior tenure-track faculty(n~20) are actively engaged in developing at least one research proposal for funding 3. Submit research proposals with at least five
c. Total dollar amount of research grants (3-year weighted rolling average)	SPH will increase the total dollar amount of external research grants by 10% in FY15 (baseline: FY11-14 average)	
3. Ensure that students make timely progress toward degree completion		
a. Average number of credits (equated	N/A	N/A (Comment: Most SPH programs are at the

* Time period is academic/fiscal year 2014-2015, unless otherwise noted):

Target	SPH Objectives	SPH Activities
credits) earned in one year		graduate level; majority of students attend part-time while working. Five year graduation rates were)
b. Percentage of students who earn 30 credit (equated credits) per year	N/A	
c. One-year retention rate of first-time freshmen (actual and regression-adjusted)	N/A	
4. Increase graduation rates		
a. Four-year graduation rate of first-time freshmen (actual and regression-adjusted)	N/A	N/A (Comment: SPH does not enroll first-time freshmen)
b. Six-year graduation rate of first-time freshmen	N/A	
5. Improve student satisfaction with academic support and student support services		
a. Even years: Colleges will report on policies, practices, and activities intended to increase student satisfaction with academic and student support services	SPH will establish policies, practices and activities for academic and student support services	<ol style="list-style-type: none"> 1. Assistant Dean of Students (ADS) 2. Establish a comprehensive Office of Student Services (OSS), including academic and student support services 3. Establish writing support services for SPH <i>graduate</i> students at the consortial campuses
b. Odd years: Student satisfaction with Academic Advising Effectiveness and Campus Support Services as measured by Noel-Levitz SSI	N/A	N/A (Comment: Currently, SPH does not yet have its own students – all are enrolled and complete SSI through consortial campuses)
6. Improve Student Satisfaction with administrative services		
a. Even years: Colleges will report on policies, practices, and activities intended to increase student satisfaction with administrative services	N/A	N/A (Comment: Currently, SPH does not have its own students – all are enrolled through consortial campuses, which provide administrative services, except for recruitment)
b. Odd years: Student satisfaction with Recruitment and Financial Aid Effectiveness, Registration Effectiveness, and Service Excellence as measured by Noel-Levitz SSI	N/A (Note: We'll report next year)	
7. Increase revenues		
a. Voluntary contributions (3-year	1. ≥ 20% of SPH faculty and staff will	1. Establish an Annual Fund with an on-line donation

Target	SPH Objectives	SPH Activities
weighted rolling average)	<p>contribute to the Annual Fund</p> <p>2. SPH will raise \geq\$200,000 in gifts</p> <p>3. SPH will establish an Alumni Association</p>	<p>portal and will solicit donations</p> <p>2. Establish an Advisory Council for the CUNY SPH</p> <p>3. Engage a development consultant who will identify potential donors, develop individual solicitation plans and create an overall 3-year development plan</p> <p>4. Obtain formal status for the Alumni Association; convene the Association; elect officers; hold at least one major event</p>
b. Grants and contracts (3-year weighted rolling average)	SPH will raise \geq \$100,000 in grants and contracts to support non-research activities	Seek funding from non-profit organizations, foundations and others for at least two public health practice, training service and related projects.
c. Alternative revenues (e.g., rentals, licensing, ACE) (3-year weighted rolling average)	SPH will develop at least two proposals for central SPH on-line non-credit and credit-bearing courses and certificates	Prepare proposals, seek and obtain approval through appropriate channels
8. Use financial resources efficiently and prioritize spending on direct student services		
a. Spending on instruction, research, and student services as a percentage of tax-levy budget.	Increase the proportion of the tax levy budget spent on instruction, research and student services by 20%	SPH will hire up to 10 new FT faculty and assign them to teach courses
b. Percent of budget in reserve (colleges should target 1-3%)	Maintain budget reserve of 1-3%	SPH will maintain a budget reserve of 1-3% (largely through naturally-occurring delays in the re-hiring process, due to separations)
9. Increase the proportion of full-time faculty from under-represented groups		
Percentage of full-time faculty from under-represented groups (total minority, women, Italian Americans)	Increase or maintain percentage of faculty from under-represented groups	SPH will implement recruitment strategies that include under-represented groups
B. Sector Goals		
1. Goals for Senior Colleges		
1. Increase faculty satisfaction		
COACHE (Collaborative on Academic Careers in Higher Education) satisfaction measures (specific measures to be determined)	N/A	N/A (Comment: Central SPH faculty were first hired during the 2014-15 academic year; Consortial faculty participate in COACHE through home campuses)
2. Increase enrollment in master's programs		
a. Total enrollment in master's programs	Increase master's enrollment by 10%	SPH will 1. hire a full-time recruitment and admissions

Target	SPH Objectives	SPH Activities
b. Recruitment for new master's programs (new master's student enrollment)	Increase master's applications by 20%	<ul style="list-style-type: none"> coordinator 2. launch virtual recruitment events 3. Join the national School of Public Health Application System (SOPHAS) 4. strengthen policies, procedures and activities for increasing enrollment (e.g. more timely admissions and scholarship decisions; holding admitted students day in April)
c. One-year retention rate in master's programs	Maintain or increase one-year retention rates	SPH will assess one-year retention rates; establish baseline
2. Goals for Community Colleges (and senior colleges with associate degree students) – N/A (SPH does not offer Associate's Degrees)		
C. College Focus Area Goals		
Colleges will consult broadly with campus constituencies, including elected faculty representatives, to identify important priority areas for the college not already addressed by the university or sector goals		
Colleges will articulate three to five goals, each of which should have a stated outcome by year's end for which evidence of progress can be demonstrated (qualitatively or quantitatively).	<ul style="list-style-type: none"> 1. Develop a distance education component to the SPH curriculum 2. Provide career and professional development services to SPH students 3. Establish service/ training/ practice partnerships with at least 3 external organizations 4. Play a leadership role in university-wide initiatives to promote the health of CUNY students 5. Expand public health opportunities at CUNY through new academic partnerships 	<ul style="list-style-type: none"> 1. Hire a FT faculty member in Distance Education and Instructional Technology, to work with and train FT faculty in developing hybrid and on-line offerings; 2. Hold a least one major career/ professional development event for students and alumni 3. Explore and establish project-specific collaborations with at least three govt, academic or other entities 4. Explore and establish at least one new academic partnership (e.g. with John Jay College of Criminal Justice, Baruch, Sophie Davis)



**CUNY SCHOOL OF PUBLIC HEALTH at Hunter College
SELF-STUDY**

**PREPARED FOR THE COUNCIL ON EDUCATION
FOR PUBLIC HEALTH**

November 15, 2010

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ABBREVIATIONS USED IN THE SELF-STUDY

ABET	Accreditation Board of Engineering and Technology
ADA	American Dietetic Association
ASPH	Association of Schools of Public Health
AY	Academic Year
BS	Bachelor of Science
CADE	Commission on Accreditation for Dietetics Education
CEPH	Council on Education for Public Health
CBPH	Community-Based Public Health and Health Equity (Lehman College)
CHES	Certified Health Education Specialist
CIH	Certified Industrial Hygienist
CLT	College Laboratory Technician
COMHE	Community Health Education (Hunter College)
CPWR	Center for Construction Research and Training
CSH	Community, Society and Health (GC)
CUNY	The City University of New York
DFTA	New York City Department for the Aging
DI	Dietetic Internship
DPD	Didactic Program in Dietetics
DPH	Doctorate in Public Health (CUNY Graduate School and University Center and Hunter College)
EOHS	Environmental and Occupational Health Sciences (Hunter College)
EOH	Environmental and Occupational Health (GC)
EPI	Epidemiology (Graduate School and University Center)
EPI/BIOS	Epidemiology/Biostatistics (Hunter College)
FSC	Faculty and Student Council (CUNY SPH)
GPH	(general) Public Health (Brooklyn College)
HCPA	Health Care Policy and Administration (Brooklyn College)
SSW	School of Social Work (Hunter College)
HEO	Higher Education Officer
HHC	New York City Health and Hospitals Corporation
HPM	Health Policy & Management Program (Graduate School and University Center and Hunter College)
MGOS	Mission, Goals and Objectives
MOU	Memorandum of Understanding
MPH	Master of Public Health
MS	Master of Science
MS/MPH	Master of Science/Master of Public Health
MSSM	Mount Sinai School of Medicine
NFS	Nutrition Food Science (Hunter College)
NIEHS	National Institute of Environmental Health Sciences
NIGM	National Institute of General Medical Sciences, NIH, DHHS
NIH	National Institutes of Health
NIMH	National Institute of Mental Health, NIH, DHHS
NINR	National Institute of Nursing Research, NIH, DHHS
NIOSH	National Institute of Occupational Safety and Health, CDC
NURS	School of Nursing (Hunter College)
NUTR	Nutrition (Hunter College)
NYAM	New York Academy of Medicine
NYCDOHMH	New York City Department of Health and Mental Hygiene
NYSED	New York State Education Board
ORGS	Office of Research and Grant Support (Hunter College-NOW OFFER)
P&B	Personnel and Budget Committee
PHANYC	Public Health Association of New York City
PHLC	Public Health Leadership Council
PHN	Community/Public Health Nursing (Hunter College)

ABBREVIATIONS USED IN THE SELF-STUDY

PSC/CUNY	Professional Staff Congress of the City University of New York
PSYCH	Psychology Department (Hunter College)
RD	Registered Dietitian
RWJ	Robert Wood Johnson Foundation
SPH/School	CUNY School of Public Health
UBO	University Budget Office (CUNY)
UHC	Urban Health Collaborative
UPH	Hunter College School of Urban Public Health (BS, MPH, and MS programs in public health offered at the Hunter campus)

INTRODUCTION

This self-study describes the new collaborative City University of New York (CUNY) School of Public Health at Hunter College (SPH). In this introduction, the origins of the school, its structure and governance and the unique contributions this new collaborative SPH offers to its students and faculty, New York City and the wider public health community, are briefly described.

CUNY, the largest and most diverse urban public university in the United States, began training public health professionals in 1968 at Hunter College. CUNY was one of the first public institutions without a school of public health to seek to meet the growing demand for professionals who could help to solve the complex health problems facing the nation's increasingly diverse cities and to translate the promise of the health and social reforms of the 1960s into public health practice and policy in urban neighborhoods.

By 2006, CUNY offered masters of public health (MPH) degrees at three campuses: Hunter, Brooklyn and Lehman Colleges, located in three of the five boroughs of New York—Manhattan, Brooklyn and the Bronx—in or near communities living with the highest rates of poverty and greatest burdens of disease. In September of that year, CUNY Chancellor Matthew Goldstein, believing that New York City and CUNY would be better served by uniting these public health programs, announced the university's commitment to develop a School of Public Health. The new entity brings together the existing programs into a collaborative school of public health that expands CUNY's capacity to prepare the diverse professional workforce needed to meet the 21st-century challenges of public health; widens a pathway into public health for the many New Yorkers who cannot afford the tuition at New York's private public health training programs; and creates a new doctoral program and defines an interdisciplinary research and teaching mission. By integrating the resources of the previously independent programs under the leadership of a single president at Hunter College and a single dean, CUNY is better able to strategically invest its resources to develop a world-class school of public health. In addition to the benefits of economies of scale, the SPH offers CUNY students and faculty a richer and broader array of university and community resources.

Dr. Kenneth Olden was appointed as the SPH's founding dean in 2008 by the CUNY Board of Trustees. Dr. Olden is a highly visible leader in environmental health, having served as director of the National Institute of Environmental Health Sciences (NIEHS), an institute within the National Institutes of Health (NIH), and the National Toxicology Program, an agency within the U.S. Department of Health and Human Services (DHHS), from 1991-2005. Over the past two years, Dean Olden has led an effort to recruit 18 new full-time tenure-track faculty members and 12 new administrative staff members, including an associate dean for academic affairs, Professor Susan Klitzman, a long time faculty member at Hunter College. Seven additional administrative staff will be hired by January 2011. The new faculty, recruited from leading universities, health departments and research institutes, add a new capacity for research, teaching and service to the SPH's 68 faculty with appointments in the four public health programs that comprise the collaborative school. Dean

Olden's leadership has established a clear pathway toward the development of a world-class school of public health that taps into the richness of CUNY, New York City and beyond.

In 2007, CUNY received approval from its Board of Trustees and the New York State Education Department to create a Doctor of Public Health (DPH) program jointly offered by Hunter College and the CUNY Graduate Center (GC), the home for the university's 32 doctoral programs. By September 2010, the DPH Program had enrolled 73 students in four tracks (Community, Society and Health; Epidemiology; Environmental and Occupational Health; and Health Policy and Management). The program, headed by CUNY Distinguished Professor Nicholas Freudenberg, has appointed 50 faculty representing 15 disciplines, eight campuses and with affiliations with eight university research centers or institutes. In December of 2010, the DPH will graduate its first student. Her dissertation topic, the impact of post-traumatic stress disorder on problem alcohol use among those exposed to the World Trade Center disaster, is based on an analysis of 38,302 records in the New York City Department of Health and Mental Hygiene's (NYCDOH) World Trade Center Registry. It illustrates CUNY students' potential to gain access to unique data on urban health exposures and to contribute new insights that can inform health policy and practice.

In addition to its doctoral programs, the SPH offers MPH programs at three CUNY campuses, with specializations in (general) Public Health (GPH) and Health Care Policy and Administration (HPCA) at Brooklyn College; Community Health Education (COMHE), Environmental and Occupational Health Sciences (EOHS), Epidemiology and Biostatistics (EPI/BIOS), Public Health Policy and Management (HPM) and Public Health Nutrition at Hunter College; and Community-Based Public Health and Health Equity (CBPH) at Lehman College. It also offers bachelor degrees in Community Health and Nutrition and Food Sciences at Hunter College, providing an important pipeline into its graduate programs.

In November 2009, Hunter College and CUNY broke ground for a new building for the SPH in East Harlem. The SPH will share the eight-story, 147,000-square foot green building with the Hunter College School of Social Work. Faculty, staff and students from both schools will work closely with community organizations and health and social service agencies in East Harlem to strengthen existing and create new approaches to improving the well-being of East Harlem and other low-income communities. The building will be ready for occupancy in the fall of 2011.

In the last six months, CUNY has approved a governance and administrative structure and bylaws that allow the SPH to function in its environment. While the structure meets the requirements for a Council on Education for Public Health (CEPH) consortium (e.g., a single lead institution, Hunter College; a single dean; a school-wide curriculum, etc.), it also provides added benefit for faculty and students. Each of the four institutions is part of the CUNY system, with the presidents reporting directly to the chancellor. This administrative structure allows for open and continuous communication that facilitates a high level of commitment and ensures the SPH's progress. The dean of the SPH sits on the University's Council of Presidents and has regular access to members of the Chancellery and the Board of Trustees via a variety of formal meetings as well as on an as-needed basis.

In the last two years, SPH faculty have identified four core research and teaching themes for the SPH that build on existing strengths, help fulfill the mission, address emerging public health needs in New York City and elsewhere and offer the promise of meaningful external partnerships and resources. These themes are creating healthier cities, promoting healthy aging across the lifespan, preventing and controlling chronic disease and advancing health equity. In the coming years, the SPH expects to further develop these themes and weave them into the fabric of its teaching, research and service.

Already the SPH has begun to deliver on new benefits of collaboration to students and faculty:

- By fall 2011, students in the three MPH programs will have access to the more than 120 organizations and agencies that have established field placements in New York City's 42 neighborhoods, nonprofit agencies, government offices and international programs. This significantly expands the choice for field placements and allows public health students to benefit from the rich diversity of organizations that the MPH programs have established over the years in New York City and beyond.
- Public health students can enroll for up to 12 credits in any of the consortial public health programs, expanding the opportunities for specialized training in the various public health disciplines. In addition, qualified students enrolled in other CUNY institutions can enroll in the public health courses at the four campuses, expanding opportunities for public health training for social work, nursing, urban planning, social science and other students.
- Faculty have broader opportunities to develop the interdisciplinary and collaborative research programs that funding agencies favor. For example, a new interdisciplinary CUNY Institute on Demographic Research includes several SPH faculty members, three of whom recently won National Institutes of Health (NIH) funding for their research.
- Under the leadership of Dean Olden, the school has developed several flagship initiatives that are in planning or early implementation stages. These include a multi-institutional, transdisciplinary research center to determine how genes and environmental agents interact to influence chronic diseases, a New York City Food Policy Institute to support the development of healthier food environments in New York by providing scientific and policy guidance to city agencies, nonprofits and service providers; a public policy program to provide evidence-based solutions for local public health problems; a comparative effectiveness research program on the cost-benefit of public health policies and practices; and a comprehensive analysis of how local health-care services are organized in New York City. The first two have convened stakeholders and established planning groups; the latter three are being developed by new and continuing faculty members.

In sum, the SPH is poised for its second stage of development. With an accreditation site-visit, a plan for the recruitment of a permanent dean to lead this second phase, new faculty hiring, expansion of public/private partnerships and increased external funding for flagship projects, it looks forward to creating a national model for a public urban school of public health that reflects the diversity and challenges of 21st-century urban America. In the following chapters, the ways the SPH meets the requirements for the Council on Education for Public Health (CEPH) accreditation are described.

CRITERION 1: THE SCHOOL OF PUBLIC HEALTH

1.1. Mission. The school shall have a clearly formulated and publicly stated mission with supporting goals and objectives. The school shall foster the development of professional public health values, concepts and ethical practice.

The SPH is a collaborative public health school with a focus on urban health. The SPH comprises the public health programs at four CUNY Consortial Campuses: Brooklyn College, Hunter College, Lehman College and the GC -- (the Consortial Campuses) as well as related faculty, courses, institutes and centers across CUNY. Within this collaboration, Hunter College is the lead institution because it has the largest and most long-standing public health program within CUNY.

Using the resources of the nation's largest and most diverse urban public university, in a global city challenged by many of the world's most serious health problems that also serves as a cradle of public health innovation, the SPH seeks to create new models of innovative, interdisciplinary, multi-level, public health education, research and practice. To realize its vision, the SPH brings together students and faculty from throughout CUNY's academic and professional programs with practitioners, researchers, activists, community residents and policy makers from many sectors. Informed by the values of public health, social justice and democracy, the 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-promoting programs and policies.

1.1.a. A clear and concise mission statement for the school as a whole.

The mission of the SPH is to engage in teaching, research and service to create and sustain a healthier New York City and promote equitable, efficient, evidence-based solutions to pressing health problems facing urban populations around the world. To realize this mission, the SPH works with communities, non profit and private organizations and government at all levels to build the capacities that help people to lead healthier and more productive lives. The ultimate goal of these activities is to improve the health of communities in New York City and beyond.

During its first decade, the SPH will focus on four key themes that reflect critical public health challenges and that will guide the SPH's education, research and service activities that will:

- Contribute to healthier cities
- Promote healthy aging through the lifespan
- Prevent chronic diseases and improve their management
- Advance health equity

1.1.b. One or more goal statements for each major function by which the school intends to attain its mission, including instruction, research and service.

The SPH faculty, staff and administration have established four major goals around education, research and service:

- Goal 1 – Education: Provide a diverse student body with knowledge and skills in public health practice and science.
- Goal 2 – Research: Contribute new and apply existing knowledge to improve the health and well-being of populations, with a focus on the SPH’s key themes.
- Goal 3 – Service and Practice: Develop, implement, evaluate and promote programs and policies to improve community and population health.
- Goal 4 – Promote faculty and staff excellence and diversity.

1.1.c. A set of measurable objectives relating to each major function through which the school intends to achieve its goals of instruction, research and service.

The SPH faculty, staff and administration have established measurable objectives, based on its major goals and themes. These are described below.

GOAL 1 – EDUCATION: Provide a diverse student body with knowledge and skills in public health practice and science.

Objective 1.1: Recruit and educate a highly qualified and diverse student body

- Increase the number of recruitment activities (outcome measure 4.5.d.)
- Increase the geographic diversity of doctoral applicants (outcome measure 4.5.d.)
- Maintain or increase the percentage of racial and ethnic minorities in the graduate student body (outcome measure 4.5.d.)
- By 2013, increase the number of pipeline programs (e.g. at community and 4-year CUNY colleges) for students to earn bachelor’s, joint bachelor’s-masters or master’s degrees in public health (outcome measure 4.5.d.)
- Increase the number of qualified applicants of graduate programs (outcome measure 4.4.f.)

Objective 1.2: Provide students with education to be effective public health professionals

- Increase school expenditure per full-time equivalent (FTE) (outcome measure 1.6.m.)
- Maintain or reduce FTE student to FTE core faculty ratios at 10:1 (outcome measure 1.6.m.)
- Maintain MPH and MS graduation rates at 80% or higher (outcome measure 4.4.f.)
- Maintain MPH and MS job placement rates (outcome measure 2.7.b.)

Objective 1.3: Develop the infrastructure for providing coordinated administrative and support services to SPH students and alumni

- By 2011, improve the methods for tracking alumni, including certification and career paths
- By 2011, improve academic advisement and career counseling for students

Objective 1.4: Advance an innovative, interdisciplinary curriculum that addresses SPH's key themes

- Ensure that core public health, specialization and elective course offerings address SPH's key themes
- By 2012, increase the number of practice experiences that address SPH's key themes (baseline 2009-2010: 79)
- Increase the number of interdisciplinary partnerships between SPH and other CUNY entities (e.g., cross-listed courses, certificate programs, dual-degree programs) (baseline 2009-2010: 26)

Objective 1.5: Ensure that the curriculum enables graduates to meet the professional standards of public health and its disciplines

- Continue to ensure that faculty and students are familiar with competencies and use them to guide course content (ongoing activity)
- By 2012, review core and specialization competencies with internal and external stakeholders to assure that graduates are prepared to meet changing public health needs

GOAL 2 - RESEARCH: Contribute new and apply existing knowledge to improve the health and well-being of populations, with a focus on the SPH's key themes.

Objective 2.1: Promote and increase faculty research activities

- Increase the amount of research dollars per FTE faculty (outcome measure 1.6.m.)
- Increase extramural funding as a percent of total budget (outcome measure 1.6.m.)
- Maintain the diversity of external research funding streams (outcome measure 3.1.d.)
- Increase the overall total award amount of research funding (outcome measure 3.1.d.)
- Increase the percent of Full-time SPH faculty investigators (outcome measure 4.1.d.)

Objective 2.2: Promote research relevant to SPH's key themes

- Maintain or increase the number of externally funded research projects relevant to SPH's key themes (baseline 2009-2010: 36)
- Maintain or increase the number of faculty engaged in research relevant to SPH's key themes (baseline 2009-2010: 20)

Objective 2.3: Strengthen the SPH's research infrastructure

- Maintain the number of workshops and other activities to improve faculty grant writing skills and on mechanisms for obtaining grant support (baseline 2009-2010: 16)
- Increase support for mentoring relationships between junior faculty and senior researchers (baseline 2009-2010: faculty fellows, eight)
- Increase the percent of faculty receiving released time from teaching and/or summer salary for research (baseline 2009-2010: 40%)

Objective 2.4: Promote research partnerships

- Increase the percentage of faculty research collaboration with CUNY centers, institutes and initiatives (baseline 2009-2010: 15)

- Continue and expand the percentage of faculty with research relationships with governmental, non-profit and other organizations outside of CUNY (baseline 2009-2010: 57%)
- Maintain the percent of community-based research projects (outcome measure 3.1.d.)

Objective 2.5: Influence public health scholarship, practice and policy through research

- Increase the number of faculty- and student-authored peer-reviewed publications relevant to SPH's key themes (baseline 2009: faculty, 50; students four)
- Increase the number of peer-reviewed publications by faculty (outcome measure 4.1.d.)
- Increase the number of faculty and student-authored peer-reviewed publications on other topics (baseline 2009: faculty, 40; students three)
- Increase the number of faculty and students who present the results of their research at regional, national and international conferences and other venues (baseline 2009: core faculty 24; students five)
- Increase the percentage of research projects involving students (outcome measure 3.1.d)

GOAL 3 -- SERVICE AND PRACTICE: Develop, implement, evaluate and promote programs and policies to improve community and population health.

Objective 3.1: Contribute to the preparation of a qualified and diverse public health workforce

- Maintain or increase the percentage of SPH graduates working in public health or a related discipline within five years of graduation (baseline 2009-2010: 83%)
- Increase the number of workforce development programs offered by the SPH (baseline 2009-2010: 17)

Objective 3.2: Strengthen the service activities of SPH faculty and students

- Increase the number of partnerships between SPH and community leaders, organizations and government agencies in the SPH's future home in East Harlem and elsewhere (baseline 2009-2010: seven)
- Increase the number of faculty who serve as advisers or provide testimony in policy-making capacities (outcome measure 4.1.d.)
- Maintain the percentage of faculty engaged in service (outcome measure 3.2.c.)
- Maintain the number of service activities in total (outcome measure 3.2.c.)
- Increase the number of community-based service activities (outcome measure 3.2.c.)
- Increase the number of SPH service projects in which students are engaged (outcome measure 3.2.c.)

GOAL 4 – PROMOTE FACULTY AND STAFF EXCELLENCE AND DIVERSITY.

Objective 4.1: Recruit and retain highly qualified and diverse faculty and staff

- Maintain a diverse faculty (outcome measure 4.3.f.)
- Maintain a diverse staff (outcome measure 4.3.f.)
- Maintain or increase the diversity of faculty and staff in leadership positions (outcome measure 4.3.f.)

Objective 4.2: Promote excellence in teaching

- Ensure that faculty continue to maintain above-average teaching ratings as measured by the Student Evaluation of Faculty Teaching (outcome measure 4.1.d.)

In addition to the measurable objectives, the SPH faculty and administration also have identified more aspirational objectives for the next 10 years. In the next few years, the SPH will elaborate these more distant objectives and determine ways to quantify them and set more specific goals.

By 2020, the SPH seeks to become a school nationally known for:

- Integrating interdisciplinarity into the core of its teaching, research and service activities and its organizational structure
- Demonstrating that in the 21st century chronic disease prevention and management are as integral to public health teaching, research and service as infectious disease control was in the previous two centuries
- Developing a close and ongoing partnership with a municipal health department and other municipal agencies
- Educating public-health researchers and practitioners who can solve complex urban health problems, work across disciplines and sectors and engage communities in improving health and reducing health inequities
- Translating emerging public health science into programs and policies that can improve the health of urban populations and reduce health inequities

Other public health programs around the nation and world share some of these goals, and the SPH looks forward to learning with others how to meet the public challenges of this century. Some of the objectives below will begin the journey of defining and realizing the broader objectives listed above.

1.1.d. A description of the manner in which mission, goals and objectives are developed, monitored and periodically revised and the manner in which they are made available to the public.

The SPH's mission, goals and objectives (MGOs) reflect CUNY's overall mission and strengths and those of its component public health programs as well as the educational and public health needs of the communities it serves. The MGOs were developed through a collaborative process, involving internal and external stakeholders, over a three-year period (See: Criterion 1.2.).

1.1.e. A statement of values that guide the school, with a description of how the values are determined and operationalized.

Eight core values guide education, research and service throughout the SPH. These are:

- Promotion of social justice

- Creation of evidence-based and solution-oriented knowledge that contributes to the improvement of community and population health
- Improvement of community and population health through practice, policy and long-term sustainable change
- Commitment to students and teaching
- Promotion of a strong and relevant public health workforce and infrastructure
- Promotion of cultural competency and mutual responsiveness between professionals and diverse communities
- Promotion of collaborative partnerships
- Commitment to excellence

These core values were developed through a multi-stage, inclusive process. The Dean's Cabinet, (formerly Executive Advisory Committee) reviewed the value statements of the public health programs at Brooklyn College, Lehman College, Hunter College and the GC in 2008 and 2009 and summarized common themes. The full SPH faculty reviewed common themes at a retreat in January 2010 and provided comments to the Dean's Cabinet, which finalized them in spring 2010. Table 1.1.e. provides specific examples of how the core values are operationalized in specific educational, research and service activities and also lists sections of this self-study where they are discussed in greater detail.

1.1.f. Assessment of the extent to which this criterion is met.

This criterion is met.

Strengths:

The SPH has established a mission, core values, goals, measurable objectives and targets that are consistent with its educational, research and service activities. The SPH will continue to seek input from internal and external stakeholders through ongoing assessment mechanisms (See: Criterion 1.2.) and continue to monitor progress in achieving its goals and objectives.

Table 1.1.e. SPH Core Values		
Core Value	Examples of how values are operationalized	For more details, see criterion
1. Promotion of social justice	<ul style="list-style-type: none"> a. Policies to promote fair and ethical dealings b. Curriculum focus on health disparity and equity c. Fieldwork and service to underserved populations d. Policies to promote student diversity (targeted recruitment; low tuition; evening, part-time and full-time course options) e. Policies to promote faculty & staff diversity 	1.4.d. & e 2.6. 2.5, 3.2. 4.4, 4.5. 4.3.
2. Creation of evidence-based and solution-oriented knowledge that contributes to the improvement of community & population health	<ul style="list-style-type: none"> a. Curriculum focus on interdisciplinary, problem-based approaches b. Applied fieldwork requirements c. Academic-agency-community research partnerships d. Interdisciplinary research focus 	1.4.c, 2.3, 2.6. 2.4. 3.1. 1.4.c.
3. Improvement of community & population health through practice, policy & long-term sustainable change	<ul style="list-style-type: none"> a. Faculty service activities b. Student service activities c. Impact of research & service on policy & programs 	3.2.b. 3.2.c. 4.1.c.
4. Commitment to students & teaching	<ul style="list-style-type: none"> a. Policies to promote high-quality teaching b. Admission, advisement & enrollment policies c. Faculty availability, student support services 	4.2.d. 4.4, 4.6. 4.6.
5. Promotion of a strong & relevant public health workforce & infrastructure	<ul style="list-style-type: none"> a. Workforce development partnerships & activities b. Service to improve public health infrastructure 	3.3. 3.2.
6. Promotion of cultural competency & mutual responsiveness between professionals & diverse communities	<ul style="list-style-type: none"> a. Curriculum focus on cultural competency and awareness and public health literacy b. Culturally aware and responsive research partnerships c. Culturally aware and responsive service partnerships 	2.6. 3.1. 3.2. 3.2.
7. Promotion of collaborative partnerships	<ul style="list-style-type: none"> a. Collaborative fieldwork partnerships b. Collaborative service partnerships c. Collaborative research partnerships 	2.4. 3.1. 3.2.
8. Commitment to excellence	<ul style="list-style-type: none"> a. Publication in high-impact journals b. Support for research c. Support for faculty development 	3.1. 3.1.a. 4.2.b.

1.2. Evaluation and Planning. The school shall have an explicit process for evaluating and monitoring its overall efforts against its mission, goals and objectives; for assessing the school's effectiveness in serving its various constituencies; and for planning to achieve its mission in the future.

1.2.a. Description of the evaluation procedures and planning processes used by the school, including an explanation of how constituent groups are involved in these processes.

CUNY has well-established requirements and procedures for planning and evaluation, in which the SPH is fully engaged. The school also has established additional planning and evaluation mechanisms. University-, college-, and school-level planning and evaluation processes are described here. Procedures and processes related to students are described in Criterion 2.7; those related to faculty are in Criterion 4.2.

University- and College-Level Planning and Evaluation: At the university level, CUNY develops a master plan every four years, to which all units contribute. Senior leadership, faculty and students, representing each institution, have an opportunity to review and comment on a draft of the plan, and responses are submitted to the Office of the Chancellor. Final approval rests with the Board of Trustees. The plan identifies the university's overarching vision and its academic, student and administrative goals. The most recent Master Plan 2008-2012 for CUNY included the CUNY School of Public Health at Hunter College¹. The initiatives laid out in the master plan are operationalized and assessed via the performance management process, where the university sets broad goals in the areas of academic excellence, student success and financial management, and the individual colleges set specific goals for themselves. Progress is measured continually and reported annually. In addition, each college requires periodic review of its academic programs.

School-Level Planning and Evaluation: The founding and development of the SPH is itself the product of an evaluation and planning process that began with the Master Plan 2008-2012 and has resulted in this first self-study, which establishes benchmarks for future evaluation and planning (See: Criterion 1.1.). In 2008, all consortial faculty and SPH administrators met for the first of four retreats that were convened over the subsequent two years. During this two-year period, under the leadership of Dean Olden and Acting Associate Dean for Academic Affairs, Dr. Susan Klitzman, SPH developed, among other things, a unified mission, goals and objectives, a governance structure, a unified MPH core curriculum with shared competencies and learning objectives, research foci and a commitment to recruiting a diverse faculty, staff and student body. Evaluation and planning activities built upon existing structures at the Consortial Campuses and were undertaken with involvement of constituent groups, including senior leadership, faculty, students and administrators and external stakeholders representing health, public health, community and other organizations. Senior

¹The Master Plan 2008-2012 for CUNY,
http://web.cuny.edu/administration/chancellor/materplan_08_12.pdf

leadership, faculty, students and external stakeholders have input into the evaluation and planning process. Their specific roles in planning and evaluation are summarized here. (More general descriptions of their roles on formal administrative, advisory and governance bodies are described more fully in Criteria 1.4. and 1.5.)

Senior leadership at the four Consortial Campuses – represented by the Council of Provosts, (See: Criteria 1.4. and 1.5.) -- advise the dean on overall academic, financial and administrative planning for the SPH. These arrangements are codified in the SPH governance plan, bylaws, MOU (See: Appendices 1.3.f. and 1.5.a. and b.) and reflected in the SPH budget (See: Tables 1.6.b. and c.) The council is also responsible for evaluating the extent to which needs and concerns of the Consortial Campuses are addressed and that the policies and procedures of the SPH are consistent with those of the Consortial Campuses.

The faculty leaders (campus directors) at each campus (See: Criteria 1.4. and 1.5.) work directly with the dean, associate dean for academic affairs and assessment coordinator through the Dean’s Cabinet on program assessment. The Dean’s Cabinet develops common assessment tools; oversees the conduct of routine assessment, evaluation and dissemination of results and makes recommendations for improvements based on the findings (See: Criterion 1.2.b).

Faculty and students participate in planning and evaluation through several mechanisms. The most important of these is the Faculty and Student Council (FSC) and its committees, as described below (See also: Criteria 1.5.).

Assessment Committee: This committee recommends procedures for monitoring and evaluating student progress in achieving the expected competencies and the quality of each program. It assists the dean in evaluating student achievement and the quality of each program and in presenting annual data assessing performance against those measures. It also establishes policies and procedures for monitoring and evaluating additional SPH activities, as needed, such as progress in meeting goals and objectives in education, research and service. The elected membership of this committee consists of one faculty member from each of the Consortial Campuses, as well as one student from each of the degree programs (DPH, MPH/MS, BS).

The Assessment Committee coordinates its activities with other committees, depending upon need. For instance, it works with the Admissions Committee on the evaluation of objective 1.1 (“recruit and educate a highly qualified and diverse student body”) and with the Curriculum Committee for evaluation of objective 1.5 (“ensure that the curriculum enables graduates to meet the professional standards of public health and its disciplines”).

Accreditation Committee: This committee is a subcommittee of the Assessment Committee and focuses on assuring that ongoing evaluation, as required for accreditation, is carried out. It also is responsible for producing documents – including self-studies, annual and interim reports and other documents required for accreditation. It is under the leadership of the associate dean for academic affairs.

Curriculum Committee: SPH faculty and students evaluate and approve the new changes to existing academic programs, through the Curriculum Committee and the FSC as a whole.

This Curriculum Committee reviews programs and courses and reports its recommendations to the FSC. The committee establishes policies and procedures for developing and revising interdisciplinary curricula, as well as policies and procedures for assuring coordination and review of curriculum proposals, as appropriate, at the Consortial Campuses. It also establishes policies and procedures for periodic review of degree programs and/or specialization curricula in accordance with accreditation and other requirements.

In its periodic review of curriculum, course content and competencies, the Curriculum Committee coordinates its activities with the Assessment Committee. The Curriculum Committee has primary responsibility for evaluation of the school's attainment of Goal 1 – Education, in particular Objectives 1.2, 1.4 and 1.5.

In addition, campus faculty and students approve curriculum through the Consortial Colleges' governing bodies (See: Criteria 1.3.d. and 1.5.c.). New academic programs and changes to existing programs also must be evaluated and approved by the Board of Trustees and the New York State Education Department (NYSED). These multi-level and rigorous evaluation and approval processes are designed to assure that academic programs are well-conceived, effective and meet high standards.

Admissions Committee: This committee recommends standards for admissions for each program within SPH and reviews the qualifications of students who have been proposed for admissions by each of the Consortial Colleges. This committee coordinates its activities with the Assessment Committee when measuring its activities against the SPH goals for education, in particular Objective 1.1.

External members of the public health community participate in planning and evaluation through the Public Health Leadership Council (PHLC). This body consists of members appointed by the dean who are representative of external organizations involved in public health research or policy or the delivery of health or health-related services. It advises the dean with respect to the research, programs and workforce development and training of the SPH to ensure that they meet the needs of the community. It recommends to the dean areas in need of further evaluation, and it reviews the results of evaluation to ensure that the School is meeting its MGOs and the needs of the public health community.

1.2.b. Description of how the results of evaluation and planning are regularly used to enhance the quality of programs and activities.

As described in Criterion 1.2.a., the SPH has a functioning evaluation and planning infrastructure and a process for quality improvement based on evaluation findings. Examples of the way in which the results of evaluation and planning have been employed to improve the quality of the programs are highlighted:

- Goal 1: Education, Objective 1.1.

Over the past several years, master's degree students were surveyed regarding course availability. Results indicated that some students were interested in attending early-morning and weekend classes. (Currently, master's courses only are offered on weekday late afternoons and evenings.) The Dean's Cabinet evaluated the feasibility of responding to this need and has begun offering a limited number of additional sections of required classes on Saturdays and weekday mornings, based on availability of teaching faculty and ability to continue to offer sections during weekday evenings, to accommodate the vast number of graduate students who work full time.

- Goal 1: Education, Objective 1.3.

Students participated in discussions and surveys regarding academic and career advisement during spring and fall 2010. The feedback received indicated that while students received regular academic advisement, the content of advisement sessions varied, depending on the adviser. The SPH also learned that career advisement was somewhat uneven. To enhance the quality and uniformity of advisement, in fall 2010, campus directors, through the Dean's Cabinet, updated and expanded the guidance documents and provided training to faculty on academic and career advisement. The Assessment Committee will continue to follow up with students to determine whether career and professional advisement have improved. (Academic advisement and career counseling are described in detail in Criterion 4.6.)

- Goal 1: Education, Objective 1.5.

In the MPH program, to develop a common core curriculum with common program competencies and core course learning objectives beginning in 2008, the SPH convened an ad hoc curriculum committee consisting of representatives from each core knowledge area and campus (Drs. Klitzman, Levin, Levitt and Merzel). They reviewed curricula and competencies within the MPH programs at the Consortial Campuses with the goal of identifying commonalities and differences. In addition, they reviewed curricula and competencies from external sources, including the Association of Schools of Public Health (ASPH) and other schools and programs in public health. Based on this information, the committee drafted a common set of core competencies for the MPH program. Several iterations were reviewed by the SPH faculty until a common set of competencies was agreed upon. Faculty from the three campuses, representing each of the core disciplines, then identified which core competencies would be primarily addressed in which core courses. Common course learning objectives were developed for each of the core courses. Draft curricula that included syllabi with common competencies and common learning objectives were developed by faculty from each discipline and circulated and discussed among faculty, students and the PHLC. The curriculum changes were voted upon and approved by the SPH faculty as well as by the formal college and university governing bodies. The result is a common core curriculum across the SPH MPH programs, with core program competencies. (The development of the SPH competencies is described further in Criterion 2.6.e.)

In the DPH program, student meetings were held each semester to elicit feedback about courses, curricula, examinations and other aspects of the program. In the first three years of the program, several key issues were identified by students. The issues were

considered by the DPH program leadership and by the faculty, and several modifications were made based on student feedback. For example, with respect to coursework in quantitative methods, student feedback revealed an inadequate number of courses in quantitative methods; some repetition of material between courses; and lack of clarity about the relationship and successive skill building between courses. After considering these concerns, the program added a new course in applied data analysis for public health and revised the course content for two research seminars. In May 2010, the GC's Graduate Council, its governing body, approved these curricular changes.

- **Goal 2: Research**

Under the dean's leadership, a research committee for the SPH was formed, led by Professor Lorna Thorpe, director of the EPI/BIOS program. This committee brought recommendations to the full faculty at several faculty retreats held during 2009-2010. Also involved in this process was the dean's PHLC. Among the products of these deliberations are the four research foci for the SPH. The committee is working on developing research funding and a center on gene-environment interactions (See: Criterion 3.0.).

1.2.c. Identification of outcome measures that the school uses to monitor its effectiveness in meeting its mission, goals and objectives. Target levels should be defined and data regarding the school's performance must be provided for each of the last three years.

Table 1.2.c. SPH Outcome Measures and Targets for the Last 3 Years				
Outcome Measure	Target	AY 2007	AY 2008	AY 2009
1.6.m. Outcome measures by which the school may judge the adequacy of its resources, along with data regarding the school's performance against those measures for the last 3 years				
SPH expenditure per FTE student	Increase the amount of school expenditure per FTE student	\$10,076	\$13,534	\$17,494
Extramural research dollars (total award amount) per core & affiliated FTE faculty	Increase or maintain the amount of research dollars per FTE faculty	\$605,114	\$588,133	\$478,543
Total extramural funding (total award amount) for core & affiliated FTE faculty as a percent of total budget	Increase or maintain total extramural funding as a percent of total budget	85%	81%	73%
Total extramural funding (current year amount) for core FTE	Increase total extramural funding as a percent of	53%	47%	37%

Table 1.2.c. SPH Outcome Measures and Targets for the Last 3 Years

Outcome Measure	Target	AY 2007	AY 2008	AY 2009
faculty only as a percent of total budget	total budget			
Graduate FTE student-to-FTE faculty ratios (SFRs) ≤ 10:1	Maintain or decrease FTE student-to-faculty ratios	N/A	BIOS (0.9)	BIOS (1.0)
			EPI (2.3)	EPI (6.2)
		EOHS (7.3)	EOHS (6.4)	EOHS (7.9)
		HPM (3.8)	HPM (3.1)	HPM (5.8)
		SOC BEHAV (11.2)	SOC BEHAV(18.6)	SOC BEHAV (13.6)
		NUTR (8.5)	NUTR (8.2)	NUTR (11.3)
2.7.b. Identification of outcomes measures by which the School will evaluate student achievement in each program, and presentation of data assessing the school's performance against those measures for the last 3 years				
MPH and MS graduation rates at 80% or higher	≥80% graduation rate in all degree programs	CBPH - NA	CBPH - 43%	CBPH - 73%
		COMHE - 80%	COMHE - 81%	COMHE - 65%
		EOHS - 86%	EOHS - 79%	EOHS - 66%
		GPH - 63%	GPH - 50%	GPH - 54%
		HCPA - 64%	HCPA - 73%	HCPA - 50%
		NUTR - 83%	NUTR - 77%	NUTR - 67%
BS graduation rates at 80% or higher	≥80% graduation rate in all degrees	COMHE -76%	COMHE - 85%	COMHE - 60%
		NUTR - 93%	NUTR - 68%	NUTR - 68%
Job placement rates ¹ for MPH/MS degree students	Maintain the job placement rate	92%	92.5%	86%
3.1.d. Identification of outcome measures by which the school may evaluate the success if its research activities, along with data regarding the school's performance against those measures for each of the last 3 years				
Diversity of Funding:	Maintain or increase the diversity of funding			
Federal		20	18	26
State		2	3	1
City		2	3	2
Foundation/other		14	14	13
Total award amount	Maintain or increase total award amount	\$19 Million	\$22.7 Million	\$21 Million
% of community-based research projects	Maintain or Increase the number of community-based research projects	63%	63%	60%
% of Research Projects Involving Students	Increase the percent of research projects involving students	39%	47%	60%
3.2.c. Identification of outcome measures by which the school may evaluate the success if its service program, along with data regarding the school's performance against those measures for each of the last 3 years				
# of SPH core & affiliated faculty	Maintain or increase the # of	16	22	27

¹ This % represents the number of MPH/MS students who were employed at the time of graduation.

Table 1.2.c. SPH Outcome Measures and Targets for the Last 3 Years

Outcome Measure	Target	AY 2007	AY 2008	AY 2009
engaged in service	faculty engaged in service			
% of SPH core ¹ & affiliated ² faculty engaged in service external to CUNY	Maintain or increase the % of faculty reporting service	34%	42%	44%
Total # of service activities in total	Maintain or increase the total # of service activities	49	82	98
# of community-based service activities	Maintain or increase the # of community-based activities	13	13	12
# of SPH projects in which students are engaged	Increase the number of projects in which students are engaged	22	26	42
4.1.d. Identification of outcome measures by which the school may judge the qualifications of its faculty complement along with data regarding the performance of the school against those measures for each of the last 3 years				
Number of peer-reviewed pubs by core & affiliated faculty	Increase the number of peer-reviewed publications	33	65	101
% of core & affiliated faculty investigators on grants	Increase the number of FT SPH faculty investigators	56%	41%	42%
# of core & affiliated faculty who serve as advisers or provide testimony in policy-making capacities	Increase the number of faculty who serve as advisers and provide testimony in policy-making capacities	4	5	11
Courses taught at the SPH by faculty will be rated above average on student course evaluations	At least 90% will be rated above average	88%	94%	91%
4.3.f Identification of outcome measures by which the school may evaluate its success in achieving a diverse faculty and staff, along with data regarding the performance of the school against those measures for each of the last 3 years				

¹ Core faculty are defined as faculty with primary appointments in the SPH. They are identified in Table 4.1.a.

² Affiliated faculty are full-time CUNY DPH faculty with primary appointment outside the SPH.

Table 1.2.c. SPH Outcome Measures and Targets for the Last 3 Years

Outcome Measure	Target	AY 2007	AY 2008	AY 2009
Maintain a diverse core & other ¹ SPH faculty	Maintain or increase faculty diversity	African-Amer 6% Caucasian 74% Hispanic/Latino 6% Asian/Pacific Is 14%	African-Amer 5% Caucasian 71% Hispanic/Latino 7% Asian/Pacific Is 17%	African-Amer 15% Caucasian 67% Hispanic/Latino 9% Asian/Pacific Is 9%
Maintain a diverse SPH administrative staff	Maintain or increase staff diversity	African Amer 43% Caucasian 57% Hispanic/Latino 0% Asian/Pacific Isl 0%	African Amer 50% Caucasian 50% Hispanic/Latino 0% Asian/Pacific Isl 0%	African Amer 50% Caucasian 44% Hispanic/Latino 6% Asian/Pacific Isl 5%
Diversity in leadership positions within the SPH	Maintain or increase diversity in leadership positions (Dean, Assoc Dean, Campus & Program Directors)	4/6 female 2/6 male 0/6	8/11 female 3/11 male	8/11 female 3/11 male
4.4.f. Identification of outcome measures by which the school may evaluate its success in enrolling a qualified student body, along with data regarding the performance of the school against those measures for each of the last 3 years				
MPH/MS admit rate	Maintain or decrease the admit rate of qualified applicants	71%	73%	68%
MPH/MS yield rate	Increase the yield rate	74%	66%	60%
DPH admit rate	Maintain or decrease the admit rate of qualified applicants	53%	50%	40%
DPH yield rate	Increase the yield rate	100%	75%	80%
4.5.d. Identification of measures by which the school may evaluate its success in achieving a demographically diverse student body, along with data regarding the school's performance against these measures for each of the last 3 years.				
Number of DPH/MPH/MS recruitment activities	Increase the number of recruitment events	N/A	15	24
Geographic diversity of doctoral applicants from outside NYS	Maintain or increase the % of DPH applicants from outside NYS	4%	9%	11%

¹ Other faculty include affiliated faculty, adjuncts and visiting professors. They are identified in Table 4.1.b.

Table 1.2.c. SPH Outcome Measures and Targets for the Last 3 Years

Outcome Measure	Target	AY 2007	AY 2008	AY 2009
Racial and ethnic diversity of student body	Increase the % of racial & ethnic minorities in the graduate program	African-Amer 16% Caucasian 29% Hispanic/Latino 8% Asian Pacific Is 6% Unknown 30% International 9%	African-Amer 19% Caucasian 11% Hispanic/Latino 8% Asian Pacific Is 5% Unknown 44% International 10%	African-Amer 22% Caucasian 38% Hispanic/Latino 12% Asian Pacific Is 13% Unknown 7% International 6%
Number of pipeline programs (e.g., at community and 4-year CUNY colleges) for students to earn bachelor's, joint bachelors-masters or masters	By 2013, increase the number of pipeline programs to two	0	0	0

1.2.d. An analytical self-study document that provides a qualitative and quantitative assessment of how the school achieves its mission, goals and objectives and meets all accreditation criteria, including a candid assessment of strengths and weaknesses in terms of the school's performance against the accreditation criteria.

This document is the analytical self-study that fulfills the requirement.

1.2.e. An analysis of the school's responses to recommendations in the last accreditation report (if any).

This is the first self-study undertaken by the SPH, and thus there are no previous recommendations.

1.2.f. A description of the manner in which the self-study document was developed, including effective opportunities for input by important school constituents, including institutional officers, administrative staff, teaching faculty, students, alumni and representatives of the public health community.

Primary responsibility for developing the self-study document was delegated by the Dean to Susan Klitzman, acting associate dean for academic affairs (who is also the Hunter campus director), with an Accreditation Team that comprised the following individuals:

- Professor Arlene Spark and Associate Professor Mark Goldberg, two core SPH faculty
- Associate Professor Elizabeth Eastwood, Distinguished Professor Nicholas Freudenberg and Associate Professor Jane Levitt, the campus directors from Brooklyn, GC and Lehman, respectively
- Martina Lynch, SPH curriculum and assessment coordinator

- Robert Park, director of academic services

Sharon Neill, assistant vice president for budget and finance at Hunter College, was responsible for compiling financial data, in collaboration with her counterparts at the Consortial Campuses and with the Office of the Chancellor.

Additional administrative support was provided by several key staff, including:

- Zora Flores-Kitongo, executive assistant to the dean
- Erica Sigmon, grants and administrative coordinator
- Diane Brows, academic program specialist
- Donna Levine, secretary
- Velvet Brown, office assistant
- Attiq Mirza, administrative assistant to the dean

The accreditation team developed the work plan for the self-study; identified the sources of and responsible parties for gathering information pertaining to each criteria; assigned selected sections to others for drafting based on their respective knowledge and position; drafted selected sections themselves; sought review of drafts from students, alumni, staff and senior administrators and compiled the preliminary document for submission to CEPH. Professors Spark and Goldberg were granted released time from teaching and paid summer salary to work on the self-study during 2009 and 2010. A more detailed description of the planning, drafting, review and final compilation process is provided below:

- Initially, the self-study team developed a work plan that detailed the status, tasks and responsible party for obtaining information pertaining to each criterion and sub-criterion. It gathered existing documentation from the appropriate parties.
- The Dean's Cabinet was responsible for advising the dean in several key areas, such as: mission, values, goals and objectives; calculation of measures; research; service; curriculum and evaluation and planning.
- Faculty, administrators, staff and students participated in working and information-gathering groups on specific accreditation issues including: MPH and DPH curriculum and competencies, research, governance and workforce development. These working groups produced drafts for review by the dean, faculty, staff and provosts at each of the Consortial Campuses and the chancellery.
- Between 2008 and 2010, the SPH faculty held four retreats to discuss key issues and, as needed, review draft documents for the self-study. These sessions helped to familiarize faculty with accreditation requirements and also to discuss substantive issues (such as MGOs, values, key themes, curricula and competencies) so as to achieve consensus or identify areas for further discussion. Also, sections of the self-study, especially those related to curriculum, research, governance and workforce development, were reviewed by faculty members and discussed at the retreats. Opportunity for feedback and input was provided through direct discussion and by having faculty email comments and suggestions to the accreditation coordinator, Martina Lynch.
- In July 2009, Dean Olden, Associate Dean Klitzman and Distinguished Professor Freudenberg met with CEPH Executive Director Laura Rasar King in Washington, D.C.

to review accreditation standards for collaborative schools and to seek CEPH guidance on specific issues.

- In April 2010, the CEPH executive director met with Dean Olden, members of the accreditation team and Executive Assistant Zora Flores-Kitongo to provide feedback on a draft of the preliminary self-study and to review CEPH's procedures and expectations.
- Each of the four campus directors was responsible for assuring that accurate information on respective personnel and activities were submitted, including: students (recruitment, admissions, enrollment and graduation), faculty, staff, curriculum, service, research and workforce development. They also were responsible for assuring that uniform criteria were employed (e.g., for gathering data on faculty and students).
- Individual faculty and staff were assigned specific data to gather or sections to write, based on their respective knowledge and position. For example, financial officers at each of the Consortial Campuses and at the Chancellor's Office prepared the budget information. As another example, grants officers prepared information about extramural projects and funding for other faculty who head particular research and service institutes and contributed descriptions of these to the self-study.
- The Dean's Cabinet met weekly with the dean and/or associate dean for academic affairs during 2010 to provide feedback on specific issues, including: values; goals and objectives; coordination of interdisciplinary activities; research; student services; and governance.
- In 2010, the SPH PHLC met with Dean Olden and his cabinet to provide feedback about the themes, mission, goals and objectives for the SPH.
- The provosts and presidents of the four Consortial Campuses and representatives from the Office of the Chancellor received monthly updates from the dean on the development of the self-study; through the Chancellor's Council of Presidents and provost meetings, respectively, these individuals have been available for consultation and reviewed and commented on drafts.
- The preliminary self-study was posted on the SPH website, and constituents were asked to submit comments.

The resource file contains lists of individual members of the working groups as well as agendas and planning documents for the self-study.

1.2.g. Assessment of the extent to which this criterion is met.

This criterion is met.

Strengths:

The SPH administration, faculty and staff have:

- Developed the organizational infrastructure (through the Office of the Associate Dean for Academic Affairs, curriculum and assessment coordinator and Assessment Committee) to evaluate assessment findings, monitor progress and make recommendations for improvements where necessary

- Developed the tools necessary to conduct ongoing assessments of the SPH's educational, research and service activities and to determine its effectiveness in achieving the stated MGOs
- Conducted surveys and focus groups of current students, alumni, employers of public health professionals and external leaders in public health and health care
- Analyzed evaluation findings to inform the development of the SPH's MGOs, program competencies and course learning objectives

1.3. Institutional Environment. The school shall be an integral part of an accredited institution of higher education and shall have the same level of independence and status accorded to professional schools in that institution.

1.3.a. A brief description of the institution in which the school is located, along with the names of accrediting bodies (other than CEPH) to which the institution responds.

CUNY and the SPH Consortial Campuses

CUNY is the nation's largest and oldest urban public university system. It began in 1847, with the founding of the Free Academy, which later became The City College, the first CUNY College. In 1961, The City University of New York was established under New York State Education Law, with Hunter, City College, Brooklyn College and Queens College as the founding senior institutions.¹ Today, CUNY comprises 23 independently accredited institutions. It serves more than 260,000 degree-seeking students and 273,000 continuing and professional education students and confers approximately 35,000 degrees each year—more than 1.1 million associate, baccalaureate, master's and doctoral degrees since 1967. CUNY plays a crucial role in the life and economy of the city and state. As of 2007, 54% of undergraduates and 46% of higher-education students in New York City were attending CUNY.² No other institution of higher education in the nation's largest city has a broader impact on population well-being and no other U.S. city has a comparable municipal university system.

The geographic location of the four Consortial Campuses that comprise the SPH – Brooklyn, Hunter and Lehman Colleges and the GC -- is shown in Figure 1.3.b. The four campuses are located across three of the five boroughs within New York City – Brooklyn, Manhattan and the Bronx – within a 25-mile radius of each other. They are each conveniently accessible to public transportation. The campuses are in or near some of the city's most high-need communities, including Central Brooklyn, East Harlem and the South Bronx.

Hunter College was established in 1870 to train young women to become teachers. It is one of the older public colleges in the country. Male students were admitted beginning in 1964, but its importance to the education of women accounted for its national reputation. By 1970, more American women who had earned PhD's had received their undergraduate education at Hunter College than at any other institution in the United States. In January 2009, *The Princeton Review* named Hunter College as one of its Top 10 Best Values in public higher education nationally, a testament to Hunter's remarkable success in fulfilling its mission to provide an excellent and affordable education. Currently, 21,000 students attend Hunter, pursuing undergraduate (75% of students) and graduate degrees (25% of students) in more than 170 programs of study. It is the largest and most sought-after senior college in the CUNY system -- the first choice of more than 11,000 applicants to CUNY (for only 1,800 seats for regularly admitted freshmen). While Hunter has become more selective, it has

¹ CUNY History, available at: http://www1.cuny.edu/portal_ur/content/invest/cuny_history.php

² City University of New York. About CUNY. Available at: <http://web.cuny.edu/about/cuny/about.html>

retained its commitment to serving the ethnically, socio-economically and linguistically diverse population of New York City. Today, Hunter students are winning more prestigious national fellowships than ever before, and retention and graduation rates are on the rise.

The public health programs are housed at the Brookdale Health Sciences campus, which is on East 25th Street in Manhattan. In summer 2011, the public health programs will move into a new building at a new location at 119th Street in East Harlem, together with the Hunter College School of Social Work.

Brooklyn College is a senior liberal-arts college within CUNY. Located in the borough of Brooklyn approximately 12 miles east of the borough of Manhattan, the college is reachable by public transportation (local Q train and No. 2 or No. 7 trains). There are also a number of local Brooklyn bus lines. The college was founded in 1930 and occupied rented facilities in Downtown Brooklyn for its first seven years. Construction of the current campus, in the Flatbush area of Brooklyn, began on Oct. 2, 1935. On Oct. 28, 1936, President Franklin D. Roosevelt laid the cornerstone for Roosevelt Hall, and the college moved to the newly completed campus the following year. The campus consists of 13 buildings on 26 acres.

Approximately 17,000 students — of whom about 13,000 are undergraduates and 4,000 are graduate students — are enrolled at the college. The College offers nearly 100 undergraduate majors and programs in the humanities, sciences, performing arts, social sciences, education and pre-professional and professional studies. The college also offers a variety of graduate programs and degrees, including the master of arts, master of science, master of science in education, master of fine arts, master of music and MPH degrees. In addition, the college offers PhD-level courses through the CUNY GC.

Lehman College was founded in 1931 as the Bronx campus of Hunter College. Lehman was established in 1968 as an independent college of CUNY and named for Herbert H. Lehman, the former New York governor, U.S. senator, philanthropist and humanitarian known for his honesty and integrity in public service. During World War II, the campus was the main national training site for women in the military. For six months in 1946, it served as interim headquarters for the newly formed United Nations.

Lehman College is a public, comprehensive, coeducational liberal-arts college with more than 100 undergraduate and graduate degree programs and specializations. Its enrollment is approximately 12,000 students, including 9,600 undergraduate students and 2,400 graduate students.

The tree-lined 37-acre campus is noted for its distinctive blend of Collegiate Gothic and modern architecture; its 15 buildings include a Center for the Performing Arts, a College Art Gallery, four venues for theatre and dance, a Speech and Hearing Clinic and The APEX, a world-class facility for sports and recreation. It is along the Jerome Park Reservoir in the Kingsbridge Heights neighborhood of the northwest Bronx. The college is near public transportation (No. 4 and D trains) and Bronx buses and also offers on-campus parking in secured lots. Its distinct mission is to address the educational and social needs of the Bronx.

The Graduate School (GC) and University Center of CUNY is made up of two entities, the — GC, which is the doctoral-granting arm of the institution, and the — University Center, which refers to CUNY-wide professional and other programs that cover a broader and more diverse educational audience.

The Graduate School was founded in 1961. It is devoted primarily to doctoral study and awards most of CUNY's doctoral degrees. In this nationally unique consortium of more than 1,700 faculty members, a core faculty of 130 GC appointments is supplemented by 1,600 additional faculty members drawn from throughout CUNY's 11 senior colleges and New York City's leading cultural and scientific institutions. With more than 4,000 doctoral students and 200 master's degree students, GC offers more than 30 doctoral programs and seven master's programs in the humanities, social sciences and sciences. The recently released Faculty Scholarly Productivity Index placed 10 of the GC's PhD programs among the top 10 in the country, and six were ranked in the top five. In the "broad" category of humanities, the GC was fourth; the first three were Harvard, Yale and Princeton. Located in the center of midtown Manhattan, about a mile from the Brookdale campus at Hunter College, the GC is easily accessible by public transportation.

University Center: The University Center includes the School of Professional Studies, the CUNY Baccalaureate Program, the Graduate School of Journalism, Macaulay Honors College, the SPH and such other university-wide programs and schools created or assigned there by the CUNY Board of Trustees. This arrangement has provided the CUNY system and the CUNY chancellery with a flexible mechanism for establishing, governing and supporting new and innovative academic and public programs that do not easily or comfortably fit into the traditional academic structures of CUNY's constituent senior and community college campuses. The educational entities that are part of University Center, including the SPH, are constituted and governed separately from the Graduate School's faculty and administrative governance structures. (Additional details are provided under Criteria 1.3.d. and e., 1.4., 1.5.)

Accrediting Bodies

In addition to CEPH, each of these four Consortial Campuses is separately accredited by the Middle States Association of Colleges and Secondary Schools.^{1,2,3,4} Within each of the four Consortial Campuses, specific schools and programs are accredited by various bodies such as the National Council for the Accreditation of Teacher Education, the Council of Social Work

¹ Middle States Commission on Higher Education. *Statement of Accreditation Status, Brooklyn College, CUNY.* <http://www.msche.org/documents/SAS/56/Statement%20of%20Accreditation%20Status.htm>

² Middle States Commission on Higher Education. *Statement of Accreditation Status, Hunter College, CUNY.* <http://www.msche.org/documents/SAS/62/Statement%20of%20Accreditation%20Status.htm>

³ Middle States Commission on Higher Education. *Statement of Accreditation Status, Herbert H. Lehman College, CUNY.* <http://www.msche.org/documents/SAS/60/Statement%20of%20Accreditation%20Status.htm>

⁴ Middle States Commission on Higher Education. *Statement of Accreditation Status, Graduate School and University Center, CUNY* [.http://www.msche.org/documents/SAS/59/Statement%20of%20Accreditation%20Status.htm.](http://www.msche.org/documents/SAS/59/Statement%20of%20Accreditation%20Status.htm)

Education, the Commission on Collegiate Nursing Education (CCNE), the Department of Baccalaureate and Higher Degree Programs, the American Planning Association, the Council on Rehabilitation Education, the Educational Standards Board of the American Speech-Language-Hearing Association and the Commission on Accreditation in Physical Therapy.

The SPH degree programs are accredited by their respective professional bodies:

- The MPH and DPH degree programs are accredited by CEPH
- The MS-Environmental and Occupational Health Sciences (MS-EOHS) is accredited by the Accreditation Board of Engineering and Technology (ABET)
- The Dietetic Internship (DI) is accredited by the Commission on Accreditation for Dietetics Education (CADE), the accrediting agency of the American Dietetic Association (ADA). The DI fulfills 12 credits of the MPH degree with a specialization in Public Health Nutrition. CADE also accredits the BS degree in Nutrition and Food Science (BS-NFS)

1.3.b. One or more organizational charts of the university indicating the school’s relationship to the other components of the institution, including reporting lines.

The university-level reporting structure is shown in Figure 1.3.b.1. Each of the units that are part of the SPH has a reporting relationship to the school and within the respective Consortial Campus (See: Criteria 1.3.d. and 1.4.b.). The campus-level reporting structure for the Consortial Campuses that are part of the CUNY SPH is shown in Figure 1.3.b.2. The school-level reporting structure is shown in Figure 1.3.b.3.

1.3.c. A brief description of the university practices regarding lines of accountability, including access to higher-level university officials; prerogatives extended to academic units regarding names, titles and internal organization; budgeting and resource allocation, including budget negotiations, indirect cost; personnel recruitment, selection and advancement, including faculty & staff; academic standards and policies, including establishment and oversight of curricula.

Reporting Lines

CUNY comprises 23 institutions that include 11 senior colleges, six community colleges and six honors and professional colleges, which include the SPH. CUNY is headed by a chancellor, who reports to the CUNY Board of Trustees. The Board of Trustees consists of 17 trustees. Ten are appointed by the governor of the state of New York, five are appointed by the mayor of New York City, and two *ex officio* members sit on the board in their roles as chair of the University Student Senate and chair of the University Faculty Senate.

Each of CUNY’s 23 institutions is headed by a chief executive officer, appointed by the Board of Trustees. These institutions each have unique histories, as described in Criterion 1.3.a., above, some predating the development of the CUNY system. The governance and structure of each campus has been shaped by its history and leadership as well as by financial considerations. For all of these reasons, there may be differences in the internal reporting structure between CUNY institutions. Reporting lines for the four Consortial Campuses that comprise the SPH are shown in Figure 1.3.b.2. and described in Criterion 1.3.d.

Prerogatives extended to academic units regarding names, titles and internal organization

The names, titles, and internal organization of major academic units within the university – e.g., colleges and schools -- are subject to approval by the CUNY Board of Trustees. Each college -- including the four Consortial Campuses that are part of the SPH -- has adopted a governance plan that has been approved by the president of the college and by the faculty and student constituencies. These governance plans generally extend wide latitude to academic units within colleges – e.g., divisions, departments, programs and component programs or sub-programs – regarding names, titles and internal organization, given the difference in their respective sizes and variations in their programs and to allow for changing needs of students.

Budgeting and resource allocation

The CUNY Office of Budget, Finance and Fiscal Policy oversees and manages the budget and finances for CUNY's 23 campuses and the central administration and represents the university on operating budget matters. Within it, the University Budget Office (UBO) is responsible for the overall management of \$2.6 billion in city and state tax-levy operating funds, including more than \$1 billion in tuition revenues. Every year, each college submits an operating budget request to UBO, which submits an overall request to the state and city. The state finances about 60% of CUNY's operating budget, and tuition revenues comprise about 40%. (See also: Criterion 1.6.a.)

Faculty and staff recruitment, selection and advancement:

As a public institution, CUNY has an ongoing commitment to increasing the qualifications and diversity of its workforce. Toward this end, CUNY¹ and each of the four Consortial Campuses^{2,3,4,5} have adopted faculty and staff recruitment and selection policies and procedures to promote opportunity and fairness and attract the best candidates for positions. This includes detailed requirements for job descriptions, search plans, search committees, candidate evaluation and selection and other related matters. Search committees must document that applicable policies and procedures were followed during a search. A senior administrator, such as a dean for diversity, must approve each step before a position can be filled and a search can be deemed complete. Faculty and professional staff positions in public health are advertised locally and nationally, in venues of general interest to the academic community (e.g., *Chronicles of Higher Education*, *Hispanic Outlook* and *The New York Times*) as well as to those within public health (e.g., publications and electronic sources

¹ CUNY. Human Resources Management. *Policies and Procedures: Diversity, Equal Employment Opportunity*. <http://web.cuny.edu/administration/ohrm/policies-procedures.html>

² Graduate Center. CUNY, Office of Affirmative Action. *Affirmative Action Policies and Procedures*. http://www.gc.cuny.edu/admin_offices/affirmative_action/aa_policies/policies_and_procedures.htm

³ Hunter College. CUNY. Office of Diversity and Compliance. *Recruitment and Search Guide* http://www.hunter.cuny.edu/affirmativeaction/Recruitment_and_Search_Guide_Final.pdf

⁴ Brooklyn College. CUNY, Office of Affirmative Action, Compliance and Diversity. *Policies and Procedures*. <http://www.brooklyn.cuny.edu/bc/offices/affirmact/>

⁵ Lehman College. CUNY, Human Resources. *Equal Employment Opportunity/Affirmative Action Policy*. <http://www.lehman.edu/vpadmin/hr/html/policies.htm#EQUAL>

affiliated with such organizations as American Public Health Association, American Industrial Hygiene Association and ADA).

Faculty and staff are represented by collective bargaining agreements. The largest single collective bargaining agreement is between CUNY and the Professional Staff Congress of CUNY (PSC-CUNY), which sets the wages and terms of employment for faculty and professional staff in the Higher Education Officer (HEO) and College Laboratory Technician (CLT) series.¹ Promotion and tenure are governed by the contract between CUNY and the PSC. The standard tenure clock for newly hired tenure-track faculty is seven years. Promotion is not tied to the tenure process, thus tenure can be awarded without promotion from assistant to associate professor, and faculty can be promoted from the rank of assistant to associate professor without tenure. Eligible faculty members are invited to apply for promotion each year. Those who apply submit materials to the respective program and college-wide personnel and budget committees for review and recommendation to the college president and CUNY administration.

Academic Standards and Policies

CUNY and its campuses have well-established academic standards and policies. The Board of Trustees' bylaws specify that, at each college, faculty are responsible for the formulation of policies relating to such academic matters as: student admission and retention, student attendance, including leaves of absence, curriculum, awarding of college credit and granting of degrees.² Each CUNY institution, including the four Consortial Campuses that comprise the SPH, has well-established academic standards and policies covering these matters that were developed in accordance with the applicable college governance plans and bylaws^{3,4,5,6}.

¹ Professional Staff Congress/CUNY. *Key Contract Documents*. http://psc-cuny.org/NewContractJuly08.htm#KEY_CONTRACT_DOCUMENTS.

² Board of Trustees Bylaws, Section 8.6. Duties of Faculty, available at: <http://policy.cuny.edu/text/toc/btb/Article%20VIII/Section%208.6/>

³ Brooklyn College, Faculty Council Bylaws, available at: http://www.brooklyn.cuny.edu/pub/departments/facultycouncil/pdf/by_laws2007.pdf

⁴ Governance of the Graduate School and University Center, City University of New York, available at: http://web.gc.cuny.edu/provost/pdfs/Governance_Document.pdf

⁵ Charter for a Governance of Hunter College, available at: <http://www.hunter.cuny.edu/senate/assets/Documents/H.C.%20Governance%20Charter%20as%20approved%20by%20BoT%206-26-06.pdf>

⁶ Documents of Governance, Lehman College, available at: <http://www.lehman.edu/college-senate/documents/governance.pdf>

FIGURE 1.3.b. Map of CUNY SPH Consortial Campuses

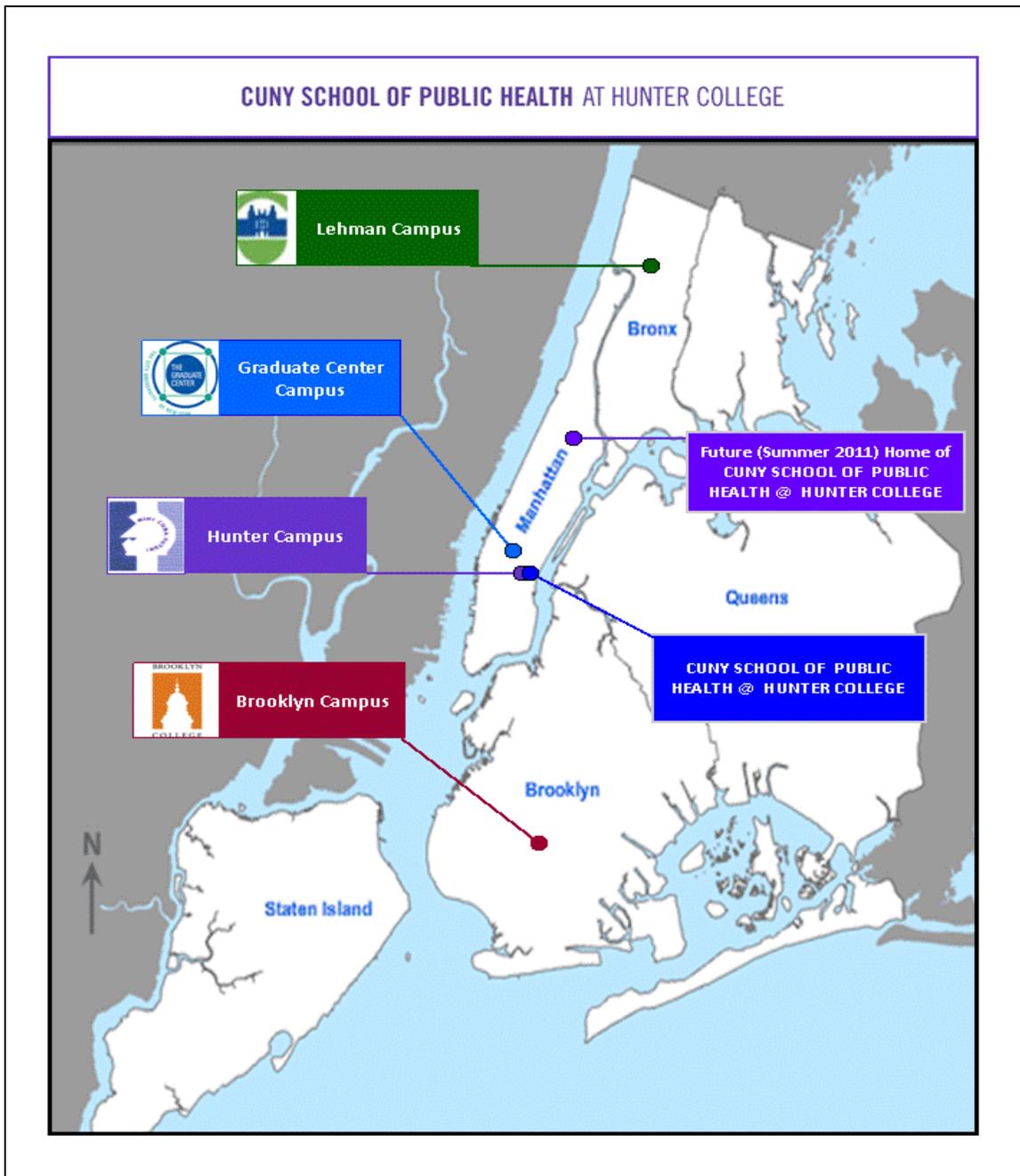


Figure 1.3.b.1. SPH University-Level Reporting Structure

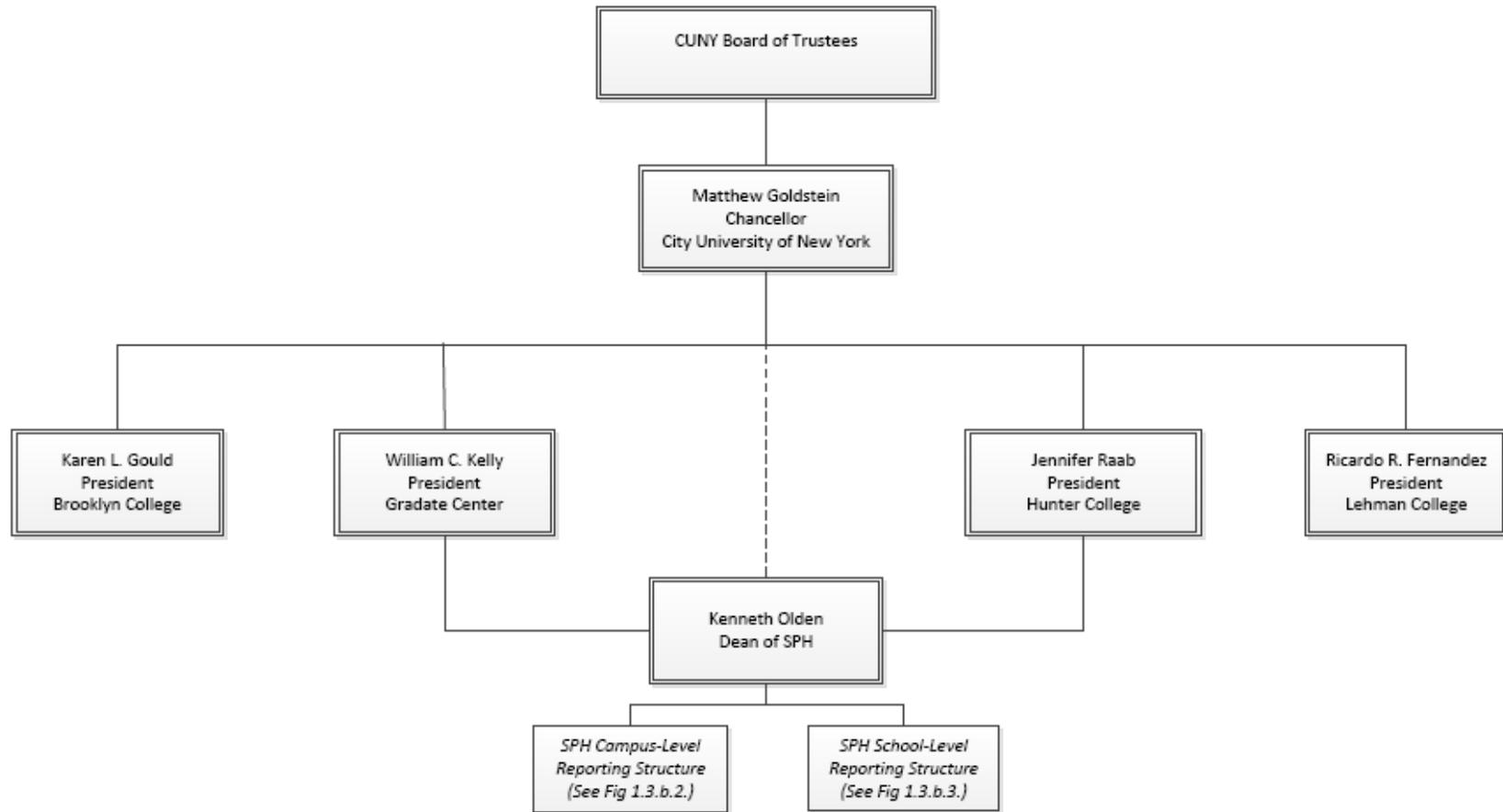


Figure 1.3.b.2. SPH Campus-Level Reporting Structure

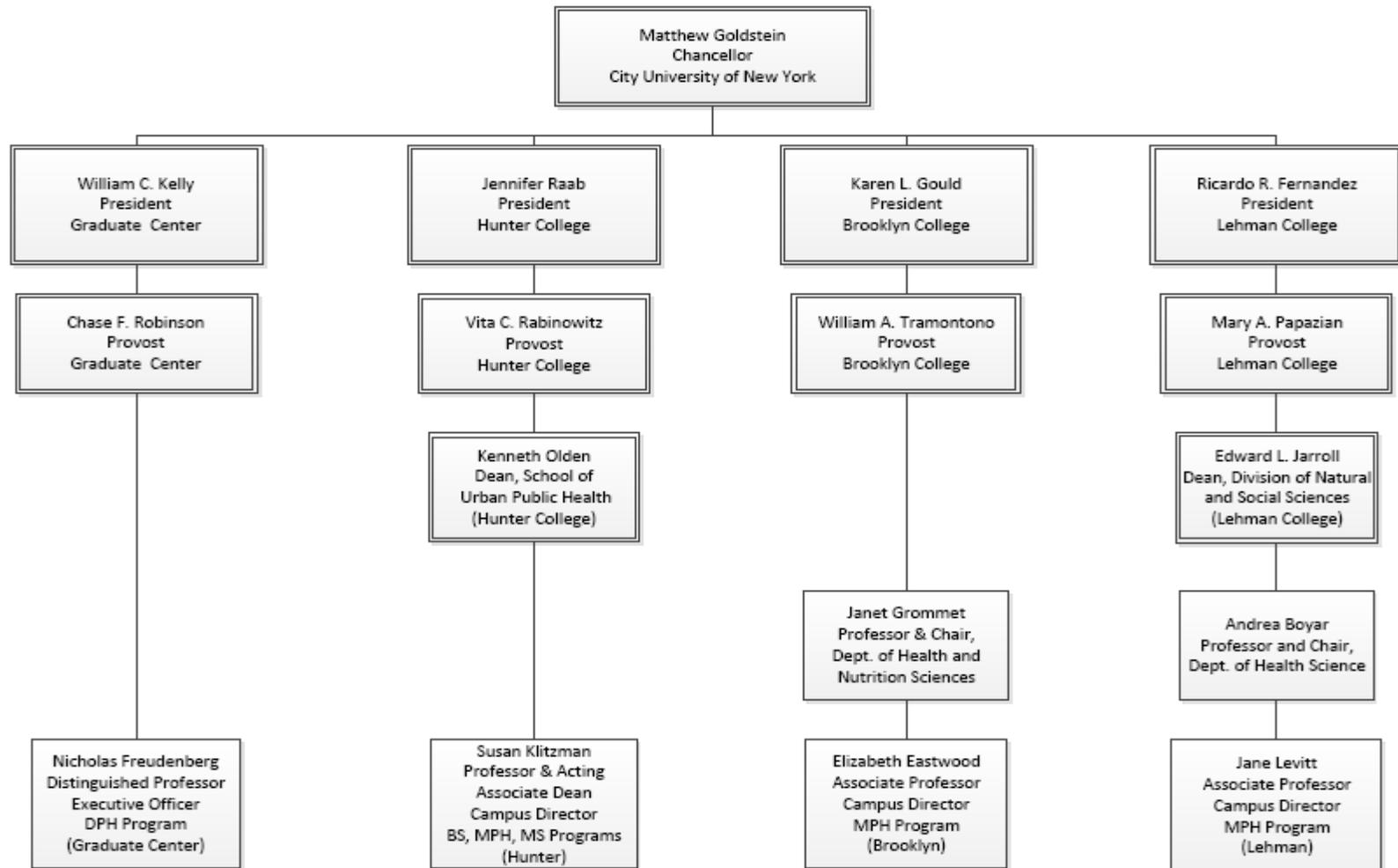
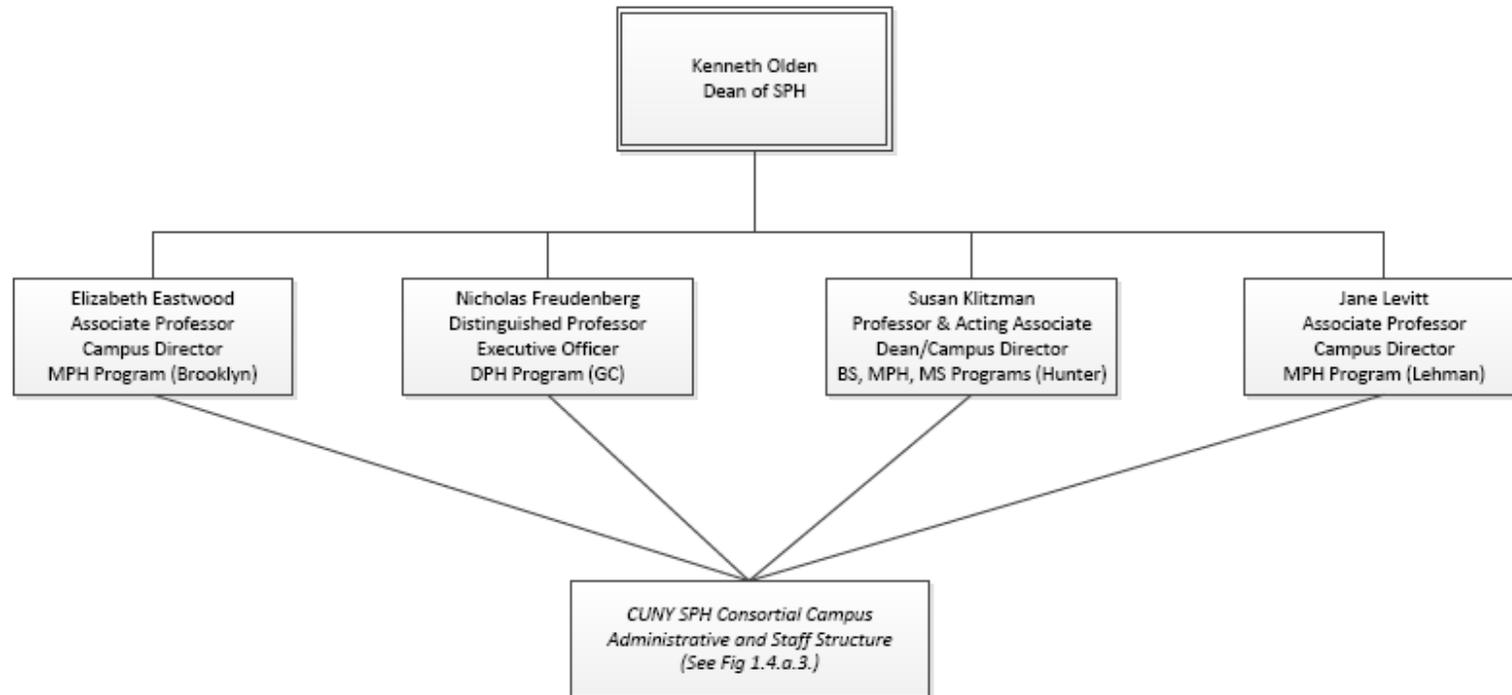


Figure 1.3.b.3. SPH School-Level Reporting Structure



1.3.d. Identification of any of the above processes that are different for the school of public health than for other professional schools, with an explanation.

Because the SPH and each of the four Consortial Campuses are CUNY institutions, governed by the CUNY Board of Trustees, the basic University processes described above are applicable. The collaborative nature of the SPH requires that some processes differ slightly from other CUNY institutions so as to assure involvement of each partner campus and to assure central coordination, through the Office of the Dean. These processes are summarized below, and further details about the administrative and governance structures are provided in Criteria 1.4.a. and 1.5.

Reporting Lines

SPH: The SPH is one of CUNY's 23 institutions and is headed by a dean. The Dean of the SPH reports to the chancellor through the president of Hunter College, and with respect to the DPH program, the dean also reports to the chancellor through the president of the GC. The dean is a member of the chancellery and, as such, attends the monthly meetings of the Chancellor's Council of Presidents and meetings of the Board of Trustees. (See: Figure 1.3.b.1.)

Hunter College: The dean of the SPH is also the dean of the Hunter College School of Urban Public Health (UPH). UPH is comprised of the BS, MPH and MS programs in public health that are offered at the Hunter campus. UPH is headed by a campus director, who reports to the dean. The dean reports to the provost, who reports to the president. (See: Figure 1.3.b.2)

Lehman College: At Lehman College, the MPH program is headed by a campus director. The program is part of the Department of Health Sciences, which is headed by a department chair. The department chair reports to the dean for the Division of Natural and Social Sciences. The dean reports to the provost, who reports to the president. (See: Figure 1.3.b.2)

Brooklyn College: At Brooklyn College, the MPH program is headed by a campus director. The program is part of the Department of Health and Nutrition Sciences (HNS), which is headed by a department chair. Currently, the department chair reports directly to the provost, who reports to the president. Starting on July 1, 2011, Brooklyn College is instituting a new administrative structure that will include deans. HNS will become part of a new School of Natural and Behavioral Sciences, which will be led by a dean. This new dean will report directly to the provost. Thus, the new structure at Brooklyn College will be identical to the structure at Lehman College. (See: Figure 1.3.b.2.)

GC: At the GC, the DPH program, like other doctoral programs, is headed by an executive officer (EO). EOs are considered the equivalent of department chairs. The EOs report directly to the two associate provosts and to the provost of the GC. (See: Figure 1.3.b.2.)

Budgeting and resource allocation

The SPH budget and allocation process is a collaborative and iterative process involving the Consortial Campuses, the dean of the SPH, the UBO, and the University Office of Academic

Affairs (OAA). Each of the four provosts at the Consortial Campuses submits an annual operating budget for the public health programs at the respective campuses to the dean of the SPH, along with any special requests and justification for expenditures. The dean, in collaboration with the Council of Provosts, makes recommendations and decisions on hiring plans, prioritizing resource requests and allocations and any budget requests. Once a preliminary SPH budget has been established, the dean submits it to the chief operating officer (COO) of Hunter College. Hunter's COO is the formal liaison to the UBO. The UBO reviews the budget and considers requests in consultation with the OAA, Dean of SPH and the COO of Hunter, as needed, to ensure alignment of the requests with the SPH goals and objectives.

The formation of the initial budget request for the SPH followed a similar process in that each Consortial Campus was asked to identify its resources and make requests for additional resources to strengthen the respective programs and the SPH as a whole. Hunter College worked closely with each campus' provost, fiscal staff and program leadership to identify the existing level of resources available to support the school and to prioritize the request for additional resources to UBO. The preliminary plan (and budget request) was submitted to the dean of the SPH prior to being submitted to the UBO. Discussion took place with the UBO, OAA, Council of Provosts, the dean of the SPH, and Hunter's COO to adequately express the funding priorities for the SPH.

The SPH receives funding for its ongoing operating expenses from the presidents of each of the four Consortial Campuses and the CUNY Central Office (see: Criterion 1.6.a-b.). This funding covers full-time university personnel (i.e., faculty and staff assigned to the SPH), adjunct faculty and other than personnel services (OTPS), which includes supplies and equipment. The SPH has leeway to acquire and deploy its faculty and other resources within the budgetary guidelines and financial constraints imposed by the college and CUNY. Within the constraints imposed by this budget, allocation of resources to programs, course offerings and faculty assignments are the responsibility of the dean.

Faculty and staff recruitment, selection and advancement

Faculty appointment, promotion and tenure occur through the individual's home campus – that is, one of the four Consortial Campuses or another CUNY campus. The SPH governance plan and bylaws describe the procedures and steps by which faculty, who have been appointed at a home campus, may be appointed and reappointed as consortial faculty members to the SPH. (See: Appendices 1.5.a. and b, respectively, and Figure 1.5.c.)

The SPH Faculty Appointments Committee (as described in Criterion 1.5.c.) is responsible for making recommendations to the dean on the appropriate guidelines for designating core faculty; for reviewing faculty qualifications; and for making recommendations to the dean regarding initial and reappointment of consortial faculty to the SPH. The final decision regarding such consortial appointments rests with the dean.

Initially, the SPH core faculty include the full-time faculty from the Consortial Campuses (See: Table 4.1.a.) whose primary appointment is in a degree program that is part of the school (See: Table 2.1.a.) New consortial faculty may be appointed to the SPH after a

recommendation by the president of one of the Consortial Colleges and review by the Faculty Appointments Committee.

Untenured consortial faculty are reviewed annually by the Faculty Appointments Committee. The committee's recommendation regarding reappointment is conveyed to the dean and to the president of the Consortial College at which the faculty member has his/her primary appointment. The final decision regarding reappointment as a consortial faculty member rests with the dean, who coordinates the review process and consults with the president of the Consortial College at which the consortial faculty member has his/her primary appointment. However, tenure and promotion occur at the faculty member's home campus, not at the SPH.

Academic and Student Affairs: CUNY and the Consortial Campuses have well-established academic standards and policies that have been adopted by the SPH, such as standards and policies pertaining to curriculum development, academic and student affairs (described below); academic integrity (See: Table 1.4.d.); and student academic progress (See: Criterion 2.7.a.)

Curriculum Development: The steps involved in curriculum development at the SPH are depicted in Figure 1.5.c. and are summarized here. Faculty from within the particular degree program(s) (BS, MPH, MS or DPH) and specialization(s) (e.g., EPI/BIOS, HPM, NUTR) seeking the change draft curriculum proposal(s). Proposals are evaluated successively by the SPH Curriculum Committee, SPH FSC and the respective campus faculty governing bodies for need, pedagogical integrity and coherence, and conformance with the existing curriculum and mission. The SPH and the respective campus provosts review curriculum proposals as members of these governing bodies. Once a curriculum proposal has been approved by the SPH and respective Consortial Campus governing body, it is transmitted to the CUNY Board of Trustees for approval and becomes part of the college's curriculum. New degrees and changes in graduate programs and significant changes in undergraduate programs also require prior approval by the New York State Department of Education (NYSED). Once curricula are approved, the campus directors are responsible for implementation and monitoring. The Dean's Cabinet is the coordinating body.

Academic and Student Affairs

The SPH, through the Office of the Dean and the Dean's Cabinet (See: Criteria 1.5.) sets standards and provides oversight and coordination of academic and student affairs. Each campus, through the campus directors, is responsible for implementation. The campus directors have day-to-day responsibility for managing their respective academic and student affairs (e.g., recruitment, admissions, course scheduling, academic advising, registration and enrollment management and teaching and curriculum implementation). Each campus maintains systems for tracking student- and academic activities (e.g., admissions, enrollment, course registration, student progress) and provides this information to the Dean at least once each semester.

Recruitment activities are coordinated by the SPH recruitment coordinator and organized by degree program (BS, MPH, MS and DPH). The recruitment coordinator seeks input from each campus director in developing common recruitment materials and organizing

recruitment events for the respective degree program. The associate dean for academic affairs provides oversight and coordination. For example, there is a common presentation used for recruitment for the MPH program. Information sessions for prospective MPH students, based on this common presentation, rotate between the three campuses. This presentation describes the common elements of the curriculum across the three campuses and the different specializations that are offered at each campus. Faculty are available during and following these sessions to advise prospective students about each specialization.

With respect to course scheduling, each campus director proposes a schedule of the courses to be offered each semester, including the number of sections, dates, times, and rooms, based on the needs of students and resources at each campus and degree program as well as on the overall needs and resources of the school. The associate dean for academic affairs is responsible for providing coordination and oversight.

Through the Dean's Cabinet, the Campus Directors develop and implement coordinated advisement and registration policies and procedures. MPH students are permitted to take up to 12 credits (four courses) at one of the Consortial Campuses, outside of their home campus, subject to approval by their academic adviser and based on availability. Course offerings and schedules at each of the four campuses are made available to all students, faculty and staff at the SPH prior to advisement and registration. Faculty advisers review relevant course options across the Consortial Campuses with students during advisement sessions.

The MPH degree program has a uniform curriculum structure across the three campuses (Brooklyn, Hunter and Lehman) as described in Criteria 2.1. -- 2.6. which was developed in accordance with the procedures described in Criteria 1.3.c. and 1.5.a. It is the responsibility of the campus directors, working through the Dean's Cabinet, to coordinate implementation and assure uniformity with respect to the common elements of the curriculum (e.g., uniform learning objectives for each of the core courses).

Student administrative and financial services

Student administrative and financial services – such as admissions; course registration, grade reporting and transcripts; tuition collection and financial aid – are localized at each campus, through the respective campus admissions, registrar, bursar and financial aid offices. Each campus is responsible for ensuring accurate record keeping on: applicants, admissions, enrollment, course registration and tuition collection; and for reporting relevant data to the SPH at least once a semester.

Inter-institutional relations

As the lead institution, Hunter manages the development and coordination of inter-institutional processes, external relations, fundraising, accreditation processes, faculty appointments to the school and the other school-wide administrative functions. The Consortial Council of Provosts provides oversight and coordination in addressing inter-institutional processes.

1.3.e. If a collaborative school, descriptions of all participating institutions and delineation of their relationships to the school.

The four Consortial Campuses work together as equal academic partners. Each campus is represented on all school-wide governing and coordinating bodies, i.e., FSC and its steering committee and the Dean's Cabinet (See: Criterion 1.4.b.). The FSC and its standing committees are responsible for such matters as admissions, curriculum, assessments and faculty appointments (See: Criteria 1.5.a and c.)

The primary collaborative academic programs within the SPH are the MPH and DPH degree programs. The MPH degree program is offered at the Brooklyn, Hunter and Lehman campuses, with different specializations at each (See: Table 2.1.a.). The DPH degree program is offered jointly by the GC and Hunter College. It is a consortial program, in which faculty from Brooklyn, Hunter and Lehman as well as other CUNY campuses participate (See: Criteria 2.10.). BS and MS degree programs are offered at Hunter College.

Brooklyn College: Brooklyn College offers the MPH degree program, with specializations in GPH and HCPA. The program was established in fall 1999 and first accredited by CEPH in 2001. It is an integral component of Health and Nutrition Science (HNS) of Brooklyn College.

Graduate Center: The GC, with Hunter College, offers the DPH degree program, with specializations in CSH, EPI, EOH and HPM. The program was established in 2007, successively phasing in one new specialization each year. It operates under the consortial model, like other GC doctoral programs. Under this arrangement, full-time faculty from the three Consortial Campuses, as well as other CUNY campuses, are appointed to the doctoral faculty. DPH courses are offered at the GC, with a small number of joint MPH-DPH courses offered at the Hunter campus.

Hunter College: Hunter College offers the MPH, MS and BS degree programs. The MPH program in Community Health Education was first accredited by CEPH in 1972. In 1998, MPH specializations in EOHS and Public Health Nutrition were added, forming the Urban Public Health Program. In 2008, MPH specializations in HPM and EPI/BIOS were added. Hunter also offers MS degree programs in EOHS and NUTR and BS Degree Programs in COMHE and Nutrition and Food Sciences.

Lehman College: Lehman College offers the MPH program in CBPH, which began in 2006. It was accredited by CEPH in 2010. It is housed within the Department of Health Sciences, within the Division of Natural and Social Sciences.

1.3.f. If a collaborative school, a copy of the formal written agreement that establishes the rights and obligations of the participating universities in regard to the school's operation.

The MOU, establishing the rights and obligations of the participating colleges, is provided in Appendix 1.3.f.

1.3.g. Assessment of the extent to which this criterion is met.

This criterion is met.

Strengths:

The SPH operates as an independent school within CUNY, comparable in status to other professional schools and subject to well-established college and university policies and procedures regarding resource allocation, personnel, academic standards and other matters. As a collaborative school, each of the Consortial Campuses is independently accredited. The inter-campus MOU establishes the rights and obligations of the participating institutions.

1.4. Organization and Administration. The school shall provide an organizational setting conducive to teaching and learning, research and service. The organizational setting shall facilitate interdisciplinary communication, cooperation and collaboration. The organizational structure shall effectively support the work of the school's constituents.

1.4.a. One or more organizational charts showing the administrative organization of the school, indicating relationships among its component offices, departments, divisions or other administrative units.

The organization of the SPH is shown in Figure 1.4.a.1 - 3.

1.4.b. Description of the roles and responsibilities of major units in the organizational chart.

The dean has primary responsibility for oversight and management of the SPH. The PHLC advises the dean with respect to the external public health community several administrative and governance bodies – including the Council of Provosts, Dean's Cabinet and FSC and its committees and respectively, assist the dean in coordinating between the Consortial Campuses and the SPH. Advisory and administrative bodies are described below; governing bodies are described in Criterion 1.5.

The PHLC is chaired by the dean and consists of public health leaders representing external organizations involved in public health research, policy or the delivery of health or health-related services. The members and their positions and affiliations are listed in Table 1.4.b.1. The council advises the dean on research, academic programs, workforce development and training to help ensure that the SPH meets the needs of the community.

The Council of Provosts is chaired by the dean and is made up of the provosts of the four Consortial Campuses. The council advises the dean on matters related to the policies and operations of the SPH, with particular emphasis on ensuring that needs and concerns of the Consortial Campuses are addressed and that the policies and procedures of the SPH are consistent with those of the Consortial Campuses. The council also advises the Dean on the implementation of the MOU. (See: Appendix 1.3.f.)

The Dean's Cabinet consists of the dean, associate and assistant deans, the campus directors and other persons designated by the dean. The cabinet advises the dean with respect to the policies and operations of the SPH. As described in Criterion 1.3.e. it is through the Dean's Cabinet that SPH coordinates day-to-day student and academic affairs through the campus directors.

Figure 1.4.a.1 SPH Organization

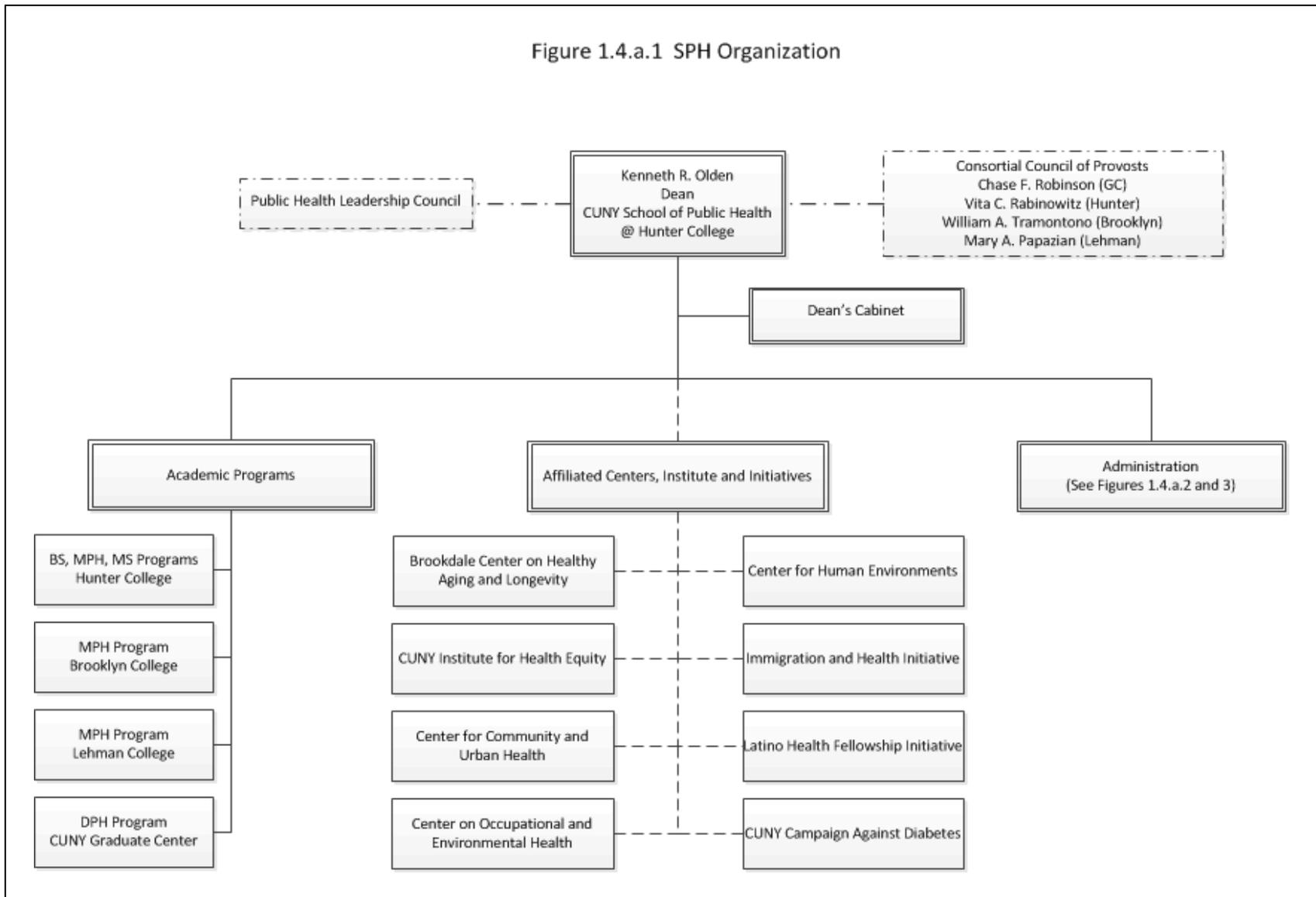


Figure 1.4.a.2 SPH Administrative Structure and Staff

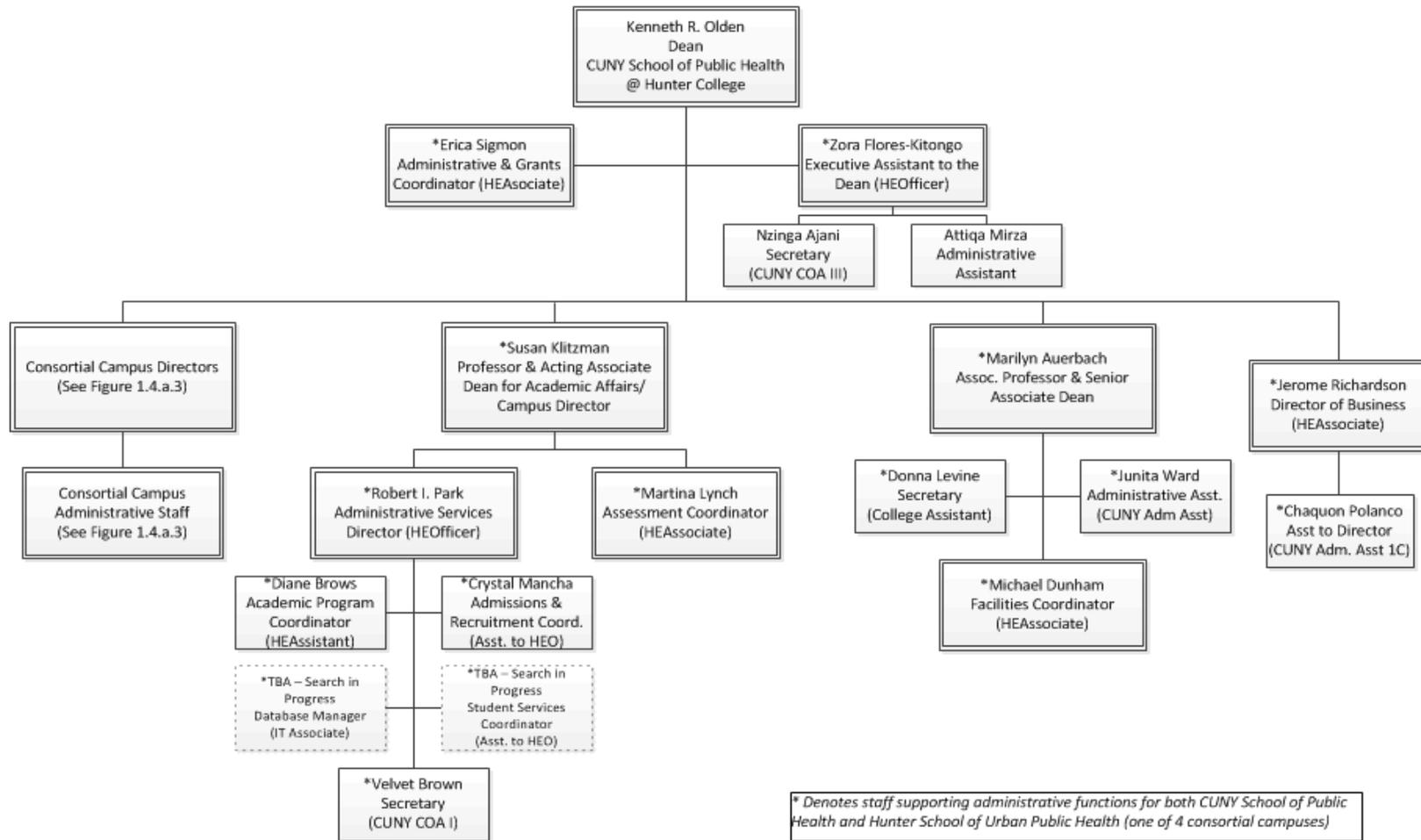
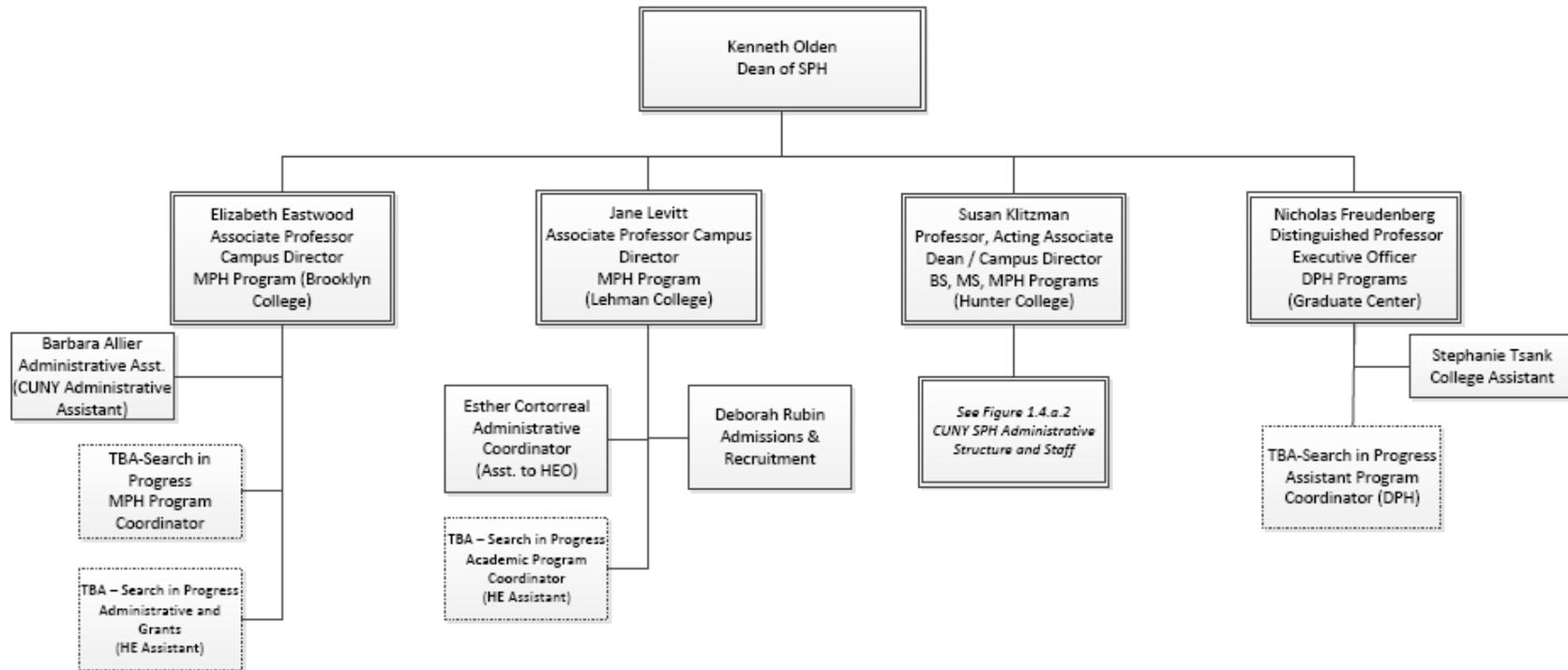


Figure 1.4.a.3 SPH Consortial Campus Administrative Structure and Staff



Each of the four Consortial Campuses has a director who is a member of the faculty. The campus director at Hunter reports to the dean on academic and administrative matters. The campus directors at Brooklyn and Lehman report to the dean on academic matters and to the department chair on administrative matters. The campus director at the GC reports to the dean on academic matters and to the provost on administrative matters. The SPH academic programs at the four Consortial Campuses are described in Criteria 1.3.e. and 2.1.

Table 1.4.b.1. SPH Public Health Leadership Council

<u>First Name</u>	<u>Last Name</u>	<u>Title</u>	<u>Organization</u>
Robert	Amler	Dean, School of Health Sciences and Practice	New York Medical College
Mary	Basset	Associate Director for the African Health Initiative	Doris Duke Charitable Foundation
Vicki	Breitbart	Vice President and President	Planned Parenthood of New York Public Health Association of NYC
Pam	Brier	President & CEO	Maimonides Medical Center
Michael	Carrera	Director	National Pregnancy Prevention Program, Children's Aid Society
Nancy	Clark*	Assistant Commissioner	NYCDOHMH
Ed	Davila	Director of External Relations	Touro College of Pharmacy
Oliver	Fein	Associate Dean for Affiliations	Cornell Weill Medical School Office of Affiliations
Robert	Fullilove	Associate Dean for Students	Mailman School of Public Health at Columbia University
Yvonne	Graham*	Deputy Brooklyn Borough President, Policy & Analysis	Brooklyn Borough President's Office
Diane	Lacey	Reverend & Vice Chair	HHC Board of Directors
Philip	Landrigan	Chair Chair Ethel H. Wise Professor	Department of Preventive Medicine Children's Environmental Health Ctr Pediatrics Mount Sinai School of Medicine
Maggie	Meehan*	Manager	Seniors Nutrition Education, City Harvest
Carol	Parker-Duncanson	Associate Director	Cornell University Cooperative Extension
Sharon	Schwartz	Professor, Epidemiology	Mailman School of Public Health at Columbia University
Lloyd	Sherman	Director	Center for Excellence in Youth Education, Mount Sinai School of Medicine
Michelle	Steny	Director, Community & Government Affairs	North General Hospital
Heping	Zhang	Professor	Yale School of Public Health
Hongyu	Zhou	Professor	Yale School of Public Health

* MPH alumni of Hunter College

Table 1.4.b.2. SPH Administrative Personnel

NAME and POSITION	KEY RESPONSIBILITIES
<p>KENNETH OLDEN FOUNDING DEAN</p>	<p>Lead the programs and resources of the SPH, including long-term planning; faculty recruitment and development; student and alumni relations; budget; interdisciplinary collaboration; and development. Provide leadership excellence in the academic and educational standards of the SPH.</p>
<p>MARILYN AUERBACH ACTING SENIOR ASSOCIATE DEAN</p>	<p>Oversee the day-to-day administration and management of the SPH and its academic programs, faculty, staff and facilities. Assure compliance with college and university reporting requirements and academic policies and procedures. Serve as liaison with college and university bodies.</p>
<p>SUSAN KLITZMAN ACTING ASSOCIATE DEAN FOR ACADEMIC AFFAIRS</p>	<p>Oversee academic and student-related matters for the SPH, including: scheduling and coordination of classes; student recruitment, admissions, and enrollment; curriculum development; and program assessment, evaluation and accreditation.</p>
<p>ZORA FLORES-KITONGO EXECUTIVE ASST. TO THE DEAN</p>	<p>Support the dean in managing the programs and resources of the SPH. Manage day-to-day operations for the Dean’s Office. Serve as liaison between the dean and school, college and university administration and external organizations.</p>
<p>ROBERT PARK ACADEMIC SERVICES DIRECTOR</p>	<p>Develop, implement and evaluate systems for applicant, student and alumni administrative services, including recruitment, admissions, registrar, bursar, scholarships and financial aid, course scheduling, enrollment management and alumni relations. Assure coordination between Consortial Campuses and the SPH.</p>
<p>JEROME RICHARDSON BUSINESS SERVICES DIRECTOR</p>	<p>Oversee SPH budget and resources management; assist in planning, allocating and monitoring budget; oversee acquisition of goods and services for the SPH; oversee appointments and record maintenance for personnel.</p>
<p>MICHAEL DUNHAM FACILITIES MANAGER</p>	<p>Oversee allocation, utilization and maintenance of space and facilities for the SPH.</p>
<p>ERICA SIGMON (Hunter) TBA (Brooklyn) TBA (Lehman) GRANTS/ADMIN COORD.</p>	<p>Coordinate and support pre- and post-award grants administration.</p>

Table 1.4.b.2. SPH Administrative Personnel

NAME and POSITION	KEY RESPONSIBILITIES
RITA M LYNCH CURRICULUM & ASSESSMENT COORDINATOR	Assist in curriculum development, review and revision; conduct program assessment and evaluation; prepare accreditation reports.
DIANE BROWS (Hunter) TBA (Brooklyn) TBA (Lehman) ACADEMIC PROGRAM SPECIALISTS	Provide administrative support to academic programs, including: class scheduling, student advisement, registration and enrollment; and faculty and student meetings and events. Prepare and maintain student and faculty calendars. Assist students and faculty in addressing academic administrative issues.
TBA (GC) ASSISTANT PROGRAM OFFICER	Provide administrative support to DPH program, including: class scheduling, student advisement, registration and enrollment; and faculty and student meetings and events. Prepare and maintain student and faculty calendars. Assist students and faculty in addressing academic administrative issues.
ESTHER CORTORREAL (Lehman) ADMINISTRATIVE COORDINATOR	Provide administrative support to the MPH program at Lehman, in-office organization, including: creating and updating documents, databases and files and other special projects requested by supervisor and faculty; respond to student and prospective student inquiries; provide proper referrals.
CRYSTAL MANCHA RECRUITMENT AND ADMISSIONS COORDINATOR	Support recruitment and admission activities, events, records, files and databases; analyze data and produce reports related to recruitment and admissions; manage scholarship awards and processing; and maintain website relevant to recruitment & admissions.
TBA STUDENT AND ALUMNI COORDINATOR	Create and maintain student and alumni databases, files and records related to: course scheduling, enrollment, advisement, registration and graduation and other related issues.
TBA SOFTWARE TECHNICIAN (IT Associate)	Plan, implement and maintain software, systems and networks; assure user training; resolve complex technology problems.
NZINGA AJANI SECRETARY TO THE DEAN	Provide secretarial support to the dean, including: maintain files; prepare and maintain meeting schedule and calendar for dean and SPH; provide support to the dean in travel arrangements, meetings, professional activities and manuscript and grant preparation.

Table 1.4.b.2. SPH Administrative Personnel	
NAME and POSITION	KEY RESPONSIBILITIES
JUANITA WARD SECRETARY TO THE SENIOR ASSOCIATE DEAN	Provide administrative support to the senior associate dean: assure access and communications with faculty and staff; schedule appointments and maintain calendar for the senior Associate Dean; process materials for faculty appointment, promotion and tenure; answer general inquiries.
CHAQUON POLANCO ASSISTANT TO THE DIRECTOR OF BUSINESS SERVICES	Process personnel appointments and maintain personnel files; maintain supply and equipment inventory and order and monitor procurement of supplies, equipment, services, reimbursements, travel and other goods and services.
VELVET BROWN (Hunter) BARBARA ALLIER (Brooklyn) PROGRAM SECRETARIES	Provide secretarial support to the MPH programs at Hunter and Brooklyn, including creating and updating documents, databases and files and other special projects requested by supervisor and faculty; responding to student and prospective student inquiries; providing proper referrals.
DONNA LEVINE SECRETARY TO THE SENIOR ASSOCIATE DEAN	Provide secretarial support to the senior associate dean: prepare reports, student and graduate certificates, honors and awards, meeting minutes; master lists of class schedules, faculty workload and other reports and materials.

1.4.c. Description of the manner in which interdisciplinary coordination, cooperation and collaboration are supported.

Interdisciplinarity is at the heart of the CUNY SPH. It permeates education, research and service throughout the school. In its effort to create an environment that fosters and deepens interdisciplinary approaches, the SPH has decided not to create traditional departments, often observed to discourage interdisciplinary collaboration in other institutions. In addition, by developing and emphasizing four broad research, teaching and service themes (contributing to healthier cities, promoting healthy aging across the lifespan, preventing and managing chronic diseases and advancing health equity), the SPH encourages the interdisciplinary approaches that are needed to achieve these goals. This section describes some of the specific ways that the SPH fosters interdisciplinary collaboration.

Education

Interdisciplinary coursework is required throughout the curricula. Both required and elective courses are designed for students in multiple specializations and from multiple academic and professional backgrounds and experiences.

In the MPH program, faculty across specializations and campuses developed a single set of cross-cutting interdisciplinary core competencies that all graduates are expected to attain.

Core competencies are developed, at minimum, through a combination of multiple required core courses, fieldwork and culminating experiences. (See: Criterion 2.1. and Table 2.6.b.) Required core courses are designed so that students learn to apply cross-cutting skills and knowledge to multiple disciplines. For example, in the core courses in biostatistics and epidemiology, classroom examples and projects are selected to enable students to apply quantitative principles and methods to a range of behavioral, environmental, occupational, infectious, non-infectious, acute and chronic health conditions, as well as to the analysis of health policy and health services. Specialization and elective courses also may contribute to the development of interdisciplinary core competencies. (See: Criterion 2.)

The DPH program was created with input from faculty across multiple disciplines and campuses specifically to develop researchers and public health leaders with an interdisciplinary perspective. With support from an NIH Roadmap Award from the National Institute of General Medical Sciences, Transdisciplinary Research on Urban Health to Professor Nicholas Freudenberg and an interdisciplinary group of CUNY faculty from psychology, urban planning, anthropology, sociology and other disciplines, the CUNY Urban Health Collaborative developed two interdisciplinary courses on urban health that became the first two required courses for the DPH curriculum (PUBH 800 Cities Society and Health and 801 Interdisciplinary Approaches to Urban Health Research). More than half of the 60 credits required for the DPH degree are interdisciplinary courses that students from all specializations take. In addition, many public health doctoral courses include students from other doctoral programs, giving students the opportunity of interacting with people with other disciplinary perspectives. The DPH curriculum also requires students to take at least one and often several courses in other disciplines, further expanding their exposure. Finally, as of fall 2010, more than a quarter (28%) of the DPH full-time faculty members have their primary appointments outside public health – including disciplines such as anthropology, psychology, sociology, culinary management, biomedical education, geography and history. At the organizational level, the doctoral program was created as a single interdisciplinary unit with concentrations but not departments in Community, Society and Health; Epidemiology; Environmental and Occupational Health and Health Policy and Management. This structure encourages interdisciplinary collaboration on teaching and research. (See: Criterion 2.10.)

The SPH offers several interdisciplinary elective courses for MPH, DPH and MS students. Examples include courses in: Visual Media, Technology and Public Health; Immigration and Health, Human Rights and Public Health, Global Health, History of Public Health; Chronic Disease Management, Mapping Public Health Data and Ethics in Public Health. Other interdisciplinary electives are cross-listed and co-taught by faculty in disciplines outside of public health. Examples include: Urban Planning, Geography and Public Health (co-taught by faculty in each discipline) and Epidemiology of Mental Disorders (psychology) and Cultural Aspects of Food (sociology).

Research

The multi-campus setting fosters interdisciplinary collaboration between programs, centers and initiatives. Many full-time SPH faculty members who teach graduate courses work with colleagues from other disciplines. SPH faculty also participate in a range of interdisciplinary activities in the school, division, college and university. Currently, SPH faculty have

appointments at more than 10 CUNY institutes and centers. These include the Center for Human Environments (GC), Brookdale Center on Healthy Aging and Longevity (Hunter), Center for the Biology of Natural Systems (Queens), Center for Urban and Community Health (Hunter), Center for Gene Structure and Function (Hunter), Culinary Management Center (Kingsborough), Center for HIV Education and Studies (Hunter), Institute for Health Equity (Lehman), CUNY Institute for Sustainable Cities (Hunter), CUNY Institute for Demographic Research (Baruch) and Center for Health Promotion (Brooklyn). These affiliations provide a wealth of intellectual capital and an infrastructure for future research for SPH faculty (See Criteria: 3.1.).

1.4.d. Identification of written policies that are illustrative of the school’s commitment to fair and ethical dealings.

The SPH is dedicated to fair and ethical dealings in its academic and professional practices. The SPH has developed or adopted from CUNY and the Consortial Campuses written policies governing a range of issues, including student grievance, student disciplinary procedures, student honor system, plagiarism and use of copyrighted materials, employment practices, research ethics, conflict of interest and intellectual property. These policies are summarized in Table 1.4.d.

1.4.e. Description of the manner in which student grievances and complaints are addressed, including the number of grievances and complaints filed for each of the last three years.

Formal grievance and complaint policies are discussed in detail in Criterion 4.6.b. There were no formal grievances or complaints filed in the last 3 years because issues were resolved informally at the program level.

Table 1.4.d. Policies That Illustrate Fair and Ethical Dealings

Description	Title	URL
Student Rights and Responsibilities	Student Conduct Policies	http://www.cuny.edu/about/administration/offices/sa/advocacy-referral/Student_Conduct_bylaws.pdf
		http://www.hunter.cuny.edu/student-services/advising/policies-sub/policies-student-disciplinary-procedures
		http://www.lehman.edu/lehman/about/policies_pdf/RuleonCampusConduct.pdf
		http://www.brooklyn.cuny.edu/bc/pubs/handbook/shandbook.pdf
		http://www.gc.cuny.edu/current_students/pdfs/StudentComplaintProcedure-Feb07.pdf
		http://www.hunter.cuny.edu/middle-states/repository/files/standard-9/CUNY%20student-complaint-procedures.pdf
		http://www.lehman.edu/lehman/about/policies_pdf/RecordsPolicy.pdf
		http://www.brooklyn.cuny.edu/pub/1347.htm
		http://www.brooklyn.cuny.edu/pub/privacy_statement.htm
		http://www.gc.cuny.edu/current_students/handbook/complaints.htm
		http://www.cuny.edu/about/administration/offices/ohrm/policies-procedures/policy-against-sexual-harassment.html
		http://www.hunter.cuny.edu/public-safety/policies-and-procedures/sexual-harassment-policy
		http://www.lehman.edu/lehman/public-safety/documents/annual-security-report.pdf
		http://www.brooklyn.cuny.edu/pub/1350.htm
		http://www.gc.cuny.edu/policies_and_procedures/updates/sh_policy.pdf

Table 1.4.d. Policies That Illustrate Fair and Ethical Dealings

Academic Integrity	Academic Integrity Policy	http://web.cuny.edu/academics/info-central/policies/academic-integrity.pdf http://www.hunter.cuny.edu/senate/assets/Documents/Hunter%20College%20Policy%20on%20Academic%20Integrity.pdf http://www.lehman.edu/lehman/about/policies_pdf/CUNYAcademicIntegrityPolicy.pdf http://www.lehman.edu/undergraduate-bulletin/academicintegrity.htm http://www.brooklyn.cuny.edu/pub/documents/academicintegritypolicy.pdf http://www.gc.cuny.edu/current_students/handbook/acadPol.htm
Research Ethics Policies	CUNY Research Conduct Policy IRB Policies and Procedures	http://www.cuny.edu/research/ovcr/human-subjects-research/CUNYHUMANRESEARCHPROTECTIONSPROGRAMPOLICIESANDPROCEDURES.html http://www.cuny.edu/research/ovcr/human-subjects-research/irb-admin.html http://www.hunter.cuny.edu/research/compliance.shtml http://www.lehman.edu/provost/irb/ http://www.brooklyn.cuny.edu/pub/departments/irb/ http://web.gc.cuny.edu/che/ie.htm
Policies Regarding Academic Freedom	Statements of Academic Freedom	http://www.law.cuny.edu/about/legal/academic-freedom.html http://www.hunter.cuny.edu/senate/assets/Documents/CAF%20Final%20Report%20to%20senate%202.1.06.pdf http://www.lehman.edu/college-senate/academic-freedom.php http://www.brooklyn.cuny.edu/pub/1347.htm
Institutional Ethics and Policies	Ethics Policies	http://www1.cuny.edu/portal_ur/cmo/i/6/15/gifts_to_faculty.pdf http://hr.hunter.cuny.edu/policies/computeruser.html http://www.lehman.edu/provost/grants/compliance.html http://www.brooklyn.cuny.edu/bc/offices/diversity/index.php
Affirmative Action Policies and Handbooks	Affirmative Action Policies	http://hr.hunter.cuny.edu/policies/aa.html http://www.cuny.edu/about/administration/offices/ohrm/policies-procedures/affirmative-action-policy.html http://www.hunter.cuny.edu/affirmativeaction/index.shtml http://www.lehman.edu/lehman/about/policies_pdf/NondiscriminationStatement.pdf http://www.brooklyn.cuny.edu/bc/offices/diversity/

1.4.f. Assessment of the extent to which this criterion is met.

This criterion is met.

Strengths:

- Since 2008, 19 new full-time administrative positions within the SPH have been funded.
- The SPH’s organizational structure is designed to facilitate interdisciplinary communication and collaboration. This is evidenced by its interdisciplinary educational programs, research activities and service projects.
- The SPH complies with the extensive college and university policies and procedures regarding fair and ethical dealings on such matters as student conduct, academic integrity, research ethics, academic freedom, affirmative action and related issues.

Future Plans:

Searches for seven administrative positions are underway, and it is expected that candidates will be interviewed and hired by January 2011.

1.5. Governance. The school administration and faculty shall have clearly defined rights and responsibilities concerning school governance and academic policies. Students shall, where appropriate, have participatory roles in conduct of school and program evaluation procedures, policy-setting and decision-making.

1.5.a. Description of the school's governance and committee structure and processes, particularly as they affect: general school policy development, planning, budget and resource allocation, student recruitment, admission and award of degrees, faculty recruitment, retention, promotion and tenure, academic standards and policies, research and service expectations and policies.

The SPH operates in accordance with its governance plan, which has been approved by the CUNY Board of Trustees, and in accordance with the SPH bylaws, which have been approved by the governing body of the SPH FSC. The FSC consists of the dean, the associate dean for academic affairs, the campus directors, all core faculty, two affiliated faculty, two staff in the title series HEO or CLT, and five students (one elected from students in each of the Consortial Campuses, except that two are elected from Hunter College, one from the undergraduate program and one from the master's programs). The FSC is responsible for: formulating educational policy and developing standards for admissions, academic performance and degree requirements for students consistent with the bylaws and policies of the CUNY Board of Trustees and other CUNY policies and procedures; reviewing programs and curricula; recommending to the dean and the CUNY Board of Trustees the granting of undergraduate degrees, graduate degrees and honorary degrees to qualified candidates; considering any other academic matters and making recommendations to the dean and the CUNY Board of Trustees; establishing or abolishing such standing or temporary committees as it deems necessary and considering reports and recommendations of those committees; and recommending revisions to the SPH Governance Plan.

1.5.b. A copy of the constitution, bylaws or other policy document that determines the rights and obligations of administrators, faculty and students in governance of the school.

A copy of the SPH Governance Plan is provided in Appendix 1.5.a., and a copy of the SPH bylaws is provided in Appendix 1.5.b.

1.5.c. A list of school standing and important ad hoc committees, with a statement of charge, composition, and current membership for each.

The FSC has the following standing committees: a Steering Committee, a Curriculum Committee, an Assessment Committee and an Admissions Committee. The SPH also has a Faculty Appointments Committee. The faculty members of these committees are listed in Table 1.5.c. Their charge and composition are described on the next page. A flow chart showing the steps and responsible parties for each function is provided in Figure 1.5.c.1.

- The Steering Committee establishes the agenda for the meetings of the FSC identifies major issues for the council's consideration and oversees the activities of the other standing committees. It also may act for the council between council meetings, where there is an urgent need for immediate action and when the dean requests such action. The Steering Committee is composed of the chairs of the standing committees, the dean, the associate dean for academic affairs and other persons designated by the dean.
- The Curriculum Committee reviews proposals for new and revised programs and courses within the SPH and reports its recommendations to the FSC. It also coordinates with the appropriate committees and governing bodies of the Consortial Colleges. The Curriculum Committee is composed of at least four core faculty members, one each from the four Consortial Campuses, and three matriculated students, one each from the undergraduate, master's and doctoral programs.
- The Assessment Committee recommends procedures for monitoring and evaluating student progress in achieving the expected competencies and the quality of each program. It also assists the dean or his/her designee in evaluating student achievement and the quality of each program and in presenting annual data assessing performance against those measures. The Assessment Committee is composed of at least four core faculty members, one each from the four Consortial Campuses and three matriculated students, one each from the undergraduate, master's and doctoral programs.
- The Admissions Committee recommends standards for admissions for each program within the SPH and reviews the qualifications of students proposed for admission by each of the Consortial Colleges. The Admissions Committee is composed of at least four core faculty members, one each from the four Consortial Campuses.
- The Faculty Appointments Committee reviews faculty qualifications for initial appointment and faculty performance in connection with reappointment and makes recommendations to the dean regarding appointment and reappointment to the SPH. The Faculty Appointments Committee also makes recommendations to the dean on the appropriate guidelines for designating core faculty. The Faculty Appointments Committee has five faculty members, two from Hunter College and one from each of the other Consortial Campuses.

1.5.c. SPH Faculty and Student Council and Standing Committees' Members					
		Campus			
	Faculty/Student	Brooklyn	GC	Hunter	Lehman
Faculty & Student Council	Faculty	All core faculty	Mary Clare Lennon Nancy Sohler	All core faculty	All core faculty
	Student	Stephen Bove	Michael Schmeltz	Drew Schiemel (G) Kelli-Ann Paris (UG)	Olivia Ngou
Steering/Elections	Faculty	Elizabeth Eastwood	Tom Matte	Jack Caravanos Arlene Spark	
Curriculum	Faculty	Gerry Oppenheimer	Tom Matte		Jane Levitt
	Student	Carina Iezzi	Liza Fuentes	Diana Wu (UG)	
Assessment	Faculty	Elizabeth Eastwood	Nancy Sohler	Khursheed Navder	Mary Huynh
	Student	Pauline Pratt Emmanuel Schwimmer	Noemi Rodriguez	TBA ¹	Richard Sierra
Faculty Appointments	Faculty	Robert Padgug	Jennifer Dowd	Jack Caravanos Arlene Spark	Luisa Borell
Admissions	Faculty	Jean Grassman	Luisa Borell	Lynn Roberts	Andrew Maroko

1.5.d. Identification of school faculty who hold membership on university committees, through which faculty contribute to the activities of the university.

See Table 1.5.d. for a list of SPH faculty on college and university-wide committees.

¹ Election to be held November 22, 2010.

Figure 1.5.c.1. SPH Committee Processes

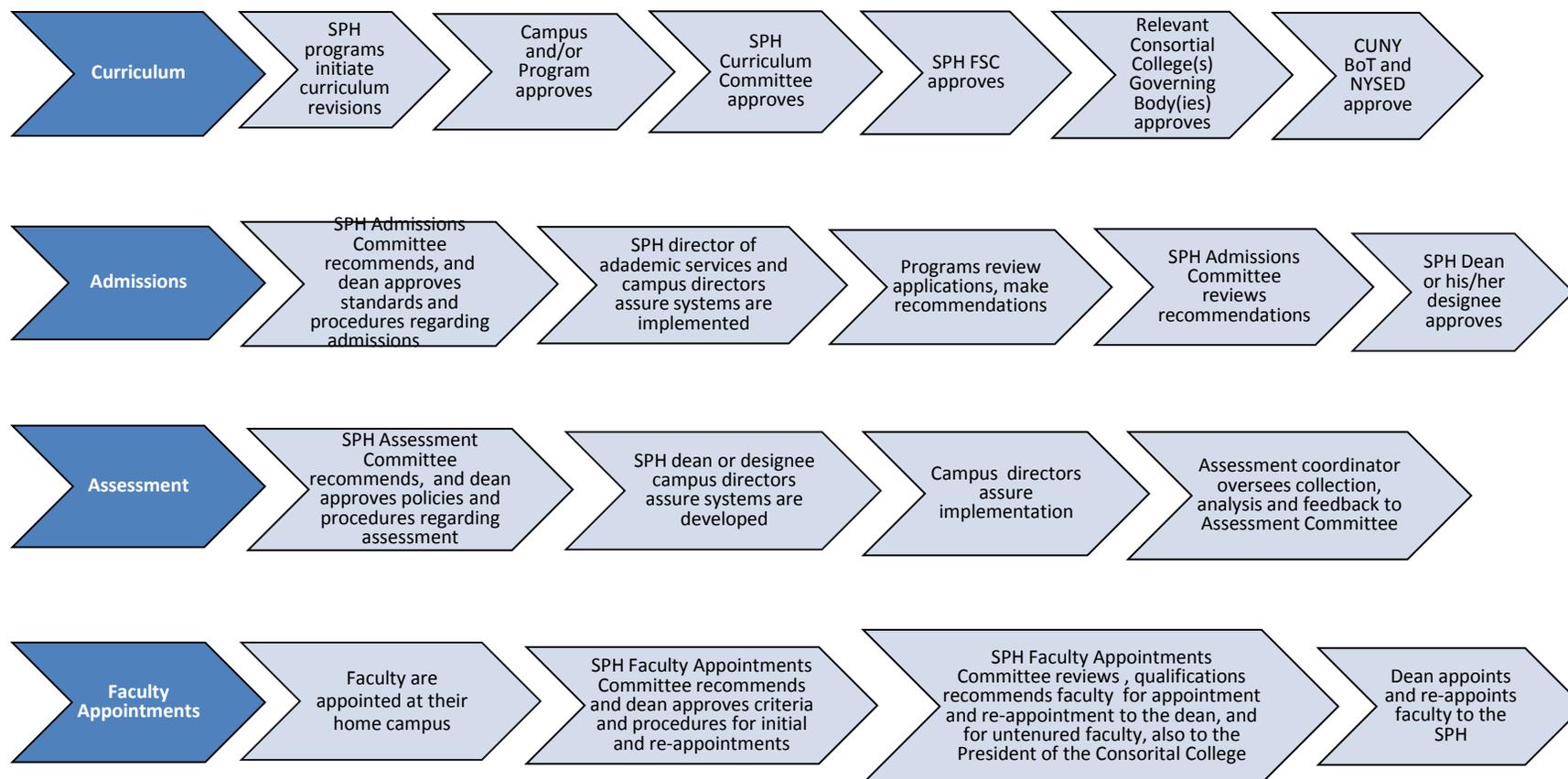


Table 1.5.d. SPH Faculty on College and University-Wide Committees		
Committee	Faculty Member(s)	College or University-Wide
By-Laws and Governance Committee	Marilyn Aguirre-Molina Luisa Borrell	Lehman College
College Task Force for Advisement	Jane Levitt	Lehman College
Committee on Evaluation & Teaching	Khursheed Navder	Hunter College
Committee on Master Planning, Education Policy & Budget	Raymond Weston	Brooklyn College
Committee on Sustainability	Barbara Berney Jack Caravanos	Hunter College
CUNY Collaborative Grant Review Committee	Nancy Sohler	GC
CUNY SPH Ad-hoc Committee on Research Agenda and Infrastructure	Lorna Thorpe Luisa Borrell Tracy Chu Mary Clare Lennon Alfredo Morabia	Hunter College Lehman College Brooklyn College GC Queens College
Executive Committee, CUNY Institute for Demographic Research	Jennifer Dowd Shiro Horiuchi	Hunter College
Faculty Senate	Nancy Sohler	GC
Food & Nutrition Discipline Council	Arlene Spark	Hunter College
Graduate Council	Betty Wolder Levin	Brooklyn College
Graduate Course of Study and Academic Requirements Committee	Beatrice Krauss	Hunter College
H1N1 Advisory Committee	Mary Huynh	Lehman College
Honors Committee	Phil Alcabes	Hunter College
Human Resources Workplace Violence Committee	Mary Clare Lennon	GC
Institutional Review Board	Beatrice Krauss	Hunter College
Health Sciences Panel PSC/University Committee on Research	Betty Wolder Levin	Brooklyn College
Hunter College Senate	Phil Alcabes Jack Caravanos Makram Talih	Hunter College

Table 1.5.d. SPH Faculty on College and University-Wide Committees		
Committee	Faculty Member(s)	College or University-Wide
Lehman College Senate	Jane Levitt Luisa Borrell	Lehman College
Middle States Accreditation Committee	Phil Alcabes Khursheed Navder Mary Clare Lennon	Hunter College Hunter College GC
Nutrition Faculty Council	Arlene Spark	Hunter College
President's Strategic Planning Council	Jane Levitt	Lehman College
Promotions and Budget Committee	Arlene Spark	Hunter College
Search Committee, Chief Librarian	Diana Romero	Hunter College
Search Committee, Dean of the School of Arts and Sciences (Chair)	Phil Alcabes	Hunter College
Senate Committee on Academic Freedom	Phil Alcabes	Hunter College
Senate Committee on Computing and Technology	Jack Caravanos	Hunter College
Senate Committee on the Library	Barbara Berney, Chair	Hunter College
Senate Departmental Governance Committee (By-Laws Committee)	Makram Talih	Hunter College
Senate Select Committee on Strategic Planning	Makram Talih	Hunter College
Software Advisory Committee	Makram Talih	Hunter College
Student Academic Progress Committee	Nancy Sohler	GC
University Faculty Senate	Arlene Spark	Hunter College
University Faculty Senate	Mary Clare Lennon	GC
University Faculty Senate Research Committee	Mary Clare Lennon	GC
University Committee on Food and Housing Insecurity among CUNY Students	Nicholas Freudenberg	Hunter College
University Tobacco Policy Committee	Nicholas Freudenberg	Hunter College

1.5.e. Description of student roles in governance, including any formal student organizations, and student roles in evaluation of school and program functioning.

Students have formal representation on the governing body for the SPH, the FSC and on the standing committees on curriculum and assessment. (See: Criterion 1.5.a.) In addition, students are active members of campus governing bodies.

The GC and DPH program bylaws mandate student participation in all committees, including Faculty Appointments, Curriculum and Admissions and Awards, and Executive Committees. DPH students have been elected to and served on these committees since the program's inception. While students do not vote on admissions or faculty appointments, they participate in all policy discussions, including on faculty and admissions processes. In addition, students are elected to serve on the Graduate Council, and DPH students have participated in this GC governing body since the program's second year. Finally, doctoral students have formed their own independent organization, meet regularly and communicate suggestions and concerns to the Executive Officer and faculty.

MPH students at Brooklyn, Hunter and Lehman Colleges have been active participants on faculty search committees, assessment committees and focus groups on program assessment.

1.5.f. Assessment of the extent to which this criterion is met.

This criterion is met.

Strengths:

The SPH's governance is fully operational. The governance plan for the SPH has been approved by the CUNY Board of Trustees and is in effect. By-laws for the SPH have been approved by the FSC and are in effect. Faculty members have been elected to the Faculty Appointments Committee and to the standing committees.

1.6. Resources. The school shall have resources adequate to fulfill its stated mission and goals, and its instructional, research and service objectives.

1.6.a. A description of the budgetary and allocation processes, sufficient to understand all sources of funds that support the teaching, research and service activities of the school. This should include, as appropriate, discussion about legislative appropriations, formula for funds distribution, tuition generation and retention, gifts, grants and contracts, indirect cost recovery, taxes or levies imposed by the university or other entity within the university, and other policies that impact on the resources available to the school.

New York State tax-levy funds are the principal funding source for CUNY's senior colleges, financing approximately 60% of operating costs. Funds are allocated to CUNY using line-item legislative appropriations as outlined in the approved State Adopted Budget. CUNY's budget has three major components. These are college-base budgets (which are appropriated to the colleges and expended locally); central administration (funds for costs of fringe benefits, energy and building-rental costs); and university-wide programs (which are lump-sum appropriations that are allocated to the colleges via an allocation formula). Budget allocations are contingent upon the overall economic and fiscal health of the state.

Tuition revenue comprises the remaining 40% of the senior colleges' budgetary allocations. The tuition revenue budget is appropriated by the state to the senior colleges and represents a component of each college's planned operating budget. It is critical that the colleges collect revenue at or above their established targets for the university to expend its total budgetary appropriation. In other words, monies collected as tuition revenue are assumed in the state appropriation. As an incentive for colleges to maximize tuition collection, any over-collection of revenue above the target is retained by the college to fund expenditures above the base appropriations and to balance its financial plan. The Adopted State Budget for FY2010 provided that a portion of the total revenue generated by the recent 15% tuition increase be retained by the university to fund core activities. The Adopted State Budget called for the percentage of the revenue retained by the university to be 20% in FY2010, growing incrementally to 50% by FY2013. These funds will be used to support CUNY's master plan goals. All tuition and fees collected are used to meet the tuition target mentioned above. Each campus has discretion in allocating funds above the target. However, in times of fiscal austerity, the state or the university can opt to use any college's tuition over collection to close budget gaps.

CUNY has a multi-layered budget planning and allocation process that occurs at the state, university and college levels. The state's formal budget request and planning processes incorporate the university as liaison, where the UBO submits formal budget requests and negotiates support on behalf of the colleges. The operating budget request comprises the mandatory (or baseline) needs and the programmatic request. The mandatory request includes contractual salary increases, (OTPS) inflationary increases as well as new needs associated with rent increases, fringe benefits, energy and new building needs. The

programmatic request is developed by CUNY's central leadership and various CUNY constituencies, including the members of the Board of Trustees, college presidents and faculty and student representatives, and is based on the university program initiatives guided by the master plan, college expenses and educational priorities as shown in the requests submitted to the university by the colleges. In the recent past, CUNY has succeeded in receiving significant increased support from the state to bring the new CUNY master plan to fruition, providing for, among many other salient programs, the establishment of the SPH.

UBO allocates the colleges their "base" or annual operating budgets at the beginning of the academic year. Additional allocations are made during the year to adjust for revenue collections and to disburse additional funds. In turn, each college allocates funds to its programmatic divisions depending on its organizational hierarchy. Budgets and expenditures are organized in the following categories: full-time personnel, adjunct employees, temporary services (part-time employees) and OTPS. The majority of spending supports personal services – including full-time, adjunct and part-time appointments. Program requests are formulated at each college by its central and program leadership, students and faculty.

The colleges' financial plans usually are developed incrementally, wherein adjustments are made to the base budget to account for mandatory increases in collective bargaining and targeted program spending. Each campus has a budget request process. Typically, requests are formulated by program leadership and presented up the college hierarchy. Requests are prioritized by the divisional leadership and presented to the president and/or designee for review and consideration. Budget requests may be funded internally through the reallocation of resources or within allowable budget authority by the college. If the request is above the college's base means, then a program request may be included in the college's program request to UBO.

The colleges also prepare and submit financial plans to UBO twice a year. Expenses are forecast based on active personnel on payroll and any planned hires for the year; temporary-services employees; adjuncts; and contractual obligations and purchases of supplies, parts and equipment. Requests for additions to the base allocation are included in this report as part of mandatory costs as well as program requests. Program requests often are submitted separately to UBO with additional justification and greater detail of projected costs. Each college is required to keep college-wide administrative costs low (or flat as a percentage of the college's overall expenses) as directed by CUNY's master plan and productivity goals. Program initiatives are targeted on improving full-time faculty ranks, fostering research and providing direct student support services.

The impact of funding changes from the university or the state and new resource requests from within the college are a major factor shaping the college financial plan and program requests. The SPH is no exception. During the budget request process for the SPH, each Consortial Campus outlined its program request in consideration with its current budgeted resources. Special consideration was made to support hiring more full-time faculty to adequately support each program track, provide start-up packages to competitively recruit faculty and to support research, and to provide administrative support for the school and student services. The request was presented to UBO for consideration in the FY2010 budget.

CUNY provided an additional \$4 million to the Consortial Campuses' operating budgets to support the SPH in the FY2010. These funds are recurring in FY2011, and additional funds are provided to support the SPH's activities.

Tax-levy expenses will occur at each Consortial Campus in the spending categories previously mentioned. The collaborative model will allow for many opportunities to leverage and share resources – especially for faculty participation. The program expenses will be tracked locally at each college and reported as part of the total costs for each college's financial plan.

The Consortial Campuses will report on their spending each year and prepare an annual budget to be presented to the dean of SPH by their respective provost. The Council of Provosts will discuss the SPH resources, program initiatives, priorities, planned hires and expenditures in regard to the short-term and long-term goals of the school and its programs. The dean of SPH will formulate a final plan and make recommendations to the Hunter College COO, who will present the plan and any funding requests to the UBO.

1.6.b. A clearly formulated school budget statement, showing sources of all available funds and expenditures by major categories, since the last accreditation visit or for the last five years, whichever is longer. This information must be presented in table format as appropriate to the school.

The expenditures and planned budgets presented in Table 1.6.b. are the direct tax-levy costs associated with administration, teaching and student support for the SPH programs at each college. Historical expenses for FYs 2008 through 2010 and projected budgets for FYs 2011 and 2012 have been presented. The majority of the expenses are to support full time faculty and staff. The personal services costs include fringe-benefit costs. Additional funds have been provided to support full-time faculty research and start-ups. OTPS funds have been provided to augment library resources, support recruitment and provide funds to support office operations.

Administrative support — such as facilities, student-service offices (admissions, registrar, financial aid, bursar), information technology services and campus-based learning centers — is provided by each college's central budget. Each campus allocates funds to the appropriate administrative department responsible for providing these support services. In addition, facility improvements and capital investments also are administered centrally and are not included in table 1.6.b. Central college costs are not “charged back” to programs based on an overhead rate or student FTE allocation formula, with the exception of the specific programs administered at the GC. The GC “charges back” direct program expenses and some general administrative (bursar and registration) expenses associated with the Health Science Doctoral Programs (HSDP) to the participating campuses. These costs are deducted from each participating college's share of tuition. The expenses and tuition for the portion of the SPH programs at the GC (approximately 25% of the costs for the HSDP) are included in Table 1.6.b. They are not expressed in the college Tables 1.6.c. since the majority of expenses (full-time faculty costs and track coordinators) are included in the colleges' costs.

Each participating campus provides administrative support to the SPH programs as an extension of the overall campus cost. These administrative support functions include buildings and grounds, maintenance, information technology (IT), student services and business functions. These costs typically fall within a percentage range of the overall operating spending at each campus (not including the GC). Student services typically account for 7.5 to 9.5 percent of total operating costs. Student services expenses include expenses incurred for the offices of admissions, registrar, financial student aid administration, counseling and career guidance (excluding informal academic counseling by the faculty), and student health services. Building maintenance and operating spending at the colleges is 14% to 16%. IT is included in the category of general institutional support spending, which accounts for approximately 9% to 11 % of operating costs at the colleges.

Program funding may include components that are allocated as a direct resource to a program or as a centrally managed resource. The budget allocation will depend on a variety of factors such as term of the need, leverage of staff for implementation and whether it is considered a direct or indirect service. The level of service varies from campus to campus depending upon campus physical plant, composition of student population, student-service needs and administrative systems and business practices.

CUNY central administrative costs associated with energy, capital assets and depreciation and rental costs are not represented in any of the included tables, with the exception of fringe-benefits. The portion of fringe-benefit costs associated with staff is included in the personal services figures.

1.6.c. If the school is a collaborative one sponsored by two or more universities, the budget statement must make clear the financial contributions of each sponsoring university to the overall school budget. This should be accompanied by a description of how tuition and other income is shared, including indirect cost returns for research generated by school of public health faculty who may have their primary appointment elsewhere.

Table 1.6.c. shows the funding sources and amounts as well as the expenditures for each partner college in the SPH. Funding is derived from five sources: tuition, state appropriations, direct costs from extramural grants and contracts, indirect cost recovery and university funded grants and contracts. Tuition and state appropriations support 100% of the direct tax-levy expenditures. The extramural grants and contracts and indirect cost recovery are related to core SPH faculty only.

As previously discussed, CUNY is funded by state tax-levy funds. The university and each college have a tuition-collection target. Tuition collected by the university is part of its state tax-levy appropriation. Each campus is allocated a base budget from the University and projects its tuition collection based on its total enrollment. Each campus remits its tuition collection to the university. Collections above the targeted amount are used by each college to balance its respective financial plan and/or fund specific initiatives. The tuition over-collection typically represents less than 5% of the colleges' overall base operating budgets

and varies from year to year contingent on each college's financial plan and tuition collection.

Tuition revenue for the DPH program, administered at the GC, as with other doctoral programs, is distributed to the campuses whose teaching faculty participate in the program. The GC calculates the appropriate share, as a percent of total, for each campus based on faculty teaching. Each campus is then assigned its share of tuition revenue based on the courses faculty from each home campus taught. Monies are returned to the campuses net of the GC's direct and indirect administrative/overhead costs. These funds are applied to each college's tuition collection target.

The distribution method for any indirect cost recoveries (overhead) garnered from research grants within CUNY varies from campus to campus. The only constant is that a large portion of the total overhead earned by each college is used to fund the administrative costs of the CUNY Research Foundation. Most distribution methods recognize the provost, president/vice president, researcher and deans as recipients of portions of the funds. Some campuses also recognize the library and the department in the distribution calculation. There is no set standard. The campus offices of research administration are tasked with upholding campus-specific arrangements concerning fund distribution. These arrangements are made between each college administration and academic faculty. In most cases, the overhead funds are semi-discretionary funds to be reinvested in the direct programs associated with the grants and/or the college's otherwise less-funded academic and research pursuits.

Table 1.6.b. Sources of Funds and Expenditures by Major Category, Fiscal Years 2008 to 2012¹					
	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
Source of Funds					
Tuition ²	\$1,843,654	\$2,021,539	\$2,718,883	\$3,021,408	\$3,021,408
State Appropriations ³	\$1,751,478	\$3,738,966	\$5,954,778	\$8,728,414	\$8,844,737
Grants/Contracts Direct Cost ⁴	\$4,099,432	\$5,134,468	\$4,825,577	\$4,825,577	\$4,825,577
Indirect Cost Recovery	\$347,685	\$494,552	\$508,360	\$508,360	\$508,360
University-Funded Grants/ Contracts	\$79,740	\$29,300	\$84,660	\$84,660	\$84,660
Endowments/Gifts ⁵	--	--	--	--	--
Expenditures					
Faculty Salaries & Benefits	\$3,410,366	\$4,487,332	\$6,239,626	\$7,360,268	\$7,702,109
Staff Salaries & Benefits	\$114,106	\$826,358	\$1,268,883	\$2,331,070	\$2,746,489
Faculty Start-Up Funds	--	\$90,500	\$333,082	\$1,107,605	\$450,000
Library OTPS Resources ⁶	--	--	\$349,974	\$410,000	\$513,000
Student Support	--	\$139,680	\$136,019	\$195,492	\$149,604
Program Operations ⁷	--	\$94,185	\$104,756	\$88,938	\$42,493
Travel ⁸	--	--	\$14,871	\$30,000	\$36,000
GC Expenses ⁹	\$22,367	\$43,728	\$68,897	\$68,897	\$68,897

¹ Fiscal years (FY) are from July 1 through June 30 (i.e., FY 2011 = July 1, 2010 through June 30, 2011).

² Fees are excluded since many are earmarked for college-wide purposes and not specific to public health (i.e., technology fee, student activity fees, etc.).

³ State appropriations represent direct program tax-levy support.

⁴ Extramural funding for core SPH faculty only.

⁵ There are no endowment and gift funds specifically earmarked for SPH programs.

⁶ Library OTPS resources specific to public health for FY08 and FY09 were not readily available.

⁷ Program operations include OTPS costs (i.e., office supplies, memberships, office equipment, etc.).

⁸ Travel expenses for the SPH were not calculated separately from other expenditures in FY08 and FY09.

⁹ The GC expenses represent additional administrative expenses only, not already included in other expenditures.

Table 1.6.c. Current and Ongoing Contributions by Partner Institutions to the Overall School Budget

	FY ¹ 2008		FY 2009		FY 2010		FY 2011		FY 2012	
	ACTUAL		ACTUAL		ACTUAL		BUDGET FORECAST		BUDGET FORECAST	
HUNTER										
Source of Funds										
Tuition ²	\$	1,353,838	\$	1,461,184	\$	1,953,090	\$	2,186,958	\$	2,186,958
State Appropriations ³	\$	1,298,699	\$	3,028,125	\$	3,892,755	\$	6,121,484	\$	5,970,281
Grants/Contracts Direct Cost	\$	3,806,152	\$	4,902,381	\$	4,467,463	\$	4,467,463	\$	4,467,463
Indirect Cost Recovery	\$	298,851	\$	485,889	\$	446,474	\$	446,474	\$	446,474
University-Funded Grants/Contracts	\$	75,750	\$	18,300	\$	42,220	\$	42,220	\$	42,220
HUNTER EXPENDITURES										
Personnel Services	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost
Faculty Lines	23.0	\$ 2,458,820	26.2	\$ 3,195,003	28.3	\$ 3,561,743	36.5	\$ 4,475,770	36.0	\$ 4,647,513
Academic Support Lines	0.0	\$ -	0.7	\$ 68,056	0.9	\$ 68,141	2.3	\$ 168,619	3.0	\$ 268,458
Administration Lines	2.0	\$ 83,717	6.5	\$ 716,070	8.4	\$ 1,038,267	14.8	\$ 1,719,806	16.5	\$ 1,960,664
Adjunct	0.0	\$ 110,000	0.0	\$ 192,500	0.0	\$ 374,518	0.0	\$ 380,000	0.0	\$ 335,000
Total Personnel Services:	25.0	\$ 2,652,537	33.4	\$ 4,171,629	37.5	\$ 5,042,669	53.6	\$ 6,744,195	55.5	\$ 7,211,635
Other than personnel services (OTPS)										
Travel/Conferences	0.0	\$ -	0.0	\$ -	0.0	\$ 4,503	0.0	\$ 15,000	0.0	\$ 18,000
Library Resources ⁴	0.0	\$ -	0.0	\$ -	0.0	\$ 310,000	0.0	\$ 370,000	0.0	\$ 473,000
General (OTPS)	0.0	\$ -	0.0	\$ 178,000	0.0	\$ 352,654	0.0	\$ 983,755	0.0	\$ 305,000
Total OTPS:	0.0	\$ -	0.0	\$ 178,000	0.0	\$ 667,157	0.0	\$ 1,368,755	0.0	\$ 796,000
Student Support										
Total Student Support:	0.0	\$ -	0.0	\$ 139,680	0.0	\$ 136,019	0.0	\$ 195,492	0.0	\$ 149,604
HUNTER TOTAL EXPENDITURES	25.0	\$ 2,652,537	33.4	\$ 4,489,309	37.5	\$ 5,845,845	53.6	\$ 8,308,442	55.5	\$ 8,157,239

¹ Fiscal years (FY) are from July 1 through June 30 (i.e., FY 2011 = July 1, 2010 through June 30, 2011).

² Tuition fees (for the Consortial Campuses) are excluded since many are earmarked for college-wide purposes and not specific to public health (i.e. technology fee, student activity fees, etc.).

³ State appropriations represent direct program tax-levy support.

⁴ Library OTPS resources for FY08 and FY09 were not readily available.

Table 1.6.c. Current and Ongoing Contributions by Partner Institutions to the Overall School Budget

	FY ¹ 2008		FY 2009		FY 2010		FY 2011		FY 2012	
	ACTUAL		ACTUAL		ACTUAL		BUDGET FORECAST		BUDGET FORECAST	
LEHMAN										
Source of Funds										
Tuition	\$	143,306	\$	145,043	\$	182,578	\$	218,870	\$	218,870
State Appropriations	\$	361,475	\$	520,218	\$	687,196	\$	922,712	\$	1,148,661
Grants/Contracts Direct Cost	\$	286,630	\$	219,437	\$	252,704	\$	252,704	\$	252,704
Indirect Cost Recovery	\$	45,484	\$	5,313	\$	4,296	\$	4,296	\$	4,296
University -Funded Grants/Contracts	\$	-	\$	6,000	\$	16,500	\$	16,500	\$	16,500
LEHMAN EXPENDITURES										
Personnel Services	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost
Faculty Lines	4.0	\$ 474,198	4.5	\$ 626,446	4.8	\$ 668,138	5.3	\$ 709,168	7.3	\$ 900,266
Academic Support Lines	0.0	\$ -	0.0	\$ -	0.0	\$ -	0.0	\$ -	0.0	\$ -
Administration Lines	0.0	\$ -	0.0	\$ 3,500	0.7	\$ 45,393	2.8	\$ 212,907	3.0	\$ 242,257
Adjunct	0.0	\$ 30,583	0.0	\$ 29,165	0.0	\$ 74,425	0.0	\$ 70,050	0.0	\$ 70,050
Total Personnel Services:	4.0	\$ 504,781	4.5	\$ 659,111	5.4	\$ 787,956	8.1	\$ 992,124	10.3	\$ 1,212,573
Other than personnel services (OTPS)										
Travel/Conferences	0.0	\$ -	0.0	\$ -	0.0	\$ 4,129	0.0	\$ 7,500	0.0	\$ 9,000
Library Resources	0.0	\$ -	0.0	\$ -	0.0	\$ 20,000	0.0	\$ 20,000	0.0	\$ 20,000
General (OTPS)	0.0	\$ -	0.0	\$ 6,150	0.0	\$ 57,690	0.0	\$ 121,958	0.0	\$ 125,958
Total OTPS:	0.0	\$ -	0.0	\$ 6,150	0.0	\$ 81,819	0.0	\$ 149,458	0.0	\$ 154,958
Student Support										
Total Student Support:	0.0	\$ -	0.0	\$ -	0.0	\$ -	0.0	\$ -	0.0	\$ -
LEHMAN TOTAL EXPENDITURES	4.0	\$ 504,781	4.5	\$ 665,261	5.4	\$ 869,774	8.1	\$ 1,141,582	10.3	\$ 1,367,531
BROOKLYN										
Source of Funds										
Tuition	\$	275,850	\$	292,862	\$	356,765	\$	389,130	\$	389,130
State Appropriations	\$	91,304	\$	190,623	\$	1,374,827	\$	1,684,218	\$	1,725,795
Grants/Contracts Direct Cost	\$	6,650	\$	12,650	\$	105,410	\$	105,410	\$	105,410
Indirect Cost Recovery	\$	3,350	\$	3,350	\$	57,590	\$	57,590	\$	57,590

Table 1.6.c. Current and Ongoing Contributions by Partner Institutions to the Overall School Budget

	FY ¹ 2008		FY 2009		FY 2010		FY 2011		FY 2012	
	ACTUAL		ACTUAL		ACTUAL		BUDGET FORECAST		BUDGET FORECAST	
University-Funded Grants/Contracts		\$ 3,990		\$ 5,000		\$ 25,940		\$ 25,940		\$ 25,940
BROOKLYN EXPENDITURES										
Personnel Services	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost
Faculty Lines	3.0	\$ 320,765	3.0	\$ 426,618	10.0	\$ 1,511,522	11.0	\$ 1,676,000	11.0	\$ 1,700,000
Academic Support Lines	0.0	\$ -	0.0	\$ -	0.0	\$ -	0.0	\$ -	0.0	\$ -
Administration Lines	0.5	\$ 30,389	0.3	\$ 38,732	1.3	\$ 117,082	2.5	\$ 229,738	3.3	\$ 275,110
Adjunct	0.0	\$ 16,000	0.0	\$ 17,600	0.0	\$ 49,280	0.0	\$ 49,280	0.0	\$ 49,280
Total Personnel Services:	3.5	\$ 367,154	3.3	\$ 482,950	11.3	\$ 1,677,884	13.5	\$ 1,955,018	14.3	\$ 2,024,390
Other than personnel services (OTPS)										
Travel/Conferences	0.0	\$ -	0.0	\$ -	0.0	\$ 6,239	0.0	\$ 7,500	0.0	\$ 9,000
Library Resources	0.0	\$ -	0.0	\$ -	0.0	\$ 19,974	0.0	\$ 20,000	0.0	\$ 20,000
General (OTPS)	0.0	\$ -	0.0	\$ 535	0.0	\$ 27,494	0.0	\$ 90,830	0.0	\$ 61,535
Total OTPS:	0.0	\$ -	0.0	\$ 535	0.0	\$ 53,708	0.0	\$ 118,330	0.0	\$ 90,535
Student Support										
Total Student Support:	0.0	\$ -	0.0	\$ -	0.0	\$ -	0.0	\$ -	0.0	\$ -
BROOKLYN TOTAL EXPENDITURES	3.5	\$ 367,154	3.3	\$ 483,485	11.3	\$ 1,731,592	13.5	\$ 2,073,348	14.3	\$ 2,114,925
GRADUATE CENTER										
Source of Funds										
Tuition		\$ 70,660		\$ 122,450		\$ 226,450		\$ 226,450		\$ 226,450
Personnel Services	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost
Administration Lines	.5	\$ 17,367	.5	\$ 38,728	.5	\$ 56,897	1	\$ 56,897	1	\$ 56,897
Total Personnel Services:	.5	\$ 17,367	.5	\$ 38,728	.5	\$ 56,897	1	\$ 56,897	1	\$ 56,897
Other than personnel services (OTPS)										
General (OTPS)	0.0	\$ 5,000	0.0	\$ 5,000	0.0	\$ 12,000	0.0	\$ 12,000	0.0	\$ 12,000
Total OTPS:	0.0	\$ -	0.0	\$ 5,000	0.0	\$ 12,000	0.0	\$ 12,000	0.0	\$ 12,000
TOTAL GC EXPENDITURES¹	.5	\$ 22,367	.5	\$ 43,728	.5	\$ 68,897	1	\$ 68,897	1	\$ 68,897

¹ Graduate Center (GC) expenses represent direct program expenses incurred by the GC and not already included in the other partner institutions expenses.

1.6.d. A concise statement or chart concerning the number (headcount) of faculty in each of the five concentration areas (and any other concentration areas identified in Criterion 2.1) employed by the school as of fall for each of the last three years. If the school is a collaborative one, sponsored by two or more institutions, the statement or chart must include the number of faculty from each of the participating institutions.

Table 1.6.d. Number of Full-Time SPH Faculty by Core Knowledge Area and Nutrition by Campus AY 2007-2009¹ & Fall 2010					
Core Knowledge Area	Campus	AY2007²	AY2008	AY2009	Fall 2010
BIOS	Brooklyn	-	-	-	-
	Hunter	-	1	3	4
	Lehman	-	-	1	1
Sub Totals		-	1	4	5
EOHS	Brooklyn	2	2	1	1
	Hunter	5	5	5	5
	Lehman	-	-	-	1
Sub Totals		7	7	6	7
EPI	Brooklyn	1	1	1	1
	Hunter	-	4	3	5
	Lehman	-	1	1	1
Sub Totals		1	6	5	7
HPM	Brooklyn	4	4	5	6
	Hunter	-	3	4	6
	Lehman	1	1	1	1
Sub Totals		5	8	10	13
Social & Behavioral Science	Brooklyn	3	4	4	6
	Hunter	11	6	9	9
	Lehman	2	2	2	1
Sub Totals		16	12	15	16
NUTR	Brooklyn	-	-	-	-
	Hunter	4	5	5	5
	Lehman	-	-	-	-
Sub Totals		4	5	5	5
Total		33	39	45	53

¹ All core faculty who teach in the DPH degree program have their primary appointments at one of the three Consortial Campuses listed in this table.

² Since there were no BIOS and EPI specializations in 2007, those faculty who later were placed into one of those specializations were counted in the Social and Behavioral Science specialization.

1.6.e. A table showing faculty, students, and student/faculty ratios, organized by department or specialty area, or other organizational unit as appropriate to the school for each of the last three years.

Table 1.6.e. shows the SFRs for the AY 2007, 2008 and 2009 and fall 2010. SFRs are presented by knowledge area.¹ Each faculty member was assigned to a single knowledge area based on his or her primary responsibilities during a specific time period, even though he or she may have had responsibilities in more than one area. As shown in Table 1.6.e., for the most part, graduate SFRs consistently remained below 10:1, as recommended by CEPH. Fluctuations from year to year were due, in part, to the initiation of the DPH program in 2007, the initiation of new MPH specializations – CBPH at Lehman College and HPM and EPI/BIOS at Hunter College in 2006 and 2008, respectively -- and the hiring of 18 new faculty.

1.6.f. A concise statement or chart concerning the availability of other personnel (administration and staff).

Figure 1.4.a.2. and Table 1.4.b.2. depict the SPH administration and staff.

¹ The titles of several specializations generally correspond to CEPH-defined knowledge areas basic to public health: EPI, BIOS, EOH and EOHS. Social and Behavioral Science, however, is represented by distinct specializations: MPH specializations in CBPH (at Lehman College), GPH (at Brooklyn College), COMHE (Hunter College); BS specialization in COMHE (at Hunter College) and DPH specialization in CSH (at GC and Hunter College). Health Policy and Management is represented by distinct MPH specializations: HCPA (at Brooklyn College) and HPM at Hunter College.

Table 1.6.e. Faculty, Students and Student/Faculty Ratios by Core Knowledge Area and Nutrition

AY 2007										
	HC Core Faculty	FTEF Core	HC Other Faculty	FTEF Other	Total Faculty HC	Total FTEF	HC Students	FTE Students	SFR by Core FTEF	SFR by Total FTEF
Graduate degree programs (DPH, MPH & MS)										
BIOS										
EPI										
EOH/EOHS	6	6	5	2	11	8	64	43.5	7.3	4.4
HPM/HCPA	6	6	2	.5	8	6.5	33	23	3.8	3.5
COMHE/CBPH/GPH/CSH	14	12.3	26	5.3	49	17.6	181.5	137.5	11.2	7.8
NUTR	2	2	2	1.8	4	3.8	24.5	17	8.5	4.5
Undergraduate degree programs (BS)										
COMHE	2	2	2	1	4	3	57	31.5	15.75	10.5
NFS	2	2	2.5	8	4.5	36.5	24	12	5.3	2
AY 2008										
Graduate degree programs (DPH, MPH & MS)										
BIOS	2	2	5	1.5	7	3.5	2	1.7	0.9	0.5
EPI	6	6	4	1.5	10	7.5	22	13.6	2.3	1.8
EOH/EOHS	7	7	3	.8	10	7.75	67.5	45	6.4	5.8
HPM/HCPA	8	8	6	1.5	14	9.5	35	25	3.1	2.6
COMHE/CBPH/GPH/CSH	9	8	30	4.4	39	12.9	206.5	149	18.6	11.5
NUTR	3	3	1	.5	4	3.5	33	24.5	8.2	6.1
Undergraduate degree programs (BS)										
COMHE	2	2	4	1	6	3	61.5	57.6	28.8	19.2
NFS	2	2	6	1.25	8	3.25	46.5	33.9	16.95	10.4
AY 2009										
Graduate degree programs (DPH, MPH & MS)										
BIOS	4	4	3	1.3	7	5.3	5	3.8	1.0	0.7
EPI	5	5	7	2.6	17	7.6	42	31	6.2	4.1
EOH/EOHS	6	6	9	2.2	15	8.2	72	47.5	7.9	5.8
HPM/HCPA	10	9	9	3.1	19	12.1	69.5	52	5.8	4.3
COMHE/CBPH/GPH/CSH	14	11.1	14	4.8	29	15.8	222	151.0	13.6	9.6
NUTR	2	2	5	1.2	8	3.5	31	25.5	11.3	7.4
Undergraduate degree programs (BS)										
COMHE	2	2	6	2	8	4	71	65.2	37.6	16.3
NFS	2	2	7	3	5	5	64	44.4	22.2	8.9

Table 1.6.e. Faculty, Students and Student/Faculty Ratios by Core Knowledge Area and Nutrition**Fall 2010**

	HC Core Faculty	FTEF Core	HC Other Faculty	FTEF Other	Total Faculty HC	Total FTEF	HC Students	FTE Students	SFR by Core FTEF	SFR by Total FTEF
Graduate degree programs (DPH, MPH & MS)										
BIOS	5	5	4	1.3	9	6.3	8	6	1.2	1.0
EPI	7	7	4	1.1	11	8.1	62	43.3	6.2	5.3
EOH/EOHS	7	7	2	0.8	9	7.8	67	34.7	5.0	4.5
HPM/HCPA	13	12.5	9	1.8	22	14.3	116	74.4	6.0	5.2
COMHE/CBPH/GPH/CSH	14	11.5	20	5.4	34	16.9	209	144	12.5	8.5
NUTR	3	3	5	1.3	8	4.3	60	42.6	14.2	10.0
Undergraduate degree programs (BS)										
COMHE	2	2	3	0.8	5	2.8	56	73	36.5	26.5
NFS	2	2	4	1.5	6	3.5	61	77	38.5	22.0

Explanation of Student/Faculty Ratio Table 1.6.e. Pages 68-69

Key:

HC = head count

Primary (Core) = full-time CUNY faculty whose primary responsibilities are related to the SPH

FTE = full-time-equivalent

FTEF = full-time-equivalent faculty

Other = adjuncts, faculty from part-time and secondary faculty

Total = core + Other

SFR = student/Faculty Ratio

Faculty Notes:

Faculty FTE calculations: Primary faculty consist of full-time faculty from the Consortial Campuses whose primary appointment is in a program leading to a doctoral or master's degree in public health, master's of science degree in nutrition or environmental and occupational health sciences or a bachelor's degree in nutrition or community health education. Primary faculty have an annual contractual workload of 21 credits: (generally seven courses x three credits) or the equivalent in public health administration and/or research with FTE equal to 1.0.

For primary faculty engaged less than 100% in public health, the FTE calculation is based upon the percent time devoted to teaching, administration and/or research in public health.

"Other" faculty consists of adjuncts, faculty from cross-listed courses and DPH faculty from other CUNY colleges. Reasons for large Head Count of other faculty in the Social and Behavioral Sciences are twofold: first, there are a number of non-core faculty who teach in the DPH program who are counted as "other," and there are a number of faculty who contribute to teaching and administration in the MPH Programs at Brooklyn College although their individual FTEs are very small.

For adjunct faculty, one course is considered 0.25 FTE.

Faculty on leave are not counted in the head count while they are on leave.

Core faculty who teach in the undergraduate programs (at Hunter) are either dedicated to teaching in these programs or teach in graduate and undergraduate programs. In calculating the head count for the latter faculty, the SPH averaged the total teaching, advising and administrative load for several faculty and assigned this number to one faculty member. Such approximations very closely reflect the real FTE faculty numbers and the resultant SFRs.

Student Notes:

The source of data for students is the Office of Institutional Research.

FTE calculation = total number of credits taken by students/9. For instance, according to Institutional Research, Hunter College COMHE MPH students in fall 2009 registered for a total of 229 credits, which accounts for 25.4 student FTEs. The count includes only matriculated students who are currently enrolled in courses. Institutional Research does not count students on leave. No student can be counted as more than one FTE. Consequently, if a student took more than nine credits in a semester (or 18 in an academic year), the calculations ensured that those credits would not be attributed to an additional FTE.

Student count does not include the MS/MPH dual-degree program because the college includes them in the Hunter College School of Nursing's head count.

1.6.g. A concise statement or chart concerning amount of space available to the school by purpose (offices, classrooms, common space for student use, etc.), by program and location.

Space is available to SPH students, faculty, administrators and staff. At Hunter College, the BS, MS and MPH degree programs are housed at the Brookdale campus, located at 25th Street and First Avenue in Manhattan. Facilities at the Brookdale Campus include classroom space, teaching laboratories, the Health and Sciences Library and the Health Professions Education Center (HPEC). For more information see <http://www.hunter.cuny.edu/shp/centers/hpec/>. The faculty and staff members, including new faculty and staff recently hired for the SPH, have their own offices on the seventh, eighth and 10th floors of the West building. There are two meeting rooms on the 10th floor and a faculty/staff lounge on the eighth floor. There are 16 classrooms for 20 to 35 students and three large amphitheater-style classrooms for 60 to 100 students. SPH students have access to the public areas on the Brookdale campus, which includes an indoor pool and other sports and recreational facilities, a cafeteria, a library and an 884-seat auditorium.

On the Brooklyn College campus, faculty offices are on the fourth floor of Ingersoll Hall. Approximately 8,000 net available square feet is allocated to faculty, administration and staff (including the main administrative office and faculty offices, a lab/storage area, a large computer laboratory and an audiovisual/storage closet). In addition, two rooms serve for MPH and departmental seminars and meetings and for students. Classroom space is allocated as needed by the college in Ingersoll Hall or its extension, New Ingersoll Hall. Approximately 25 classrooms for 10 to 50 students are located throughout Ingersoll Hall. For larger classes, Ingersoll Hall offers five amphitheater-style classrooms. SPH students have access to the student facilities at Brooklyn College including recreational facilities, the Brooklyn College Library and campus computer facilities.

At Lehman College, the MPH degree program is housed in the Department of Health Sciences on the fourth floor of the Gillet building. Four of the faculty offices are on the fourth floor, and the fifth full-time faculty member's office is on the third floor. All classes are taught on the fourth floor except for biostatistics classes, which are taught in the Information Technology Center computer labs in Carman Hall, and the environmental health course that is taught in a GIS lab on the third floor of Gillet building. The programs in the Department of Health Sciences share a conference room that is separated by sliding doors from the nutrition labs. The college is constructing a new science building, and it is expected that when other departments move into it, there will be more room for the expansion of the MPH Department.

At the GC, the DPH program is housed in a nine-story landmark building at 365 Fifth Ave. in midtown Manhattan. Formerly home to the B. Altman Department Store, the building has been redesigned as a state-of-the-art facility to meet the needs of the 21st-century institution of advanced learning. The SPH faculty have access to extensive resources that meet the needs of the doctoral programs. In addition, the Robert E. Gilleece Student Center is on the fifth floor. It houses offices for student government and chartered organizations of the

Doctoral Students' Council. DPH faculty have office space for meeting with students, classrooms for meetings and auditoria and conference rooms for special events.

In fall 2011, the SPH will be housed in a new, 142,000-square-foot state-of-the-art facility in East Harlem on 119th Street and Third Avenue. The SPH building will consist of eight stories and a basement and will house an auditorium, academic science classrooms, a cafeteria, scientific laboratories and ample room for faculty and staff offices. A student/faculty dining common area will be constructed to encourage faculty and students to meet, converse and socialize. The new facility is being designed to meet Leadership in Energy and Environmental Design (LEED) standards with respect to environmentally responsible construction. Occupancy in the new facility, which also will be home to the Lois V. and Samuel J. Silberman School of Social Work and the Center for Puerto Rican Studies (Centro) library and archive, is expected in fall 2011.

1.6.h. A concise statement or floor plan concerning laboratory space, including kind, quantity and special features or special equipment.

The SPH has three teaching laboratories:

- 1) The Advanced Nutrition Laboratory (Hunter College), in the East Building of the Brookdale campus, is approximately 950 square feet. The lab includes 10 work stations and is equipped with eight student spectrophotometers, three thin layer chromatography tanks, four electronic balances, two micro-centrifuges, four microscopes, one vortex, one sonicator, eight cell disrupting systems, four mini-gel horizontal electrophoresis systems with gel trays and combs, one Mini-Protein cell (2-gel capacity) with casting trays and loading guides (for 10 and 15 well gels), one Mini-Protean Tetra cell (4-gel capacity), one Tetra blotting module (2-membrane capacity, one power supply (4 electrophoresis system capacity) and one PCR system, as well as a large collection of glassware, including beakers, graduated cylinders, volumetric and Erlenmeyer flasks, mortars and pestles, crucibles and glassware for staining blood slides.

It also includes the following nutrition assessment equipment: two physician's scales with height indicator, an electronic stadiometer, a Tanita bioelectrical impedance balance, five Lange calipers for skin-fold assessment with measuring tapes, five knee-height calipers, a metabolic cart to measure resting energy expenditure, a DCA analyzer to measure A1C, two sphygmomanometers, four blood glucose meters, four computers with nutrition analysis and statistical software (additional computers with all software are also available in the Health Professions Education Center).

- 2) The Experimental Foods and Sensory Laboratory (Hunter College) is in the West Building of the Brookdale campus. The laboratory is approximately 1,600 square feet with 12 work stations. This laboratory is used for experimental foods courses and cooking demonstrations for projects like the CUNY Diabetes Prevention Campaign. The lab also is used to instruct university staff, dormitory residents and other community members on preparing healthy meals in "Healthy Eating" and "Shake n Bake" and to instruct individuals with various metabolic disorders on alternative food preparation techniques.

The lab is divided into four stations each with three complete units. Each complete unit has a gas range, a sink and other standard kitchen utensils, pots and pans. It also has microwave ovens, a dishwasher, and two refrigerators. In addition, the lab is equipped with audiovisual equipment.

Equipment in the foods lab includes four electronic balances, two moisture analyzers (purchased in 2000), one water activity meter, a viscometer, a pH meter, a volumeter, a penetrometer, a texture analyzer (purchased in 2002), a shortometer, a shearometer, and two consistometers).

- 3) Environmental and Occupational Health Laboratory (Hunter College), in the East Building of the Brookdale campus, is approximately 900 square feet and equipped with two emergency showers, two laboratory sinks, one externally vented fume hood and numerous tabletop analytical devices and equipment, such as spectrometer, gas-liquid chromatograph, muffle furnace and several analytical balances.

1.6.i. A concise statement concerning the amount, location and types of computer facilities and resources for students, faculty, administration and staff.

The SPH has superior state-of-the-art technology to meet the needs of students, faculty, administration and staff. The classrooms are equipped with Internet access, and in some cases, with Wi-Fi capabilities. In addition, smart and enhanced classrooms at the Brookdale campus also include a ceiling-mounted data/video projector and a crestron touchpad (media-control panel). There are also facilities for video conferencing and distance learning. Each campus has a media center (or computer laboratory) to assist faculty in developing electronic-based course materials.

Instructional computing laboratories are available to SPH students (primarily those taking classes in biostatistics, epidemiology and mapping). At Brooklyn College, the computer laboratory in Room 326 New Ingersoll Hall is equipped with 40 terminals. At Hunter College, there are three instructional computer laboratories, in rooms 015E with 15 terminals, 016E with 34 terminals and 245W with 15 terminals. At Lehman College, there are two computer laboratories, CL 125 and CL 126, with 25 terminals. At the GC, there are five computer laboratories in rooms 6418 with 34 terminals, C196.01 with 11 terminals, C196.02 with 15 terminals, C196.03 with 12 terminals and C415B with 29 terminals. These laboratories are equipped with Dell PCs or Macs, printers, DVD/VCR players, LCD projectors and screens. Internet access is available from all computers.

The faculty and staff have up-to-date computers and printers in their offices and access to college emails and the Blackboard™ platform for courses. In addition to instructional computing laboratories, students have access to computers in the libraries, media centers and other student areas. Students, faculty and staff have access to statistical software packages, such as Microsoft Office, SPSS, SAS and various nutrition-assessment programs. Access from off campus is available for many of these resources, either directly to the campus communications server or through the web.

1.6.j. A concise statement of library/information resources available for school use, including description of library capabilities in providing digital (electronic) content, access mechanisms and guidance in using them, and document delivery services.

Library resources are available to SPH students, faculty, administrators and staff.

At the GC, the Mina Rees Library occupies three floors. Circulation, reserves, copying machines, the dissertation collection and interlibrary loan office are on the ground floor. The largest area of the library is on the second floor, which houses the reference, periodicals and circulating collections, the microform collection and the music and video-viewing room, as well as the reference desk and library staff offices, including the office of the dissertation assistant. Study tables, many computer-equipped, are located throughout this floor. The computer commons and electronic classrooms are on the concourse level, one floor below the library entrance. The library has been designed to meet the special needs of the doctoral programs in the humanities, social sciences, mathematics and health sciences, including public health. The collection includes more than 301,000 volumes, 600,000 microforms and about 1,800 current print subscriptions and more than 16,000 e-subscriptions to journals and other serial publications.

The Hunter College Health Professions Library (HPL), on the Brookdale campus, is open 74 hours a week. The library has 26,500 volumes and 224 professional journals housed in its 10,000-square-foot space. In addition, full-text articles from more than 50,000 journals are accessible via the library's electronic resources. The library provides seating for 212 (156 in the library and 56 computers). In 2007, the library's wireless network was created along with a laptop loan program for in-house use. Within the HPL, students and faculty are able to access many specialized health-sciences electronic databases and resources at <http://library.hunter.cuny.edu/hpl/>, including CINAHL, MEDLINE (Ovid and EBSCO), Web of Science, Health Source, Health Reference Center, Books@Ovid, Lippincott Williams & Wilkins Nursing & Health Professions Premier Collection, SAGE: Health Sciences Collection, RefWorks and the Cochrane Library. These resources also are available to students and faculty off-site through university email authentication.

The Brooklyn College Library, recently rebuilt and elegantly refurbished, contains more than 1.3 million volumes. This is an extensive collection covering all disciplines on campus. The library makes available more than 40,000 printed books, documents, periodicals and electronic journals (using more than 20 electronic databases) relevant to health and public health researchers, including major health and public health periodicals. The Brooklyn College Library is a U.S. Government Documents Repository. Books and journals in the libraries of other CUNY colleges are available through online catalogs (CUNY+) and databases on campus computers or from home. Books may be requested from other libraries for delivery at Brooklyn, and faculty and students may visit other campuses and check out books.

Lehman College's library offers academic support for student research and learning. The library subscribes to multiple electronic databases covering health topics, including Health Reference Center, Health Source, MEDLINE with Full Text CINAHL with Full Text, and

Cochrane Library. The library subscribes to more than 13,000 full-text journals online, many from databases such as SAGE Journals Online Premier, Elsevier's ScienceDirect, ProQuest Platinum, JSTOR and Project MUSE. Of these, at least 223 are identified as primarily about public health.

The SPH and the Hunter School of Social Work will have a joint library on the new East Harlem campus. This new library is in the advanced planning stages. SPH students have equal access to borrowed materials from the 20 libraries of the CUNY system. CUNY+, the online public access catalog of the CUNY libraries, is available from PCs throughout the campuses and by web access from any location. Faculty and students enjoy well-developed Document Delivery/ILL services, which further encourages the circulation of knowledge from campus to campus. The electronic resources licensed by the CUNY libraries can be accessed off-campus by the SPH's faculty, students and staff. This year, the CUNY-campus libraries received an extra infusion of funds to support purchase of student textbooks and eBooks.

1.6.k. A concise statement describing community resources available for instruction, research and service, indicating those where formal agreements exist.

There are a variety of community resources within New York City that are available to public health students and faculty for education, research and service. Some key examples are:

- The agencies that provide preceptors who supervise SPH student practice experiences are provided in Appendix 2.4.b.
- Approximately 20 professionals representing nonprofit, governmental, medical and other health and professional agencies serve on the SPH's PHLC (See: Table 1.4.b.1.). The SPH also has access to other individuals and agencies, for example, through additional advisory boards that are affiliated with SPH that are accredited by additional bodies such as ABET and CADE.
- The New York Public Library (NYPL) comprises scholarly research collections and a network of community libraries. The NYPL's holdings exceed 50 million items making it the most comprehensive library collection ever brought together for free use by the public. Used for on-site reference, the research collections are in four major centers in New York City, including the Science, Industry and Business Library, which is in the same building as the GC. In addition, the NYPL's main collection is a five-minute walk from the GC campus. There also are community libraries throughout the Bronx, Manhattan and Staten Island. In addition, the Brooklyn Public Library and the Queens Library have branches throughout their boroughs.
- The New York Academy of Medicine, including the library, training facilities and online resources, is open to faculty and students. The academy is on Fifth Avenue and 103rd Street in Manhattan, a 10-minute walk from the new SPH campus.
- NYCDOHMH provides several forms of expertise to the SPH. It maintains a significant collection of public-health-related books, documents, brochures and periodicals in its William Hallock Park Memorial Public Health Library on First Avenue and 27th Street, two blocks from the Brookdale campus. It also provides print and electronic materials for professionals, students and the public on a variety of public health topics. NYCDOHMH

staff have served as adjunct and guest lecturers and provide speakers for faculty and students (on such topics as GIS and the use of the department's databases).

- Other government agencies, such as EPA Region II, OSHA Region II, the New York City Housing Authority and New York City Department of Environmental Protection support the SPH by providing adjunct faculty and guest lecturers; serving as recruitment sites for potential students; and partnering in research.
- Other CEPH-accredited public health schools and programs in NYC offer programs that are available to students and faculty. For example, the NYU Program in Global Health, the Mount Sinai School of Medicine Global Health Center and the Albert Einstein College of Medicine Institute for Public Health Sciences offer a variety of lectures and forums, training programs and seminars of interest to MPH program students and faculty. Many of these programs are free or reduced-cost for students. The Mailman School of Public Health at Columbia University sponsors Grand Rounds in Public Health on its 168th Street campus.
- Many of the area's major teaching hospitals and medical centers – such as SUNY Downstate Medical Center, Kingsbrook Jewish Medical Center and University Hospital of Brooklyn Medical Center (Brooklyn), New York-Presbyterian Hospital of Columbia University, NYU Langone Medical Center, Weill Cornell Medical College, Memorial Sloan Kettering Cancer Center, Rockefeller University, Harlem Hospital and Mount Sinai Medical Center (Manhattan), Montefiore Medical Center and Albert Einstein College of Medicine (the Bronx) – offer a plethora of educational events for public health professionals and professionals-in-training.
- Professional organizations, such as the Public Health Association of New York City (PHANYC), the New York Metropolitan Chapter of the American Industrial Hygiene Association and the Greater New York Dietetic Association, regularly offer meetings and seminars on topics of public-health interest for practitioners as well as faculty and students.
- Local chapters of the American Red Cross, American Heart Association, American Diabetes Association and other groups provide classroom presentations.
- Industrial facilities in the metropolitan area host plant visits for EOHS students.
- The SPH has established a MOU with Weill Cornell Medical College to collaborate on education and research between public health and clinical and translational sciences. Under this agreement, the SPH makes public health courses available to Cornell MS students in clinical investigation, and Weill Cornell Medical College makes clinical research courses available to public health students at the SPH. The two institutions also are seeking opportunities for collaborative research in the public health, with the possibility of collaborating through Cornell's Clinical and Translational Science Center on community research and engagement.

1.6.I. A concise statement of the amount and source of “in-kind” academic contributions available for instruction, research and service, indicating where formal agreements exist.

The SPH receives “in-kind” academic contributions from a variety of sources for instructional, research and service activities:

- Each of the four Consortial Campuses hosts sponsors and co-sponsors free lectures, seminars and conferences on a variety of public health topics. For example, the Brooklyn College Graduate Center for Worker Education (at 25 Broadway in Lower Manhattan) hosts a public lecture series. In 2008, the MPH program sponsored at least three sessions: “National Health Insurance for the United States: Has its Time Come?” (3/17/2008), “9/11 Aftermath: WTC Responders Pay a Heavy Mental Health Toll” (5/12/2008) and “Health Reform and the November Elections” (10/23/2008). Hunter co-sponsored, with the Greater New York Dietetic Association, the Mary Swarz Rose lecture in nutrition in 2010. The GC hosted NYCDOHMH’s launching of its 2010 Take Care New York Initiative.
- The SPH’s new building on East 119th Street will include an auditorium that will be available for public health programs that target the surrounding community.
- SPH students may enroll in relevant courses that are offered in academic departments outside of public health, and faculty from other departments teach courses that are applicable to public health.
- The colleges and university sponsor fellowships in public health and related areas. For example, urban public health is a focus of the Joan H. Tisch Legacy Project at Hunter College. The project funds the Tisch Distinguished Fellowship in Public Health. The inaugural Fellow (Jan.-Dec. 2010) was John E. McDonough, PhD, who served as senior adviser to the U.S. Senate Committee on Health, Education, Labor and Pensions and was chief adviser on health-care reform to the late Senator Edward M. Kennedy. In spring 2010, Dr. McDonough taught a graduate course on the politics and policy of health-care reform and led an interdisciplinary faculty seminar dealing with current public health issues. In fall 2010, he will be teaching an advanced graduate seminar in public health policy analysis.

1.6.m. Identification of outcome measures by which the school may judge the adequacy of its resources, along with data regarding the school’s performance against those measures for each of the last three years. At a minimum, the school must provide data on institutional expenditures per full-time-equivalent student, research dollars per full-time-equivalent faculty, and extramural funding (service or training) as a percent of the total budget.

Table 1.6.m. measures the adequacy of the SPH’s resources for 2007 – 2009.

Table 1.6.m. CUNY SPH Outcome Measures for Adequacy of Resources FY 2007-2009				
Outcome Measures	Target	2007	2008	2009
SPH expenditure per FTE student	Increase the amount of school expenditure per FTE student	\$10,076	\$13,534	\$17,494
Extramural research dollars (total award amount) per core & affiliated FTE faculty	Increase or maintain the amount of research dollars per FTE faculty	\$605,114	\$588,133	\$478,543
Total extramural funding (total award amount) for core & affiliated FTE faculty as a percent of total budget	Increase or maintain total extramural funding as a per-cent of total budget	85%	81%	73%
Total Extramural funding (current year amount) for core FTE faculty only as a percent of total budget	Increase total extramural funding as a per-cent of total budget	53%	47%	37%
Graduate FTE student to FTE faculty ratios (SFRs) ≤ 10:1	Maintain or decrease FTE student-to-faculty ratios	N/A	BIOS (0.9)	BIOS (1.0)
			EPI (2.3)	EPI (6.2)
		EOHS (7.3)	EOHS (6.4)	EOHS (7.9)
		HPM (3.8)	HPM (3.1)	HPM (5.8)
		SOC BEHAV (11.2)	SOC BEHAV (18.6)	SOC BEHAV (13.6)
		NUTR (8.5)	NUTR (8.2)	NUTR (11.3)

Expenditures per FTE student have increased more than 70% during the past three years. This is largely owing to the dramatic increase in state appropriations during this same period — from \$1.7 million in FY 2008 to \$5.9 million in FY 2010 and \$8.7 million in the current fiscal year. Most of this funding has been devoted to hiring faculty and staff. A tuition revenue also has increased during this period — from \$1.8 million in FY 2008 to projected \$3 million in the current fiscal year (See: Table 1.6.m.). Consequently, as the proportion of the funds from state appropriations and tuition increased, the proportion due to extramural funding decreased. Going forward, we fully expect extramural funding to grow as new faculty obtain grants and contracts.

1.6.n. Assessment to which this criterion is met.

This criteria is met.

Strengths:

- The SPH has the financial, personnel, space, technology and community resources to adequately carry out its educational, research and service activities.
- Resources are expected to grow over the next three years.

Future Plans:

In fall 2011, the SPH will move into its new home in East Harlem, in a newly constructed building with state-of-the-art laboratory, library, instructional computing, and advanced technology equipment and facilities, where there are additional office, classroom and communal space and community resources.

CRITERION 2.0: INSTRUCTIONAL PROGRAMS

2.1 Master of Public Health Degree. *The school shall offer instructional programs reflecting its stated mission and goals, leading to the Master of Public Health (MPH) or equivalent professional master’s degree in at least the five areas of knowledge basic to public health. The school may offer other degrees, professional and academic, and other areas of specialization, if consistent with its mission and resources.*

2.1.a. An instructional matrix (see CEPH Data Template C) presenting all of the school’s degree programs and areas of specialization, including undergraduate degrees, if any.

Table 2.1.a. Instructional Matrix Presenting the SPH’s Degree Programs and Areas of Specialization

HEGIS ¹ Code	Degree	Specialization ²	Abbreviation	Campus	# Credits required
1214	MPH	Community-Based Public Health & Health Equity	CBPH	Lehman	45
1214	MPH	Community Health Education	COMHE-MPH	Hunter	45
1214	MPH	Environmental & Occupational Health Sciences	EOHS-MPH	Hunter	45
1214	MPH	Epidemiology and Biostatistics – Biostatistics Option	BIOS-MPH	Hunter	45
1214	MPH	Epidemiology and Biostatistics – Epidemiology Option	EPI-MPH	Hunter	45
1214	MPH	(general) Public Health	GPH	Brooklyn	45
1214	MPH	Health Care Policy & Administration	HCPA-MPH	Brooklyn	45
1214	MPH	Public Health Nutrition	NUTR-MPH	Hunter	45
1214	MPH	Health Policy & Management	HPM-MPH	Hunter	45
1214	DPH	Community, Society & Health	CSH	GC/Hunter	60
1214	DPH	Environmental & Occupational Health	EOH	GC/Hunter	60
1214	DPH	Epidemiology	EPI-DPH	GC/Hunter	60
1214	DPH	Health Policy & Management ³	HPM-DPH	GC/Hunter	60
1299	MS	Environmental & Occupational Health Sciences	EOHS-MS	Hunter	46
1306	MS	Nutrition ³	NUTR-MS	Hunter	41
1203.1/ 1214	MS/ MPH	Community/Public Health Nursing/Urban Public Health	PHN	Hunter	57
1214	BS	Community Health Education	COMHE-BS	Hunter	120
1306	BS	Nutrition and Food Science	NFS	Hunter	120

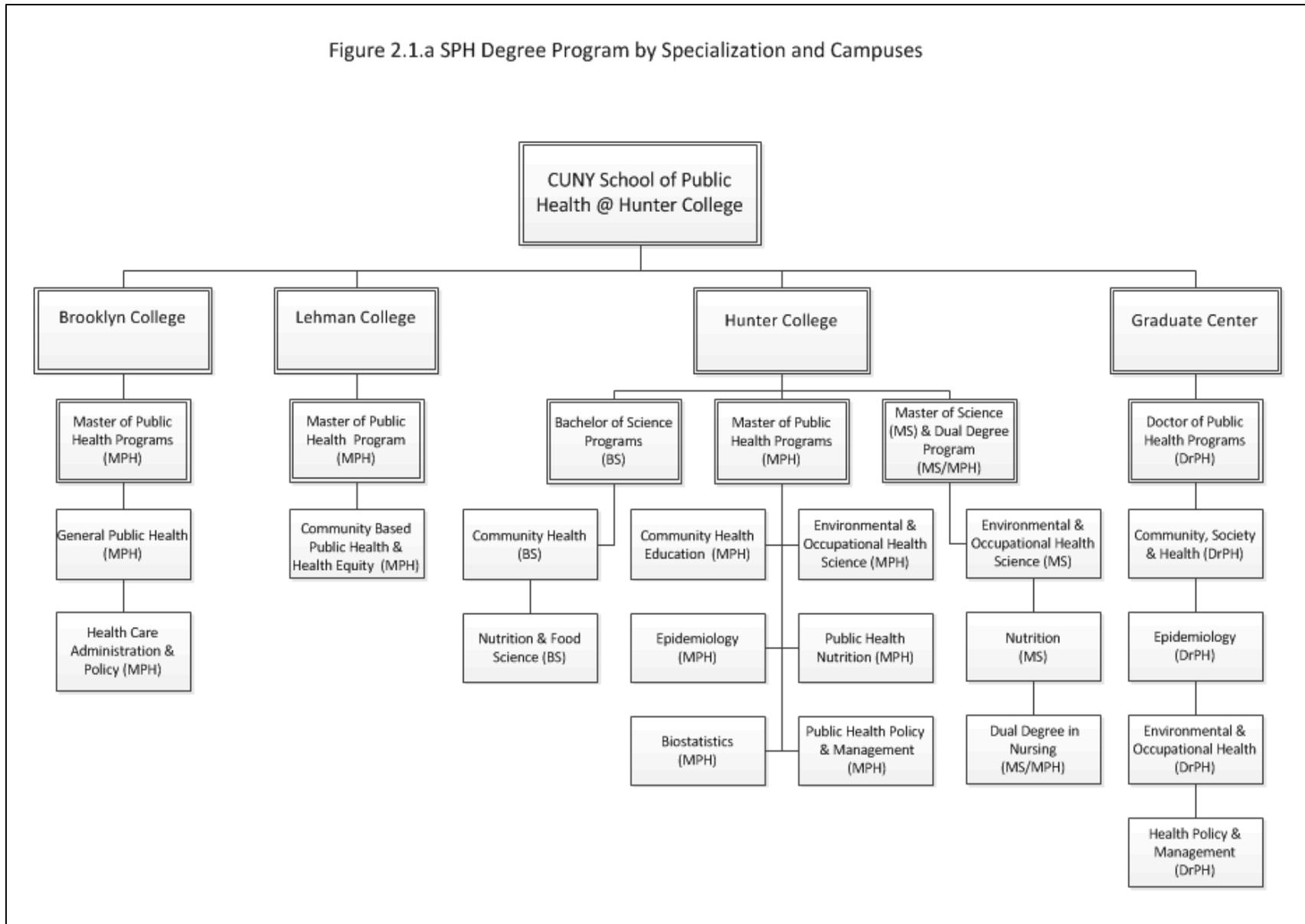
The five degree programs (MPH, DPH, MS, MS/MPH and BS) offered by the SPH, along with the specializations, campus locations and number of credits required for each, are listed in Table 2.1.a. and Figure 2.1.a. The SPH offers eight MPH specializations: in all five core areas

¹ These programs have been approved by the NYS Education Department and are listed in the Inventory of Registered Programs <http://www.nysed.gov/heds/irpsl1.html>. New York State uses the Higher Education General Information Survey (HEGIS) taxonomy to classify instructional programs.

² The degrees offered in the SPH are professional (not academic).

³ First entering class: fall 2010

Figure 2.1.a SPH Degree Program by Specialization and Campuses



and in public health nutrition at the Hunter campus; in GPH and HCPA at the Brooklyn College campus; and in CBPH at the Lehman campus. The GC and Hunter College offer the DPH degree, in collaboration with the public health faculty at Brooklyn and Lehman Colleges and other CUNY campuses. The DPH offers four specializations: Community, Society and Health; Epidemiology; Environmental and Occupational Health; and Public Health Policy and Management. There also are two MS degree programs, two BS degrees, and a dual MS/MPH degree. Appendix 2.1 provides brief descriptions of each degree program and specialization.

2.1.b. The school bulletin or other official publication, which describes all curricula offered by the school for all degree programs. If the school does not publish a bulletin or other official publication, it must provide for each degree program and area of concentration identified in the instructional matrix a printed description of the curriculum, including a list of required courses and their course descriptions.

The curricula offered by the SPH are described in the graduate and undergraduate catalogs, which are available on the SPH website and on the websites of the Consortial Campuses, where the specific degree programs and specializations are offered.

- CUNY SPH: <http://www.cuny.edu/site/sph.html>
- MPH, MS and BS degree programs at Hunter: <http://www.hunter.cuny.edu/uph>
- MS/MPH degree program at Hunter:
<http://www.hunter.cuny.edu/nursing/admissions/graduate>
- DPH degree program at Hunter College and the GC:
<http://web.gc.cuny.edu/ClinicalDoctoral/index.asp>
- MPH degree programs at Brooklyn College:
<http://www.brooklyn.edu/programs/index.jsp?div=G>
- MPH degree program at Lehman College:
<http://www.lehman.edu/lehman/programs/graduate-bulletin/index.htm>

The following curriculum summaries are included in this section:

- MPH Table 2.1.b.1.
- DPH Table 2.1.b.2.
- MS Table 2.1.b.3.
- MS/MPH Table 2.1.b.4.
- BS Table 2.1.b.3.
- BS Table 2.1.b.5.

As indicated in Table 2.1.b.1., MPH students take one core course in each of the five knowledge areas basic to public health (the core courses). Students also take five to six required courses in their respective specializations (15-18 credits), supervised fieldwork (3 credits), and two to three elective courses (6 – 9 credits). In addition, students complete a culminating experience, with one or more accompanying seminars, for which they receive an additional 3-6 credits. The core courses are offered at the three Consortial Campuses that house the MPH degree programs. A core course taken at one site satisfies the SPH core requirement at the other sites, as discussed in Criteria 2.3. Each core course has a set of

defined learning objectives that are linked to the development of program-wide competencies. Core competencies are presented in Criteria 2.6.

Table 2.1.b.1. MPH Specializations and Degree Requirements	
<p>MPH specializations 15 credits <i>Specialization required courses</i></p>	<ul style="list-style-type: none"> • Biostatistics • Environmental Health & Safety • Epidemiology • Social and Behavioral Sciences • Public Health Policy and Management
<p>MPH core courses 15-18 credits <i>required for all specializations</i></p>	<ul style="list-style-type: none"> • (general) Public Health (Brooklyn): 15 credits • Health Care Policy and Administration (Brooklyn): 15 credits • Biostatistics and Epidemiology (Hunter): 15 credits • Community Health Education (Hunter): 15 credits • Environmental and Occupational Health Sciences (Hunter): 15 credits • Public Health Nutrition (Hunter): 18 credits • Public Health Policy and Management (Hunter): 15 credits • Community-Based Public Health (Lehman): 15 credits
<p>Specialization elective courses 6-9 credits</p>	<ul style="list-style-type: none"> • (general) Public Health (Brooklyn): 6 credits • Health Care Policy and Administration (Brooklyn): 6 credits • Biostatistics and Epidemiology (Hunter): 9 credits • Community Health Education (Hunter): 9 credits • Environmental and Occupational Health Sciences (Hunter): 9 credits • Public Health Nutrition (Hunter): 6 credits • Public Health Policy and Management (Hunter): 9 credits • Community-Based Public Health & Health Equity (Lehman): 9 credits
<p>Practice experience 3 credits</p>	<ul style="list-style-type: none"> • Supervised fieldwork, plus accompanying course
<p>Culminating experience 3-6 credits</p>	<ul style="list-style-type: none"> • Capstone project or research essay (Hunter & Lehman), master's essay (Brooklyn & Hunter) or thesis (Brooklyn) plus accompanying seminar/s or meetings with faculty

Table 2.1.b.2. DPH Degree Requirements	
60 Credits	Course
Public Health Core 9 credits	PH800: Cities, Society and Health
	PH801: Interdisciplinary Approaches to Urban Health Research
	PH802: Advanced Methodological and Ethical Issues in Urban Health Research
Specialization-Specific Requirements	
Community, Society & Health 9 credits	PH810: Community Health Interventions
	PH811: Soc/Behavioral Dimensions of Health
	Elective GC, PH or MPH courses on population or health problem-specific issues
Epidemiology 12 credits	PH820: Epidemiological Methods, I (may be waived for students w/ 6 or more MPH EPI courses); PH 821-823: Epidemiological Methods, II-IV
Environmental & Occupational Health 9 credits	PH830: Emerging Issues in Environmental & Occupational Health; PH 831: Environmental & Occupational Health Risk Assessment Management & Communication in Urban Settings; elective GC or PH course on the urban environment
Health Policy & Management 12 credits	PH840: Seminar in Health Policy and Management; PH 841: Quantitative Methods in Health Services Research, plus two GC theory courses in a social science cognate related to health policy or management, e.g.: economics, sociology, political science
Specialization-Specific Research, Methods or Practice Courses	
Community Health and Society 9 credits	PH820: Epidemiological Methods 1, plus two additional courses
Epidemiology 6 credits	Two courses in statistics or advanced research methods
Environmental & Occupational Health 9 credits	PH820: Epidemiologic Methods I, a course in statistics or instrumentation, and a course in GIS
Health Policy & Management 6 credits	PH820: Epidemiologic Methods I and a GC course in research design or methods
GC Interdisciplinary Requirement 3 credits	One course in a GC department outside of public health, options vary by specialization
Research Seminar 6 credits	PH890: Research Seminar I
	PH891: Research Seminar II
Public Health Leadership Development 12 credits	PH892.01 &.02: Public Health Leadership Development Fieldwork (6 credits)
	PH893: Public Health Leadership Development Seminar
	Elective course to develop leadership competencies
Dissertation Research 12 credits	Dissertation proposal approved
	PH899: Dissertation Research
	PH898: Dissertation Seminar PH900: Dissertation Supervision (as needed, 0 credits)

Table 2.1.b.3. MS and BS Degree Requirements¹

Environmental and Occupational Health Sciences -- MS	
PH 751: Principles of Biostatistics	EOHS 755: Industrial Ventilation & Environmental Control
PH 754: Environmental Health & Safety	EOHS 757: Principles of Industrial Hygiene
PH 753: Principles of Epidemiology	EOHS 762: Noise & Radiation Hazards & Controls
PH 755: Urban Health and Society	PH 737: Supervised Fieldwork
PH 756: Public Health & Health Care Policy & Mgmt	PH 738: Capstone Seminar
EOHS 702: Introduction to Occupational Safety & Health	Electives, 6 credits
EOHS 741: Environmental & Industrial Hygiene Lab, 4 credits	Comprehensive examination
EOHS 754: Environmental and Occupational Toxicology	
Nutrition – MS	
PH 750: Introduction to Biostatistics	NUTR 734 & 745: Clinical Nutrition I & II, 6 credits
NUTR 705: Nutrition & Biochemistry	NUTR 746: Nutrition and Disease
NUTR 715: Food Service & Management	NUTR 747: Advanced Nutrition & Assessment Lab, 1 credits
NUTR 720: Community Nutrition Education	NUTR 756 & 757: Food Sci & the Environment lecture & lab, 4 credits
NUTR 725: Nutrition Research	NUTR 760: Practicum
NUTR 731 & 732: Adv Nutrition I & II, 6 credits	Comprehensive examination
NUTR 733: Nutrition & Human Development	
Community Health -- BS	
BIOL 120 or 122: Anatomy & Physiology 4.5 credits	COMHE 402: Directed Fieldwork II, 2 credits
NFS 141: Nutrition	COMHE 403: Directed Fieldwork III
PSYC 150: Human Development	COMHE 405: Principles of Administration of Health Care Agencies and Institutions
COMHE 301: Introduction to Community Health Education: Social and Psychological Bases	COMHE 420: Introduction to Clinical Medicine
COMHE 302: Principles of Health Education Practice I	9 credits of these: COMHE 321, 322, 323, 324, 326 or COMHE 400 (special topics courses)
COMHE 303: Principles of Health Education Practice II	Social science electives, 12 credits
COMHE 325: Environmental Public Health Problems	Free electives, up to 21 credits
COMHE 330: Principles of Epidemiology	College general requirements in writing, pluralism & diversity, etc.
COMHE 401: Directed Fieldwork I	
Nutrition and Food Science – BS	
COMHE 305: Epidemiology	NFS 435: Food Service Systems
NFS 333: Nutrition Education	NFS 441: Community Nutrition
NFS 335: Institution Management	NFS 443: Practicum
NFS 342: Nutrition Through the Life Cycle	College general requirements in writing, pluralism & diversity, etc.
NFS 402: Seminar in Nutrition & Food Science	

¹ All courses are 3 credits unless indicated otherwise

Table 2.1.b.4. MS/MPH Dual-Degree Requirements
<p>Core courses in nursing (12 credits) NURS 700: Theoretical Foundations of Nursing Science NURS 702: Nursing Research NURS 704: Urban Health Care Systems NURS 749: Health Promotion/Disease Prevention In Diverse Populations</p>
<p>Specialization courses in nursing (15 credits) NURS 771: Community/Public Health Nursing I, 5credits NURS 772: Community/Public Health Nursing II, 5credits NURS 773: Community/Public Health Nursing III, 5credits</p>
<p>MPH core courses (18 credits) PH 750: Introduction to Biostatistics PH 752: Introduction of Epidemiology PH 754: Environmental Health and Safety PH 755: Urban Health and Society PH 756: Public Health and Health Care Policy and Management</p>
<p>Concentration courses (9 credits) COMHE 751: Community Health Interventions COMHE 752: Community Organizing and Development for Health COMHE 753: Health Program & Planning Funding or EOHS 702: Introduction to Occupational Safety & Health EOHS 754: Environmental & Occupational Toxicology EOHS 757: Principles of Industrial Hygiene</p>
<p>Elective courses (3 credits) Examples: HIV/AIDS: 707, 708 Nursing Education: 730, 752, 701</p>

Proposed Curriculum for COMHE-BS

Based on input from majors, alumni, prospective employers of graduates and deliberation of the faculty, in May 2008 the COMHE Undergraduate Curriculum Committee released a report that called for changes in the program's name and degree requirements. After extensive discussion, the changes were approved by the COMHE program and SPH faculty. Once the curriculum is reviewed by curriculum committees in the college, it will be transmitted to the Hunter College Senate for a final vote of approval. It is expected that the revised curriculum will be implemented in AY 2011.

The proposed changes bring COMHE-BS in line with the undergraduate public health learning outcomes being developed by the ASPH, the objectives in Healthy People 2010 as well as draft objectives for Healthy People 2020, the needs of potential employers and opportunities in the job market, the changing fields of community health and public health and the mission of the SPH. The revised curriculum reflects ecological models of health promotion (i.e., the importance of intervening on multiple levels of social organizations); the importance of competencies in research design and analysis; and the need for competencies and skills in health communication and literacy within a changing theoretical, practical and media landscape.

In particular, the proposal includes a program name change from “Community Health Education” to “Community Health” and a series of three required courses designed to enhance the research and data-analysis skills of students. These courses are COMHE 411 (Seminar in Community Health Assessment), COMHE 412 (Directed Fieldwork Practicum) and COMHE 413 (Research Symposium). Additionally, new elective options in communication have been introduced: COMHE 304 (Introduction to Health Communication Theory and Practice) and COMHE 408 (New Media and Health). The curriculum appears in Table 2.1.b.5.

Table 2.1.b.5. Proposed Curriculum for the BS in Community Health
<p><i>Admission requirements</i> 60 credits with a minimum 3.0 GPA Social sciences (9 credits): PSYCH 100, PSYCH 150, SOC 101 Sciences (10½ credits): CHEM 100, 101 and BIO 120, 122 Mathematics (3 credits): STAT 113</p>
<p><i>Curriculum</i> COMHE 330: Principles of Epidemiology COMHE 301 Introduction to Community & Public Health COMHE 302 Principles of Health Promotion COMHE 304 Health Communication Theory and Practice COMHE 306 Social Disparities in Health COMHE 325 Environmental Public Health Problems COMHE 328 Public Health Biology COMHE 330 Epidemiology COMHE 408 New Media and Health COMHE 405 Health Care Systems & Health Policy COMHE 411 Seminar in Community Health Assessment COMHE 412 Directed Fieldwork Practicum COMHE 413 Research Symposium NFS 141: Nutrition COMHE or NFS 400-level electives (9 credits)</p>

Throughout the remainder of Criteria 2.0, references to COMHE-BS in discussions and tables refer to the extant program. Information about the proposed curriculum is bracketed [] when the proposed and current curricula differ.

2.1.c. Assessment of the extent to which this criterion is met.

This criterion is met.

Strengths:

- The SPH offers the MPH-degree programs in the five required knowledge areas (plus public health nutrition areas) and the DPH degree program in four of the five knowledge areas basic to public health.
- MPH degree program is offered on three campuses (Brooklyn, Hunter and Lehman Colleges) and has a common set of core competencies and core courses with common

course learning objectives. Introductory core courses taken at one campus satisfy the core requirements at the other campuses.

Future Plans:

By December 2010, at least one student, Joseph Kennedy will graduate from the EPI/BIOS specialization, with the BIOS option. As of fall 2010, he has 36 of 45 credits with a 3.85 GPA, has registered for the remaining nine credits and is on track to complete them by December, 2010.

2.2. Program Length. An MPH degree program or equivalent professional master's degree must be at least 42 semester credit units in length.

2.2.a. Definition of a credit with regard to classroom/contact hours.

One contact hour per week over a 15-week semester (fall and spring) is equivalent to one credit. The contact hour may take the form of classroom, online or advisement hours. Most courses are three-credits. The number of contact hours is a minimum of 15 hours per credit, or a minimum of 45 hours per 3-credit course. The fall and spring semesters are 15 weeks in length. Three-credit courses offered during the regular fall and spring semesters meet for 15 weeks and require three contact hours per week. In addition to the traditional fall and spring 45-hour courses, there also are courses that include a laboratory component, fieldwork-based courses and short intensive courses that often meet during the January intersession or during summer sessions of varying length. For courses with a laboratory component, typically, one credit hour is associated with a laboratory class meeting for 50 to 200 minutes per week for a semester. For fieldwork-based courses, one semester credit hour is awarded for 50 to 100 hours of supervised fieldwork or dietetic internship.

Credit hours may be earned in short intensive summer sessions that run from 4 to 7.5 weeks, and three-week January intersessions -- with credits awarded proportionately to those earned for the same activity during a regular term, normally at no more than one per week of full-time study.

2.2.b. Information about the minimum degree requirements for all professional degree curricula shown in the instructional matrix. If the school or university uses a unit of academic credit or an academic term different than the standard semester or quarter, this should be explained and an equivalency presented in a table or narrative.

The minimum number of credits for each of the degrees offered by the SPH is presented in Table 2.1.a.

2.2.c. Information about the number of MPH degrees awarded for less than 42 semester credit units, or equivalent, over each of the last three years. A summary of the reasons should be included.

None.

2.2.d. Assessment of the extent to which this criterion is met.

This criterion is met.

Strengths:

The curricula leading to the MPH degree are 45 credits in length.

2.3. Public Health Core Knowledge. All professional degree students must demonstrate an understanding of the public health core knowledge.

2.3.a. Identification of the means by which the school assures that all professional degree students have a broad understanding of the areas of knowledge basic to public health. If this means is common across the school, it need be described only once. If it varies by degree or program area, sufficient information must be provided to assess compliance by each program.

SPH students are provided with a broad understanding of the five knowledge areas basic to public health, and the degree programs -- MPH, MS, MS/MPH, DPH and BS -- have equivalent exposure to the public health core.

- MPH, MS/MPH and EOHS-MS students are required to take at least one course in each of the five knowledge areas. As indicated in Table 2.3.a.1., equivalent courses in these five areas are taught at each of the three Consortial Campuses that offer the MPH degree.
- DPH students must complete at least one master's-level course in each of the knowledge areas basic to public health. Students who have earned an MPH generally meet this requirement. Students who have earned a masters degree in a field outside public health must have completed a master's-level course in at least three of the five knowledge areas basic to public health prior to enrolling in the DPH program and must complete the remaining two courses within their first year. These master's-level courses do not count toward the DPH degree. In addition, content related to each of these five areas is included in the DPH required curriculum as indicated in Table 2.3.a.2.
- NUTR-MS students and students in COMHE-BS and NFS-BS are exposed to the five knowledge areas basic to public health through coursework in their respective specializations. For example, while Epidemiology (COMHE 330) is required of students in COMHE-BS and NFS-BS, there is no epidemiology course in the NUTR-MS curriculum. Instead, NUTR-MS students cover epidemiology in a combination of Microbiology (BIOL 230) and Nutrition Research (NUTR 725).

The COMHE and nutrition program directors regularly review syllabi of required specialization courses to assure that the curriculum for each degree covers in sufficient depth core public health areas that do not have their own courses. A recent review of those courses is summarized below and in Table 2.3.a.3.

Table 2.3.a.1. Courses That Address the Basic Public Health Knowledge Areas in the MPH, MS/MPH and EOHS-MS Degree Programs	
<i>Courses within each knowledge domain are equivalent. They contain the same learning objectives and contribute to the same program-wide competencies.</i>	
BIostatISTICS	
HNSC 7150 Introduction to Biostatistics and Evaluation in Health Sciences I (Brooklyn)	
PHE 600 Biostatistics in Public Health (Lehman)	
PH 750 Introduction to Biostatistics <i>or</i>	
PH 751 Principles of Biostatistics [required for BIOS, EPI, EOHS; optional for CBPH, COMHE, GPH, HCPA, HPM, NUTR] (Hunter)	
EPIDEMIOLOGY	
HNSC 7120 Epidemiology (Brooklyn)	
PHE 606 Public Health Epidemiology (Lehman)	
PH 752 Introduction to Epidemiology for Public Health Practice <i>or</i>	
PH 753 Principles of Epidemiology [required for BIOS, EPI, EOHS; optional for CBPH, COMHE, GPH, HCPA, HPM, NUTR] (Hunter)	
ENVIRONMENTAL HEALTH SCIENCES	
HNSC 7130 Environmental Health in the Urban Community (Brooklyn)	
PHE 702 Environmental Health (Lehman)	
PH 754 Environmental Health & Safety (Hunter)	
HEALTH SERVICES ADMINISTRATION	
HNSC 7140 Introduction to Health Care Policy & Administration (Brooklyn)	
PHE 701 Public Health Policy and Management (Lehman)	
PH 756 Public Health and Health Care Policy and Management (Hunter)	
SOCIAL AND BEHAVIORAL SCIENCES	
HNSC 7110 Social & Behavioral Sciences in Public Health (Brooklyn)	
PHE 703 Social & Behavioral Dimensions of Health (Lehman)	
PH 755 Urban Health and Society (Hunter)	

Table 2.3.a.2. Courses That Address the Basic Public Health Knowledge Areas in the DPH Degree Program¹	
Core knowledge areas	Courses
Biostatistics	PH 802: Advanced Methodological & Ethical Issues in Urban Health Research PH 890: Research Seminar I PH 891: Research Seminar II
Epidemiology	PH 820: Epidemiologic Methods I
Environmental health sciences	PH 800: Cities, Society and Health PH 890: Research Seminar I
Health services administration	PH 800: Cities, Society and Health PH 801: Interdisciplinary Approaches to Urban Health Research
Behavioral and social sciences	PH 800: Cities, Society and Health PH 801: Interdisciplinary Approaches to Urban Health Research PH 890: Research Seminar I PH 891: Research Seminar II

¹ DPH students enter with an MPH degree or are required to take the five MPH core courses, which do not count towards the DPH.

Table 2.3.a.3. Courses That Address the Basic Public Health Knowledge Areas in the NUTR-MS Degree Program and the Programs in COMHE-BS and NFS-BS				
Core knowledge areas	NUTR-MS	COMHE-BS <i>through summer 2011</i>	[COMHE-BS <i>effective fall 2011</i>]	NFS
Biostatistics	PH 750: Introduction to Biostatistics	COMHE 330: Epidemiology NFS 402: Seminar in Nutrition & Food Science	COMHE 330: Epidemiology COMHE 411: Seminar in Community Assessment COMHE 413: Research Symposium	COMHE 330: Epidemiology NFS 402: Seminar in Nutrition & Food Science
Epidemiology	NUTR 725: Nutrition Research BIOL 230: Microbiology	COMHE 330: Epidemiology	COMHE 330: Epidemiology	COMHE 330: Epidemiology
Environmental Health Sciences	NUTR 756 & 757: Food Science & the Environment BIOL 230: Microbiology	COMHE 325: Environmental Public Health Problems	COMHE 325: Environmental Public Health Problems	NFS 435: Food Service Systems BIOL 230: Microbiology
Health Services Administration	NUTR 715: Food Service & Management	COMHE 405: Principles of Administration of Health Care Agencies & Institutions	COMHE 405: Health Care Systems & Health Policy	NFS 335: Institution Management NFS 441: Community Nutrition
Social and Behavioral Sciences	NUTR 720: Community Nutrition Education Introductory Psychology	COMHE 301: Introduction to Community Health Education: Social & Psychological Bases	COMHE 301: Introduction to Community Health Education: Social & Psychological Bases	NFS 333: Nutrition Education Introductory Psychology

Behavioral sciences

COMHE-BS students take COMHE 301 (Introduction to Community Health Education: Social and Psychological Bases)

NFS-BS students take NFS 333 (Nutrition Education), which includes education and behavior-change theories and techniques. These students also take psychology as a requirement for entering the BS-degree program.

- NUTR-MS students take NUTR 720 (Community Nutrition Education), which includes some of the same competencies (e.g., sharing public health information verbally and in writing; designing and evaluating interventions to prevent or control public health problems) with the core behavioral science courses (HNSC 7110: Social & Behavioral Sciences in Public Health, PHE 703: Social & Behavioral Dimensions of Health and PH 755 Urban Health and Society). These students also take psychology as a requirement for entering the MS-degree program.

Biostatistics

- COMHE-BS students do not take a course in biostatistics but rather are exposed to principles of biostatistics through STAT 113 (Elementary Probability & Statistics) and NFS 402 (Research Seminar in NSF). Key concepts that are covered in the core biostatistics courses (HNSC 7150: Introduction to Biostatistics & Evaluation in Health Sciences I, PHE 600: Biostatistics in Public Health and PH 750: Introduction to Biostatistics) also are covered in STAT 113, i.e., variance, summaries, correlation, regression, randomness, conditional probability, variables, sampling distributions, confidence intervals and normal density. NFS 402 covers the t-test, ANOVA and non-parametric statistics.
- NFS-BS students do not take a course in biostatistics, but rather are exposed to principles of biostatistics through STAT 113 and NFS 402, which cover key concepts that are examined in PH 750.
- NUTR-MS students take PH 750.

Epidemiology

- COMHE-BS students take COMHE 330 (Epidemiology).
- NFS-BS students take COMHE 330.
- NUTR-MS students do not take a course in epidemiology but rather are exposed to principles of epidemiology through BIOL 230 (Microbiology), a requirement for admission to the MS degree program and the required graduate course, NUTR 725 (Nutrition Research). BIOL 230 covers epidemiologic investigation (descriptive, analytical, experimental) and the functions of the Centers for Disease Control. NUTR 725 covers descriptive epidemiologic research, observational and experimental research studies and meta-analysis.

Environmental health science

- COMHE-BS students take COMHE 325 (Environmental Public Health Problems).
- NFS-BS students do not take a course in environmental health science but rather are exposed to principles of environmental health through NFS 131 (Foods I), NFS 141 (Nutrition), NFS 435 (Food Service Systems) and BIOL 230. Issues relating to sustainable agriculture are covered in NFS 131 and 141. Food-borne illness and water safety are examined in NFS 131, 141 and 435. BIOL 230 covers environmental, applied and industrial microbiology. Students in NFS 435 are required to the ServSafe Food Protection Manager Certification.

NUTR-MS students do not take a course in environmental health science but rather are exposed to principles of environmental health through NFS 131, NFS 141 and BIOL 230. These graduate students also take NUTR 756 and 757 (Food Science & the Environment, lecture and lab), which covers some of the environmental issues examined in the core environmental health courses (HNSC 7130: Environmental Health in the Urban Community, PHE 702: Environmental Health and PH 754: Environmental Health & Safety).

Health services administration

- COMHE-BS students take COMHE 405 (Principles of Administration of Health Care Agencies and Institutions).
- NFS-BS degree students do not take a course in health services administration, but rather are exposed to administration through NFS 335 (Institutional Management) and NFS 441 (Community Nutrition), which address some of the same competencies that are covered in COMHE 405.

NUTR – MS students do not take a course in health services administration but rather are exposed to administration through NUTR 715 (Food Service & Management), which covers some of the same competencies as the core health services administration courses (PHE 701: Public Health Policy and Management, PH 756: Public Health and Health Care Policy and Management and HNSC 7140: Introduction to Health Care Policy & Administration).

2.3.b. Assessment of the extent to which this criterion is met.

This criterion is met.

Strengths:

The curriculum for SPH degree programs is designed to assure that students develop an understanding of the five core areas fundamental to public health. Students in the MPH and EOHS-MS degree-programs and the MS/MPH dual-degree program are required to take at least one course in each of the five knowledge areas. Students in the degree programs leading to the DPH, NUTR-MS and COMHE-BS and NFS-BS are required to take degree-specific courses that address core public health knowledge areas.

2.4. Practical Skills. All professional degree students must develop skills in basic public health concepts and demonstrate the application of these concepts through a practice experience that is relevant to the students' areas of specialization.

2.4.a. Description of the school's policies and procedures regarding practice experiences, including selection of sites, methods for approving preceptors, approaches for faculty supervision of students, means of evaluating practice placement sites and preceptor qualifications, and criteria for waiving the experience.

Each SPH student completes a supervised practice experience. The courses that provide the practice experience and the number of hours of practice required for each degree program are summarized in Table 2.4.a.1. Practice experience requirements include completion of a minimum number of fieldwork hours that are tied to one or more credit-bearing courses. A list of preceptors and their organizations appears in Appendix 2.4.b.

The SPH uses various terms when referring to practice experience. What Brooklyn and Lehman refer to as “internship,” Hunter and the GC call “fieldwork.” In this report, the terms *fieldwork*, *supervised fieldwork*, *practice* and *supervised practice* are used interchangeably, while *internship* is reserved for Hunter’s 12-credit dietetic internship program (NUTR 700-703).

Practice experience for the MPH-degree programs and the MS in EOHS

The 150-to 210-hour planned and supervised practice experience contributes to the student’s preparation as a public health professional by offering an opportunity to apply knowledge and skills learned in course-work to real-world experiences in public health and health care in community-based or other organizations. Students are matched to field organizations appropriate to their specialization and on the basis of their individual interests, professional goals and needs and an interview by a representative from the prospective field site.

The supervised practice experience strives to increase students’ understanding of public health organizations while improving their professional self-confidence through involvement in developing, planning, organizing, executing and evaluating activities, involvement in general evaluation and self-evaluation and involvement in research investigations or public health projects and programs. Fieldwork placements may involve program planning, implementation or operation, applied public health research, community health education and outreach, health advocacy or other appropriate public health-related work.

During the fieldwork, students are required to follow policies, rules and regulations of the field organization, seek and accept the field preceptor’s guidance and appraisal of performance throughout the placement, share with the field preceptor any questions and concerns regarding the progress of the fieldwork, plan for conferences with the preceptor, plan participation in activities and secure approval of the field preceptor as necessary.

Fieldwork faculty are responsible for developing and implementing policies regarding the approval of preceptors and placement sites and for supervising students in the selection and

evaluation of their field placements. The SPH began using GoogleDocs™ in the fall 2009 semester to collect electronically students' fieldwork-related data. Information collected includes names of organizations where students are placed; names, titles and credentials of their preceptors; time spent in the agency and titles of capstone essays that were written based on the fieldwork experience. Collected separately are the preceptor evaluations of the students and students' evaluations of the fieldwork site and experience.

Written instructions spell out policies and procedures for selection, approval, execution, completion and evaluation of field placements.

Site Selection

There are a number of means by which students learn about appropriate sites for their fieldwork placements. Students can identify and select sites via word of mouth, faculty recommendation and LISTSERV postings. Each campus maintains a list, notebook or database of potential sites. These sites include NYCDOMH, health-care facilities, community-based organizations, foundations and other nonprofit organizations, including international government agencies and non-governmental organizations. Students may complete their supervised practice at their present place of employment as long as they do so at a department in which they are not currently employed and/or they will perform activities different from those required by their current position, the practice activities are relevant to their individualized area of specialization and they have the permission of the fieldwork course faculty.

Field placement sites must meet the following criteria:

- The organization defines a meaningful public-health project in which the student will have the opportunity to work with other public-health professionals.
- The organization identifies a preceptor with public-health experience and expertise in a relevant area of the student's work who will be responsible for supervising and mentoring the student.
- The organization is able to accommodate the academic and/or schedule of the students hosted at its facility.
- The organization assists the student in developing a scope of work for the supervised practice experience, including identification of a written product or deliverable for the host agency, in consultation with the fieldwork faculty.

Fieldwork sites are screened and ultimately approved by faculty based on documentation provided by the student and information provided by the prospective preceptor regarding: a) the site's and prospective preceptor's willingness to host the student and fulfill practice requirements as described on the following page b) the proposed fieldwork project; and c) proposed student learning objectives.

Table 2.4.a.1. Practice Experience in the SPH Degree Programs

Degree	Program	Course no.	Course name	Practice hours	Credits
Master in Public Health (MPH)	• Community-Based Public Health (CBPH)	PHE 790	Public Health Internship	180	3
	• (general) Public Health (GPH)	HNSC 7920	Internship in Public Health	150	3
	• Health Care Policy & Administration (HCPA)	<i>optional</i> HNSC 7921	<i>optional</i> Internship in Public Health II ¹	<i>optional</i> 150	<i>optional</i> 3
	• Biostatistics (BIOS) • Community Health (COMHE-MPH) • Environmental & Occupational Health Science (EOHS-MPH) • Epidemiology (EPI) • Health Policy & Management (HPM)	PH 737	Supervised Fieldwork	210	3
• Public Health Nutrition (NUTR-MPH)	PH 737 <i>or</i> NUTR 703	Supervised Fieldwork <i>or</i> Pre-Professional Practice in Dietetics Community	210 <i>or</i> 300	3	
Doctorate in Public Health (DPH)	• Community Society & Health (CSH) • Epidemiology (EPI-DPH) • Environmental & Occupational Health (EOH) • Health Policy & Management (HPM-DPH)	PH 892	Public Health Leadership Development Fieldwork	420	6
Master of Science / Master in Public Health (MS/MPH)	• Community/Public Health Nursing/Urban Public Health (PHN)	NURS 771-772	Community/Public Health Nursing I-II	333	6
Master of Science (MS)	• EOHS-MS	PH 737	Supervised Fieldwork	210	3
	• NUTR-MS	NUTR 760	Practicum	210 <i>or</i> 300	3
Bachelor of Science (BS)	• Community Health Education (COMHE-BS) <i>through summer 2011</i>	COMHE 401	Directed Fieldwork I	210	3
		COMHE 402	Directed Fieldwork II	105	2
		COMHE 403	Directed Fieldwork III	150	3
	• Community Health Education (COMHE-BS)	COMHE 401	Directed Fieldwork I	210	3
		COMHE 402	Directed Fieldwork II	105	2
	• Nutrition & Food Science (NFS)	NFS 443.51	Practicum in NFS	90	3

¹ Elective field course for students requiring or desiring additional field experience

Previous students' practice experiences with the organization also may be considered, where applicable. Specific policies and procedures for site selection are described briefly below.

The student or fieldwork faculty member contacts potential field organizations to determine their willingness to host a student during a specific semester or period of time. The field organization accepts responsibility for collaboration with the fieldwork faculty member to provide field experience for a designated period. The field organization identifies by name, business address, phone number and academic degree, a field preceptor who has primary responsibility for planning and conducting the fieldwork experience in consultation with the fieldwork coordinator.

Fieldwork Preceptor Qualifications, Screening and Role

Site preceptors are screened by the fieldwork faculty. Preceptors generally must have at least a graduate degree or otherwise demonstrate significant public health practice work experience and responsibilities. The majority of preceptors hold doctoral degrees (DPH/DrPH, PhD, EdD, MD). A variety of certifications are also represented among the preceptors (CDN, RD, RN, CHIS, CIH, CSP). Beginning in fall 2010, preceptors in the master's level programs are asked to submit a resume that includes their education, work experience and two professional references. Updated resumes will be requested at least every five years.

Preceptors also must be prepared to provide the student with ongoing supervision, guidance and mentoring. Preceptors who have previously received a satisfactory rating from students are automatically approved to continue volunteering as preceptors. Prior to 2009, preceptors who were new to the SPH were accepted on the basis of their professional credentials, such as the MS for students in EOHS, the RD for dietetic interns and the MPH for all other master's degree students.

Responsibilities of the fieldwork preceptor:

- Orients the student to the field organization's mission, programs, policies and protocols.
- Commits time for instructional interaction and dialogue with the student.
- Provides supervision of the student's activities.
- Plans for visits by the fieldwork coordinator during the fieldwork period.
- Assists the student in determining specific, mutually agreeable, written field objectives.
- Reviews fieldwork reports, and if indicated, resolves conflicts with field organization policy or personnel.
- Prepares an evaluation of the student and discusses it with the student prior to transmittal to fieldwork coordinator (a blank copy of the preceptor evaluation form is part of the written materials provided to the student).

Faculty Supervision

The fieldwork faculty work closely with students to help develop and maintain a quality practice experience. Supervision may occur individually and/or in groups and includes verbal and written communication about the student's progress. Documentation of the fieldwork

includes a report consisting of logs describing the practice experience, discussing assignments and projects and noting significant events, problems or potential new approaches to the work of the participating agency. A template for the fieldwork is part of the written materials provided to the student.

Post-fieldwork evaluation

At the end of the semester, students and preceptors complete evaluations of the experience, including verification by the preceptor that the student has completed the requisite fieldwork hours. Students evaluate the quality of their practice experience through either open-ended reflections that Hunter students note in their professional portfolios, reflections during a structured seminar at Lehman or completion of a structured survey administered by the faculty at Brooklyn. As part of the evaluation, students are asked to consider the quality of on-site supervision received during the fieldwork and the overall quality of the fieldwork, whether the fieldwork was a worthwhile educational experience, how the fieldwork experience could be improved and why they would (or would not) recommend that other students conduct fieldwork with the same organization.

Practice Experience for the DPH Degree Programs

Based on suggestions from employers of doctoral-trained public health professionals in the New York City region conducted during the planning of the DPH in 2005 and 2006, the Leadership Development Project (LDP) was created to develop the leadership skills of DPH students and to prepare them to identify and solve the organizational problems that can be obstacles to the implementation of public health research, intervention and policy. The LDP fulfills the requirements for a practical experience in the SPH doctoral program. Given the additional experience of DPH students, (they have at least three years of professional experience), this requirement is organized somewhat differently from MPH fieldwork requirements.

Practice Requirement

DPH students are required to complete the 12-credit LDP. The LDP has three components:

- PH 893: Leadership Seminar (3 credits)
- PH 892: Leadership Field Project and corresponding seminar (6 credits)
- An elective relevant to leadership, organizational change and the student's professional objectives (3 credits)

The LDP requires 420 hours of supervised professional experience in one of the following public-health arenas: research, program development or management, policy analysis or advocacy or teaching. Students are expected to identify a specific organizational and/or public-health problem, need or challenge within a specific organization. It should be a problem that can be addressed within the time and effort parameters of the placement. Students are then expected to undertake a problem-solving process that contributes to change and solution of that problem. The emphasis is on the identification of well-defined and focused problems for which it is possible to initiate solutions within the life of the placement. The types of problems and outcomes that are possible in this project will vary and students

will be judged on the soundness of their plan of action and their success in taking steps to implement it rather than on the organizational changes actually achieved. However, students are expected to do more than study or document problems; they are to take action to solve them.

The goals of the LDP are to develop professional competencies needed in leadership positions in public health research, professional practice or education. The LDP provides students with an opportunity to:

- Learn the various theoretical perspectives on leadership and their application
- Experience practical approaches to leadership and organizational change
- Diversify their professional experience
- Gain experience in identifying and solving the practical problems that professionals encounter in various settings
- Identify their own approach to leadership by ascertaining their interests, strengths and limitations
- Observe and learn from leaders in public health

Placement

Students can complete their placement at their employment site providing they are engaged in work that is substantially different from their regular responsibilities and that the work meets the requirements of the project. Students also can choose to work at a different site, for example, work with a faculty researcher, at an independent public-health agency, an advocacy or community-based organization or at other sites approved by the coordinator of the LDP experience. Students are expected to begin the placement during their second or third semester of enrollment and to complete it prior to beginning their dissertation. Students are encouraged to choose field projects that will prepare them for dissertation research. As appropriate for doctoral-level students, learners select their own placement, subject to approval by the faculty sponsor.

Faculty Sponsor and Project Seminar

Field project students meet at least four times during the semester in the Leadership Project Seminar. A faculty sponsor is responsible for the seminar as well as guiding students who are registered for the field leadership projects in a specific semester. In addition, each student meets regularly with the supervisor/mentor at the field placement site.

The field projects are evaluated based on a portfolio that includes the following:

- An initial self-assessment and statement of student learning and leadership skill development objectives for the project
- A contract between student and the site sponsor identifying specific objectives, time frame and deliverables
- A brief paper stating the problem the student plans to address, a summary of relevant literature and a description of relevant contextual factors

- A final paper in the format of a case study of the organization and the change achieved. The case study includes a preface summarizing the purpose, public health significance and findings of the project, with reference to the appropriate scholarly literature.
- Assessments of the portfolio by the site supervisor and the faculty sponsor

As indicated in Table 2.4.a.2., by the end of the spring 2010 academic year, DPH students had begun their leadership development projects at 18 organizations.

Table 2.4.a.2. DPH Practice Experience Locations, 2008-2010
Location
Asian Americans for Equality
Asian & Pacific Islander Coalition on AIDS
Banana Kelly High School
Bronx Public Health District Office
Brooklyn YWCA
CUNY -- Institute for Health Equity
CUNY -- Literacy Program
Federation of County Perinatal Networks
Harlem Community & Academic Partnership (HCAP) at the New York Academy of Medicine
Hospital for Special Surgery
Memorial Sloan Kettering Cancer Hospital, Clinical Trials Office
National Adolescent Sex Education Program
National Latina Institute for Reproductive Health Inc.
NYCDOHMH
New York Committee for Occupational Safety and Health (NYCOSH)
New York University Medical Center
St. Charles Hospital
Urban Institute

Practice Experience for the Degree Program Leading to the MS in Nutrition

The MS in nutrition (NUTR-MS) requires completion of the three-credit NUTR 760 Practicum, which provides practical as well as culminating experiences for this MS degree program. Offered for the first time in spring 2011, NUTR 760 provides students with nutrition and food science-related fieldwork in hospitals, schools, laboratories and community-based organizations, placements that are designed to provide opportunities to apply knowledge and skills gained from the classroom education to professional practice. On a weekly basis, students spend eight hours in the field, plus two hours in class or two to three hours online. To assure that only advanced students take this course, 27 credits in NUTR, including a course in research, are required to enroll.

Practicum provides didactic and experiential learning opportunities in the areas of clinical nutrition, food science and /or food service management. Fieldwork in nutrition, food science and management focuses on the application of the knowledge and skills needed to promote

delivery of effective nutrition services to the public. Experiences include participating in community nutrition programs, implementing health promotion and disease prevention activities, providing nutrition education, participating in activities in laboratories and test kitchens, developing research protocols, counseling individuals, assisting therapeutic dietitians and interning at food-service establishments.

Students complete at least eight hours of experiential learning each week (a total of at least 120 hours), guided by an on-site preceptor and the course instructor. Weekly online assignments that require two to three hours of preparation support the experiential learning. The supervised practice hours are reinforced by weekly activities and assignments the student completes outside of the fieldwork. Students and the course instructor meet for a two-hour class once per month during the semester, except the meetings will be weekly for the last three weeks of the term for student presentations. At the end of the course, students present a case study or field report on a chosen aspect of the practicum experience, submit a portfolio and complete a final analytic report.

Practice Experience for the BS Degree Programs

For the BS degrees in COMHE and NFS, the practice experiences are incorporated into COMHE 401-403 and NFS 443.51, respectively. [Effective fall 2011, the COMHE-BS practice experience is covered in COMHE 412 (Directed Fieldwork Practicum)]. Practice experiences for the BS degree include supervised fieldwork, a fieldwork journal, pre-professional portfolio and an oral presentation to the class about an aspect of the fieldwork experience and evaluations. During the semester, students have the opportunity to integrate knowledge gained from classroom education into practice, incorporate professional ethics and prepare a pre-professional portfolio. BS-degree students discuss their experiences weekly in class and also regularly submit fieldwork logs.

Fieldwork, Journal and Portfolio

NFS and COMHE students spend, respectively, a minimum of 90 and 465 hours in one or more fieldwork assignments. During the placements, each student develops and implements one or more projects based on a need identified at the fieldwork site. Projects may include patient/client survey research, curriculum and material development, a quality-improvement project or other appropriate professional project. The student completes an evaluation form for the site. In addition, the fieldwork preceptor completes an evaluation form for the student, which is returned to the course instructor after it has been discussed with the student.

Each student also maintains a personal journal of daily activities and reflections on the fieldwork experience. The journal is a recording of job activities performed, including thoughts and impressions. A journal entry is required for each day spent at the facility, and the number of hours worked also is recorded. A pre-professional portfolio is submitted at the end of COMHE 403 [412] and NFS 443.51. The portfolio includes the student's personal statement, which may become the basis for the personal statement that often is required when applying for jobs and graduate school.

Criteria for Waiving the Experience

MS/MPH- and BS-degree students are not waived from the practice experience requirement.

MPH-degree students who are admitted to the SPH possessing extensive public health experience may have the fieldwork experience waived. Before a waiver is granted, the student must demonstrate in writing with supporting documents “experience in application of basic public health concepts and of specialty knowledge to the solution of community health problems.” Public health knowledge includes the core competencies as well as a population approach to health problems, use of a prevention framework and collaboration with community partners. Using the fieldwork waiver application, the student must show that his or her previous experiences relate to specialty knowledge acquired in the specialization.

Eligible students should discuss the possibility of a waiver with their academic adviser within a year of enrollment. The adviser, specialization coordinator and associate dean for academic affairs will determine whether the written summary of the student’s experiences demonstrates an adequate applied public-health experience in the appropriate area of concentration. The summary must include the name of the organization; name, title and contact information of supervisor(s); dates and approximate number of hours of field-based experience and, with reference to core and program-specific competencies, a description of how the experience demonstrates application of knowledge from the core and specialty public health areas. (Instructions for waiving the fieldwork experience and a fieldwork waiver application form are included in the written materials provided to students.)

DPH-degree students who enter the program with five or more years of leadership experience in public health can apply to base their field project case study on prior experience. This is not a waiver but an opportunity to prepare a case study illustrating a past accomplishment in leadership, rather than a prospective project. An opportunity to pursue this option will be based on a review of a portfolio the student prepares that documents the products of this experience (e.g., programs developed and evaluated, papers published, formal leadership positions and accomplishments). The portfolio also should include a statement by the student explaining why the experiences documented are sufficient to prepare this student for the leadership positions to which he or she aspires. After reviewing this application, the student’s adviser and the DPH program director will determine within one month whether the retrospective option will be offered. In general, only students with extensive leadership experience and a documented track record of significant public health accomplishments will be approved for this option. Students who are approved for this option still register for the six credits during the time they are preparing their case study, which is reviewed similarly to those students following the prospective option.

2.4.b. Identification of agencies and preceptors used for practice experiences for students, by program area, for the last two academic years.

Appendix 2.4.b. contains a list of the agencies and preceptors used for practice experience by program area, 2008-2010.

2.4.c. Data on the number of students receiving a waiver of the practice experience for each of the last three years.

No MPH-degree students received waivers of the practice experience for the period 2007-2010. Since 2008, however, seven CSH doctoral students with extensive public health experience chose the option to prepare a case study illustrating a past (retrospective) accomplishment in leadership, rather than a prospective project. Each of the six students who completed case studies was awarded six credits for the documented prior-leadership experience; a seventh project is in progress. Listed below are their project titles with start and end dates.

<u>Dates</u>	<u>Project</u>
• Fall 2008-Fall 2008	Post-911 Emergency Preparedness Training for Department of Health Personnel
• Fall 2008-Fall 2008	Staying Alive: The Reinvention of the Harlem Community Academic Partnership
• Fall 2008-Fall 2008	Access to Prescription Medications for Medicaid Patients
• Fall 2008-Spr 2009	From Fracture to Functioning: Bringing Collaboration to a Fragmented Organization
• Fall 2008-Fall 2009	Improving the Delivery of Services in an Adolescent Sex Ed Program
• Fall 2008-Fall 2009	Diabetes Care at Saint Charles Hospital
• Fall 2009-	Emergency Preparedness Plan for a Large Medical Center

2.4.d. Data on the number of preventive medicine, occupational medicine, aerospace medicine, and public health and general preventive medicine residents completing the academic program for each of the last three years, along with information on their practicum rotations.

Not applicable.

2.4.e. Assessment of the extent to which this criterion is met.

This criterion is met.

Strengths:

- Every professional degree program in the SPH requires students to complete a practice experience.
- There are well-defined guidelines for site selection, approving preceptors, faculty supervision of students, evaluating practice placement sites, waiving the fieldwork experience and for reflecting on and synthesizing practice and classroom experiences.
- Over the past three years, SPH students have completed practice experiences at more than 100 agencies representing government, health-care and nonprofit organizations.

Future Plans:

- Improve coordination and centralization field placements, policies and procedures, including creating a centralized computer system for keeping track of field sites and preceptors, cataloging fieldwork projects, computerizing fieldwork forms, supervising a SPH Bb™ site or website, maintaining the fieldwork handbook/s and other activities that would enhance the practice experience.
- In 2011, the COMHE-BS will assess the current fieldwork requirements and determine whether changes in length, content and oversight are warranted.

2.5. Culminating Experience. All professional degree programs identified in the instructional matrix shall assure that each student demonstrates skills and integration of knowledge through a culminating experience.

2.5.a. Identification of the culminating experience required for each degree program. If this is common across the school's professional degree programs, it need be described only once. If it varies by degree or program area, sufficient information must be provided to assess compliance by each program.

A culminating experience, which is required for all degree programs, allows students to synthesize and reflect on knowledge acquired during their studies. As such, the culminating experience is completed no sooner than during the student's penultimate semester. Requirements for the culminating experience vary by program. Table 2.5.a. summarizes the courses, major writing assignments and portfolio/reflection components of the culminating experience for the degree programs in the SPH.

The Culminating Experience in the MPH-Degree Programs

The culminating experience builds on the knowledge acquired by students through their coursework. As summarized in Table 2.5.a., preparation for the culminating experience includes completion of at least 36 credits of MPH coursework, including one course in each of the five core areas of public health, the practice experience, and three courses (nine credits) in the student's specialization. The three-to-six credit capstone experience is designed to assist students in preparing a professional-quality written and oral presentation and provide opportunities to reflect on and synthesize the knowledge and skills gained during classroom and practice experiences.

To that end, the culminating experience consists of four components: 1) attendance at a capstone course or individual meetings with a faculty mentor 2) completion of a major writing project 3) an oral presentation of the project and 4) reflection, synthesis and analysis of course- and fieldwork experiences. Students are provided with written instructions for the culminating experience.

Table 2.5.a. Culminating Experience in the SPH Degree Programs								
COMPONENTS	MPH BIOS, COMHE, EOHS, EPI, HPM, NUTR	MPH GPH, HCPA	MPH CBPH	DPH CSH, EPI, EOH, HPM	MS/MPH PHN/PH	MS EOHS NUTR	BS NFS	BS COMHE Through summer 2011 [effective fall 2011]
Prerequisite Courses and Number of Credits	Completion of at least 36 credits of MPH coursework, including the five MPH core courses and at least three specialization courses	Completion of at least 36 credits of MPH coursework, including the five MPH core courses and at least three specialization courses	Completion of at least 36 credits of MPH coursework, including the five MPH core courses, at least three specialization courses	Completion of at least 48 credits of DPH coursework, including PH 890: Research Seminar I	Completion of at least 18 cr of MS/MPH coursework, including NURS 771: Community/Public Health Nursing (30 hrs theory, 166 hours practicum); NURS 772: Community/Public Health Nursing II (30 hrs theory/ 167 hours clinical) and NURS 702: Nursing Research	<i>EOHS</i> Completion of at least 36 credits of MPH coursework, including the five MPH core courses and at least three EOHS courses <i>NUTR</i> Completion of at least 27 credits of NUTR-MS coursework, including NUTR 725: Research	Completion of at least three 300- or 400-level NFS courses	COMHE 301: Introduction to Community Health Education COMHE 302 & 303: Principles of Health Education Practice I & II [COMHE 411: Seminar in Community Assessment COMHE 412: Directed Fieldwork Practicum]
Related Coursework	PH 738: Capstone seminar (3 credits)	<i>Thesis option</i> HNSCX 7935: Research Seminar II plus HNSC 7999: Thesis Research or <i>Master's paper option</i> HNSCX 7940: Research Seminar III plus	PHE 790: Public Health Capstone Seminar (3 credits); PHE 792: Public Health Capstone Project (3 credits)	PH 899: Dissertation Research (12 credits); PH 891: Research Seminar II (3 credits); PH 898: Seminar (0 credits); PH 900: Dissertation Supervision (0	NURS 773 Public Health Nursing III (30 hours theory and 167 hours practicum	<i>EOHS</i> PH 738: Capstone seminar (3 credits) <i>NUTR</i> NUTR 760: Practicum (3 credits; 8 hours in the field + 2 hours in class or	NFS 443: Practicum in NFS (3 credits)	COMHE 401-403: Directed Fieldwork I-III (8 credits) COMHE 413 [COMHE 413: Research Symposium]

Table 2.5.a. Culminating Experience in the SPH Degree Programs								
COMPONENTS	MPH BIOS, COMHE, EOHS, EPI, HPM, NUTR	MPH GPH, HCPA	MPH CBPH	DPH CSH, EPI, EOH, HPM	MS/MPH PHN/PH	MS EOHS NUTR	BS NFS	BS COMHE Through summer 2011 [effective fall 2011]
		one of the courses numbered HNSCX 7950 - 7990		credits, as needed).		2-3 hours online per week)		
Written Requirements	Master's essay or Capstone essay about applied research or Capstone paper based on fieldwork	Master's thesis or master's paper	Master's paper, case study or grant proposal, preparation & submission; journal article; or policy paper -- all of which may or may not be fieldwork carried out in PHE 790: Public Health Internship	Doctoral dissertation, which may or may not be related to fieldwork carried out in PH 892: Public Health Leadership Development Fieldwork	Grant proposal that is related to fieldwork carried out in NURS 771-772: Community/ Public Health Nursing I-II	<i>EOHS</i> Master's essay or Capstone paper based on fieldwork project <i>NUTR</i> Applied research or applied program report that is related to fieldwork carried out in NUTR 760	Reflections about the fieldwork experience in NFS 443.51	Reflections about the fieldwork experience in COMHE 401- 403 [Reflections about the fieldwork experience in COMHE 413]
Portfolio	Yes, in order for students to reflect on and synthesize their academic and applied experiences	Yes	No, although in PHE 790, students reflect on and synthesize their academic and applied experiences	Required in PH 892: Leadership Field Project.	Yes	Yes	Yes	Yes

Course Attendance and Major Writing Assignment

Students in the MPH specializations at the Hunter campus develop the written project during the Capstone Seminar (PH 738). The major writing assignment is in the form of a capstone essay or a master's essay. The Capstone Seminar is attended by students who choose to write the capstone essay. The seminar includes instructions for writing the capstone paper, strategies for giving a professional presentation, guidelines for developing a professional portfolio, the steps involved in the peer review of submitted abstracts and papers, professional ethics and professionalism. A student with a GPA (≥ 3.7) may write a master's essay under the tutelage of a faculty sponsor. For these students, attendance at the seminar is optional. Students who write the master's essay register for the Capstone Seminar, but in place of attending the weekly seminar classes, they meet on an individual basis with their master's essay adviser.

Two three-credit courses make up the culminating experience for the GPH and HCPA specializations at the Brooklyn campus. Students choose a master's thesis or a master's paper. The project may focus on a specific area addressed during fieldwork or during coursework or may be on a new topic. The thesis and master's essay are developed in HNSC 7935 (Research Seminar II) and HNSC 7940 (Research Seminar III), respectively. In either case, students also take a research course in the sequence HNSC 7950-7990 (health behavior, medical-care costs, dilemmas in health care, issues in women's health and medicine, or adherence with health promotion/disease prevention and treatment regimen).

The CBPH capstone at the Lehman campus consists of two courses: PHE 790 (Public Health Capstone Seminar) and PHE 792 (Public Health Capstone Project). These two courses integrate the core and specialization courses of the MPH-degree program and build on a student's practice experience obtained in PHE 770 (Public Health Internship). Projects developed in PHE 790 and PHE 792 incorporate knowledge and concepts related to community-based public health and health equity. The Capstone Seminar builds on the knowledge acquired by students through their coursework. Emphasizing the core public health functions of assessment, policy development and assurance, students are asked to critically evaluate the relevant public-health literature in the examination of their practice experience. This includes an analysis of the public-health literature and data acquired during their practicum by using their basic foundation in biostatistics, epidemiology and research methods. In assessing the strategies and interventions of the organizations where students were placed for their practical experience, the students use the information from their program planning and evaluation and policy and management courses to discuss and analyze the health inequities confronting the populations they work with and the importance of collaborative relationships within that community. A key underlining aspect of all the discussions in the Capstone Seminar is the close attention to ethical principles within public health activities. In the subsequent Capstone Project seminar, students convert their seminar papers into presentations where faculty, students and preceptors are invited to hear their work.

Using the information and insights gained from the preceding assignments, students are ready to identify a project that will be developed into the final capstone product. This project may take many forms, but all must refer to the public-health literature to expand, support or

make clear the relevance of the project to public health. Once the project focus is decided in consultation with seminar faculty, the student prepares a logic model of the project, develops a detailed outline of the proposed project and determines the format that is best suited for the goal of the project. The Capstone Project may take many forms, such as a master's paper, grant proposal, journal article and policy paper.

Reflections on Coursework and Fieldwork Experiences

Lehman campus: Students are required to reflect on and synthesize their academic and applied experiences. This requirement is met during the reflective assignment in PHE 790 (Capstone Seminar for CBPH students) or through a professional portfolio that is required of students in the other MPH degree programs and submitted during the capstone course.

PH 790 builds on the knowledge acquired by students through their coursework. Emphasizing the core public-health functions of assessment, policy development and assurance, students are asked to critically evaluate the relevant public-health literature in the examination of their internship experience. PHE 790 is taken at the completion of the field experience (PHE 770). The seminar synthesizes the students' academic and applied experiences and prepares them to move on to the Capstone Project (PHE 792), where they complete the project and prepare for the formal presentation of their work to faculty and fellow students.

The primary focus of the Capstone Seminar is for students to (a) reflect on the internship experience and identify the public health lessons learned (b) assess and analyze the organization within which they completed the internship and (c) determine which of the activities or projects carried out during the internship is most suited for development into a final project. Throughout these processes, students draw upon the competencies and skills developed throughout their course of study.

The first assignment of the seminar is to prepare an in-depth reflection paper that requires the student to identify and discuss the internship experiences with regard to: satisfaction with the extent to which learning goals were met (why or why not); challenges encountered during the internship and how they were addressed; overall lessons learned; and, how the student would change or revise the experience if doing it again. Students' experiences are summarized with common trends identified and discussed to determine the extent to which conditions and circumstances within a public-health practice setting effect the work carried out and how they shaped the student's experience. The students are expected to identify and describe how the experience has informed or influenced their ultimate practice within public health.

The second expectation that students must meet as part of the seminar is a public-health organizational analysis of the setting where the internship was conducted. Using guidelines based on key core competencies, they assess the extent or degree to which the organization applies the core public-health functions of assessment, policy development and assurance to the development and analysis of public-health problems and their solutions; applies ethical principles to public-health activities; and applies the core orientation and values of public health in professional practice. Specifically, they assess these competencies by way of analysis of the leadership and management of the organization; staff competencies;

organizational culture; degree to which organizational mission and goals are met; evidence of commitment to health equity and social justice. The outcome of the assessment and analyses is to identify the implications for public-health practice within the community served.

Brooklyn and Hunter Campuses: Similarly, the portfolio asks students to reflect on core public-health and specialization competencies and professional and community service. The portfolio has been required at the campuses at Hunter and Brooklyn since 2002 and 2007, respectively. Increasingly, students are encouraged to submit their portfolios electronically. An electronic portfolio will be required in PHE 790 as soon as a suitable electronic platform is identified.

Each portfolio contains at least one in-depth report presenting the student's applied work on a public-health problem, as well as narrative and analytic sections to demonstrate the student's ability to address the problem by applying public-health theories and methods of public health practice. Students may choose to include material on additional public health problems, samples of their work from their fieldwork, jobs, volunteer work and their capstone papers.

Most students entering the MPH degree programs work in the health field and have acquired many public-health practice competencies before entering graduate school. In fact, a requirement for matriculation for the MPH degree is at least a year of paid or volunteer experience in health and/or related areas. One function of the portfolio is to help these students critically examine their work within the context of the MPH program and demonstrate their achievement of public-health competencies outside of school.

Students are introduced to the portfolio during orientation at the beginning of their studies and are aware in advance that a portfolio is one of their graduation requirements. The portfolio is viewed as a process, not an outcome. As such, faculty advisers encourage students to start developing their portfolios as early as the first course.

The Culminating Experience in the DPH Degree Program

In keeping with the interdisciplinary, multi-level orientation of the DPH program, students are encouraged to select a culminating research project that analyzes a specific public health issue in depth from multiple disciplinary perspectives and at more than one level of social analysis. For DPH students, the culminating experience consists of the completion and defense of doctoral-level research that yields new knowledge.

Before beginning the dissertation process, students complete six credits of research seminars (PH 890 and PH 891). PH 890 Research Seminar I focuses on developing an oral and written presentation of a proposal for a research project, including a detailed literature review and methods. PH 891 Research Seminar II focuses on issues of data analysis, presentation, interpretation and contextualization. Before beginning dissertation research, students consult with their academic advisers regarding requirements concerning the protection of human subjects. The final product of PH 891 is a draft of the student's dissertation proposal.

The dissertation requirement is for 12 credits of dissertation research (PH 89901, 02, 03 and 04, 3 credits each), usually taken over four semesters. With permission of the program director and the dissertation committee, the student may register for up to 12 credits of PH 899 in a semester. Each semester a student is enrolled in PH 899, he or she is required to take a non-credit seminar that meets three times a semester, at which students present their work to their classmates and the faculty. On an as-needed basis, students also register for the non-credit bearing PH 900 if their projects require more than four semesters. Students are encouraged but not required to organize their dissertation in a format that will allow them to convert separate chapters into manuscripts for submission to peer-reviewed journals.

The Culminating Experience in the MS Degree Programs

The SPH has two accredited MS degree programs, one in Environmental and Occupational Health Sciences (EOHS-MS) and the other in Nutrition (NUTR-MS). EOHS-MS is accredited by ABET, the accreditor for college and university programs in applied science, computing, engineering and technology. NUTR-MS is accredited by CADE, the accrediting agency of the ADA.

EOHS-MS

The EOHS-MS and EOHS-MPH culminating experience requirements are the same, with the exception that the EOHS-MS capstone paper must reflect an applied science project or research activity resulting in a report that demonstrates mastery of the subject matter and a high level of professional and public communication skills. Additionally, to prepare EOHS-MS students for the Certified Industrial Hygienist (CIH) exam offered by the American Board of Industrial Hygiene (ABIH), EOHS-MS students are required to complete an in-class comprehensive examination covering five rubrics (environmental health science, occupational safety and health, industrial hygiene, toxicology and physical hazards).

NUTR-MS

The MS in nutrition requires completion of NUTR 760 Practicum, which provides the practical as well as culminating experiences for the degree program. This course will be offered for the first time in spring 2011. At the end of the semester, students in NUTR 760 present a case study or field report on a chosen aspect of the practicum experience, submit a portfolio and complete a final analytic report. Students also are required to complete an in-class comprehensive examination. The course writing assignments include a contract between the student and preceptor outlining the fieldwork experience, an interim fieldwork report or case study, a final fieldwork report and an electronic professional portfolio.

The Culminating Experience in the MS/MPH Dual-Degree Program

For RNs in the MS/MPH dual-degree program, the culminating experience is NURS 773 (Community Public Health Nursing III -- 30 hours theory and 167 hours practicum). The course involves developing a grant proposal that addresses the needs identified by the student in two previous courses. The courses that precede NURS 773 are NURS 771 (Community/Public Health Nursing -- 30 hours theory, 166 hours practicum), which focuses on a community assessment) and NURS 772 (Community/Public Health Nursing II -- (30 hours theory, 167 hours clinical), which focuses on an aggregate assessment, plus

identification of a philanthropic foundation to address the needs and gaps identified in the assessment.

A professional portfolio is completed by MS nursing students, including those in the MS/MPH specialization. Upon admission to the program, and through discussion with their specialization coordinators, each student identifies a general area of concern related to advanced nursing practice. Starting in the first core-nursing course, NURS 700, students begin compiling a professional portfolio. Each of the four nursing core courses (NURS 700, 702, 704, 749) has an assignment identified in the syllabus designed to help build the depth and breadth of the portfolio, as do the first two advanced nursing practice specializations (NURS 771, 772). Students review their expanding portfolios with specialization faculty in those courses and core nursing faculty. During the last specialization, NURS 773, students complete the culminating Capstone Project. The Capstone Project incorporates all aspects of acquired knowledge throughout graduate work and is completed by the end of NURS 773 and graded by that course instructor.

NURS 773 is the capstone course for the MS/MPH degree program. The grant proposal developed in NURS 773 is based on data collected in the two preceding courses, NURS 771-772. Before enrolling in this capstone course, nurses in the dual-degree program must complete a minimum of 18 credits, including a research course and two fieldwork courses:

- NURS 771 Community/Public Health Nursing (30 hours theory, 166 hours practicum, which focuses on a community assessment)
- NURS 772 Community/Public Health Nursing II (30 hours theory and 167 hours clinical, which focuses on an aggregate assessment, plus identification of a philanthropic foundation to address the needs and gaps identified in the assessment)

Appendix 2.5.a. contains a list of the titles of culminating experience projects from 2008 through 2010.

The Culminating Experience in the BS Degree Programs

As described in Criterion 2.4.a., the practice and culminating experiences are combined for the BS degree programs in the SPH. [Effective fall 2011 the culminating experience for COMHE-BS is contained in a single course, COMHE 413.]

2.5.b. Assessment of the extent to which this criterion is met.

This criterion is met.

Strengths:

- The SPH has well-defined culminating experience requirements for students in its degree programs.
- The culminating experience in the MPH and MS degree programs is a major writing assignment (thesis, master's essay, capstone paper generally based on fieldwork or grant proposal) and oral presentation. MS students also must complete a comprehensive examination.

- The culminating experience for the DPH degree program is a dissertation, based on original research and its defense.
- For the BS degree programs, the culminating experience is a combination of fieldwork and a written report.
- The degree programs and specializations require a written self-reflection, demonstrating synthesis of classroom and practice experiences and attainment of competencies.

Future Plans:

Develop capacity for electronic creation, maintenance, submission and archiving of culminating experience documents, including requirements, portfolios, culminating projects and other materials.

2.6. Required Competencies. For each degree program and area of specialization within each program identified in the instructional matrix, there shall be clearly stated competencies that guide the development of educational programs.

2.6.a. Identification of school wide core public health competencies that all MPH or equivalent professional degree students are expected to achieve through their courses of study.

The SPH faculty has identified 13 public health competencies listed in Table 2.6.b. that MPH students are expected to achieve by the time they graduate.

2.6.b. A matrix that identifies the learning experiences by which the core public health competencies are met. If this is common across the school, a single matrix will suffice. If it varies by degree or program area, sufficient information must be provided to assess compliance by each program.

The matrix in Table 2.6.b. identifies the core public health courses in which each MPH competency is addressed. This table illustrates how the MPH core competencies are developed through multiple educational experiences.

2.6.c. Identification of a set of competencies for each program of study, major or specialization, depending on the terminology used by the school, identified in the instructional matrix, including professional and academic degree curricula.

Competencies for the MPH Degrees

In addition to mastering school-wide core public health competencies, MPH students also are expected to attain the competencies specified by their specialization. Table 2.6.c.1. presents the competencies for each of the eight MPH specialization degree programs.

Competencies for the DPH Degree

Graduates of the DPH program will be prepared to teach, conduct applied and etiological research, manage and evaluate community-level interventions and guide policy development and analysis in public health. Program graduates will be qualified for faculty and senior research positions in schools and programs of public health and other health-related programs as well as senior managerial, policy and research positions in governmental, nonprofit, community and other sectors. Through coursework, doctoral exams and dissertation research, graduates of the DPH program are expected to demonstrate mastery of the competencies in Table 2.6.c.2.

Competencies for the MS Degrees

The EOHS-MS is designed for individuals seeking careers as environmental and occupational health professionals. While emphasizing the recognition, evaluation and control of environmental and occupational factors affecting health, the curriculum also includes consideration of economic, sociopolitical and regulatory issues.

Table 2.6.b. MPH Core Program Competencies and Elements of the Core Curriculum in Which They Are Primarily Addressed¹

	MPH Core Program Competencies	Core courses addressing core competencies ²						
		BIOS	EPI	ENV	HPM	Social/ Behavioral Sciences	Field Work	Culmin- ating Experience
1	Apply the core functions of PH practice (assessment, policy development and assurance)	X	X	X	X	X	X	X
2	Understand basic theories, concepts, models and methods from a range of core and related disciplines and apply them to the design of PH research, policy and practice	X	X	X	X	X	X	X
3	Apply ethical and social justice principles and standards	X	X			X	X	X
4	Interpret and apply the PH literature	X	X			X		X
5	Use basic statistical and informatics techniques	X	X	X				X
6	Communicate PH information verbally and in writing	X	X		X	X	X	X
7	Explain key social, behavioral, biomedical and environmental determinants of and inequities in health and disease across the lifespan in urban settings			X	X	X		
8	Design and evaluate interventions to prevent or control urban PH problems			X				X
9	Collect, analyze and interpret PH data	X	X					X
10	Collaboratively engage with diverse groups					X	X	
11	Describe the legal foundations of the U.S. PH system and its interrelationships with other systems (e.g., health care, education, environmental protection)			X	X			
12	Use key planning constructs (e.g., values, vision, mission, goals, objectives and outcomes)				X		X	
13	Demonstrate knowledge of the context of public and private health-care systems, institutions, actors and environments in which health care and public health policy are made and health care is delivered				X		X	

¹ Although the core competencies are addressed throughout the curriculum, the above table identifies only the key courses that address each competency.

² This table pertains to the common elements of the MPH curriculum: the PH core courses, fieldwork and culminating courses.

Career options include air and water pollution control, hazardous waste management, industrial hygiene, occupational health and safety, environmental planning and environmental public health. The purpose of the MS in Nutrition is to prepare students to become registered dietitians (RDs). Graduates of this CADE-accredited didactic program in dietetics are eligible to apply for a dietetic internship, the successful completion of which is necessary to sit for the registration exam to become an RD. Through coursework and fieldwork, EOHS-MS and NUTR-MS graduates are expected to attain the competencies in Table 2.6.c.3.

Competencies for the MS/MPH Dual Degree

Nurses graduating with the dual MS/MPH degree are prepared to assume leadership roles in the profession, as discussed in Criterion 2.11.a. The competencies for this program are derived from the national public health nursing competencies released in 2003 by the Quad Council of Public Health Nursing Organizations. The MS/MPH degree competencies are listed in Table 2.6.c.4.

Competencies for the BS Degrees

Graduates of the BS degree program in COMHE will be prepared to participate in the implementation of community-level health programs, assist in applied research, evaluate health education materials and supervise paraprofessionals in the delivery of community health interventions. Graduates of the BS degree program in NFS will be prepared to work as food managers in the food service industry (in hotels, airlines, schools, universities and workplace cafeterias). NFS graduates also can work as nutrition educators with weight control and fitness programs or other special groups, such as WIC (Women, Infants & Children) in community settings. Graduates also may become food science technicians in food companies. Students may take steps to enter a graduate didactic program in dietetics to become registered dietitians. Through coursework and fieldwork, COMHE-BS and NFS graduates are expected to attain the competencies listed in Table 2.6.c.5.

2.6.d. A description of the manner in which competencies are developed, used and made available to students.

Competencies for the MPH degree programs

The MPH program-wide competencies were developed through a multi-stage, multi-year process involving the core SPH faculty. First, the MPH program directors convened an ad hoc faculty committee to develop a set of common competencies and common learning objectives for the core curriculum. Existing competencies from the MPH program curricula were reviewed with respect to the proposed values, mission and core themes of the SPH. Several common competencies were identified through this process. In addition, faculty reviewed several guidance documents on competencies, such as those issued by ASPH¹ and

¹ ASPH master's degree in public health (MPH) core competencies (Version 2.3), available at: <http://www.asph.org/userfiles/version2.3.pdf>

CEPH¹. Next, core competencies were drafted and reviewed by the full faculty. These proposed competencies were mapped to the core courses and course-specific learning objectives. A final working version (See: Table 2.6.b.) was developed and distributed to students. The competencies are available on the SPH website and in the written materials provided to students for developing their portfolios.

Competencies for the DPH degree programs

The DPH competencies were developed by consulting with faculty in each specialization, reviewing CEPH and ASPH documents on competencies for doctoral-level students and by reviewing competencies for similar doctoral programs in established schools of public health.

Competencies for the MS/MPH, MS and BS degree programs

The competencies for the MS/MPH dual-degree program, which are presented in Table 2.6.c.4., were developed by reviewing the Quad Council of Public Health Nursing Organizations' national public health nursing competencies. The MS/MPH list of competencies is much lengthier than the list of competencies for any of the other SPH-degree programs. Roughly, the competencies may be summarized as:

- Obtain and interpret information regarding risks and benefits to the community
- Identify, interpret and implement public health laws, regulations and policies related to specific programs
- Identify the role of cultural, social and behavioral factors in determining the delivery of public health services
- Collaborate with community partners to promote the health of the population
- Define, assess and understand the health status of populations, determinants of health and illness, factors contributing to health promotion and disease prevention and factors influencing the use of health services
- Prepare proposals for funding from external sources

Competencies for the MS in EOHS and the MS in Nutrition were developed by reviewing ABET and CADE competencies for students preparing to enter environmental science and dietetics, respectively.

Competencies for the BS degree in COMHE were developed by reviewing materials from the National Commission for Health Education Credentialing (NCHEC), which administers the Certification for Health Education Specialist (CHES) credential. Similarly, competencies for the BS degree in NFS were developed by reviewing materials from CADE. [Competencies for the curriculum that will go into effect in 2011 were developed by reviewing objectives articulated by the ASPH and Healthy People 2010 as well as draft objectives for Healthy People 2020.]

Competencies for the BS degree in NFS were developed by reviewing materials from CADE.

¹ CEPH Technical Assistance Paper on Competencies and Learning Objectives, available at: <http://www.ceph.org/files/public/Competencies.pdf>

Making competencies available to students

Competencies are available to students before they enter the program, while they are pursuing coursework for their degrees and in the latter part of their studies during the practice and self-reflection components of their degree work. Specifically:

- Before entering the SPH, prospective students may familiarize themselves with the various degree programs' competencies via websites of the SPH and its Consortial Campuses.
- Competencies for each course are stated in the course syllabus.
- Competencies are discussed at required meetings for graduate students and at new student orientation sessions for undergraduates.
- Competencies are addressed in the written practice and self-reflection instructions for each degree program.

Table 2.6.c.1. Competencies for the MPH Degree Specializations

Biostatistics	
1.	Describe and correctly apply core and intermediate-level statistical methods to the study, design, management and analysis of population health data
2.	Understand the assumptions, applicability, strengths and limitations of core and intermediate-level statistical methods and be able to select appropriate methods and measures for different types of health data
3.	Correctly use data management and statistical software and computing technology to collect, manage and analyze population health data
4.	Collaborate on applied population health research
5.	Communicate statistical findings to lay and professional audiences
6.	Apply statistical findings to the development of evidence-based interventions to improve population health
Community-Based Public Health and Health Equity	
1.	Analyze critical health inequalities confronting urban populations by social and economic determinants such as race, ethnicity, income and neighborhood
2.	Identify aspects of public health ethics and values of social justice that affect public health practice and decision-making
3.	Apply a community-based participatory framework to addressing health issues confronting communities
4.	Effectively communicate public health information through oral, written and visual presentation
5.	Conduct a community health assessment
6.	Develop a plan for an evidence-based public health program
7.	Use information resources to gather and analyze public health data
8.	Analyze and interpret public health literature
9.	Synthesize theories, methods and practice of public health to address income inequities within communities
Community Health Education	
1.	Identify theories from psychology, sociology and health education that apply to behavior change and maintenance
2.	Identify models for health program planning
3.	Develop theory-driven health education programs
4.	Plan and write proposals for program funding
5.	Plan budgets for public health programs
6.	Use group dynamic strategies for problem-solving
7.	Design and manage the application of group processes for change
8.	Develop strategies to support organizations to play a stronger role in health promotion and disease prevention
9.	Involve communities in the design of appropriate intervention strategies
10.	Develop and train peer-education and train-the-trainer strategies
11.	Develop and/or incorporate culturally sensitive and age appropriate health education materials
12.	Develop, produce and evaluate media campaigns to create health consciousness
13.	Incorporate process, impact and outcome evaluation into program development

Table 2.6.c.1. Competencies for the MPH Degree Specializations

Environmental & Occupational Health Sciences	
1.	Predict and prevent health, safety and environmental risks from processes, work tasks, the built environment and other economic and/or social activities
2.	Identify and describe environmental and occupational sources of chemical, biological, physical and/or safety (CBPS) hazards
3.	Evaluate the human health risks from CBPS hazards using qualitative, quantitative and/or instrumental assessment methods
4.	Recommend appropriate engineering, personal protection or administrative controls and policies for CBPS hazards and evaluate their effectiveness
Epidemiology	
1.	Describe and correctly apply core and intermediate-level principles and methods to the design of epidemiologic studies
2.	Understand the strengths and limitations of common epidemiologic study designs
3.	Understand the limitations of and identify issues related to causal inference in epidemiology
4.	Correctly use data management and statistical software and computing technology to collect, manage and analyze epidemiologic data
5.	Collaborate on applied population health research
6.	Interpret epidemiologic findings
7.	Communicate epidemiologic findings to lay and professional audiences
8.	Apply epidemiologic findings to the development of evidence-based interventions to improve population health
(general) Public Health	
1.	Discuss approaches for improving the health status of populations, including a specific initiative for a target population
2.	Apply principles of planning, development and practice of organizational and community initiatives that relate to program planning, policy formulation or research
3.	Use audience-appropriate written and oral communication to convey public health information
4.	Develop collaborative public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served
5.	Differentiate among evaluation methods in relation to their strengths, limitations and appropriate uses
6.	Analyze the effects of political, social and economic policies on public health systems at the local, state, national and international levels
Health Care Policy and Administration	
1.	Demonstrate knowledge of political, economic and social context of health policies
2.	Examine, analyze and explain the intended and unintended consequences of national policies and reforms
3.	Discuss the policy process for improving the health status of populations
4.	Discuss the legal and ethical bases for public health and health services
5.	Demonstrate leadership skills for building partnerships
6.	Apply principles of program planning, development, budgeting, management and evaluation in organizational and community initiatives
7.	Explain methods of ensuring community health safety and preparedness
8.	Apply systems thinking for resolving organizational problems

Table 2.6.c.1. Competencies for the MPH Degree Specializations

Health Policy and Management	
1.	Demonstrate knowledge of the context of public and private health-care systems, institutions, actors and environments in which health care and public health policy are made and health care is delivered
2.	Apply theoretical/conceptual models and leadership principles relevant to developing health policy and administering health programs
3.	Analyze the legal, economic, ethical and health bases and implications of public health policies that affect urban populations
4.	Describe and apply strategies for advocating for effective public health policies and programs
5.	Evaluate public health programs and health policies and apply evaluation results to their improvement
6.	Describe how non-public health policies (e.g., education, environment, criminal justice, housing, employment) can mitigate or exacerbate health disparities and influence the health of urban populations
7.	Articulate the skills needed for building partnerships and collaborating across programs, organizations and sectors to develop effective public health programs and policies
8.	Describe and critique theoretical and conceptual models relevant to health care seeking, access, use, quality, costs, health, health policy and health-care decision-making
9.	Apply economic concepts and theories to the analysis of health care policy and management issues and to inform decision-making and policy development
Public Health Nutrition	
1.	Use dietary guidelines to make appropriate nutritional recommendations to individuals and communities
2.	Prioritize nutritional problems of various age and population groups using appropriate anthropometric, biochemical, clinical, dietary and socioeconomic techniques
3.	Use nutrition research findings to guide practice
4.	Evaluate nutrition claims and popular literature for accuracy, reliability and practical implications
5.	Apply management principles for community assessment, program planning, implementation and evaluation to community-based public health nutrition programs
6.	Assess results of research and evaluation used in nutritional sciences
7.	Participate in organized advocacy efforts for health and nutrition programs
8.	Select and develop nutrition education materials and approaches that are appropriate for the population of interest

Table 2.6.c.2. Competencies for the DPH Degree Specializations

Program -- wide competencies
1. Describe the role of social, political, biological, economic, historical, behavioral and environmental factors in health and disease in urban settings and identify opportunities for interventions to improve population health at individual, community, city and policy levels
2. Explain the mechanisms and pathways by which urban conditions affect health and the roles of various urban systems in promoting health and preventing disease
3. Explain the value and limitations of multi-level, ecological models in the study of urban health and apply such models to the investigation of specific health problems
4. Apply concepts, theories and methods from two or more disciplines to the study of urban health
5. Design etiological intervention or policy research studies that contribute to new knowledge about urban health
6. Select methods and theories from diverse disciplinary perspectives to apply to the study of urban health and demonstrate a capacity to combine methods and disciplines in order to achieve fuller understanding of urban health issues
7. Describe principal historical developments, theories, current intellectual conflicts and research questions within one specialization area (CSH, EPI, EOH or HPM)
8. Demonstrate familiarity with scientific and professional literature and main scientific questions for at least two current public health issues or population groups
9. Demonstrate proficiency in each of the following areas and advanced skills in at least two of the following areas: (1) written communication with diverse constituencies, (2) collection and analysis of data on population health, (3) familiarity with health-related cultural beliefs and practices of at least two populations, (4) management of complex health projects, (5) teaching public health and (6) policy analysis and advocacy
10. Understand the ethical dilemmas posed by many public health issues and apply the highest ethical standards to their own public health research and practice
Community, Society and Health
1. Apply and integrate multi-disciplinary, multi-level approaches to urban health research to develop, implement and evaluate community health programs
2. Draw on the methods and theories from multiple disciplines to design and implement research studies on health and urban populations
3. Formulate, analyze and advocate for policies that promote health and prevent disease
4. Teach students and professionals about the social determinants of health, health behavior, health interventions, health policy and health disparities in urban settings
5. Lead, plan, manage and evaluate community health interventions in urban settings
Epidemiology
1. Advance the scientific understanding of the social, behavioral and biomedical determinants of health and disease with a focus on the health of urban populations
2. Design, implement and analyze research aimed at understanding the determinants of health of urban populations
3. Apply, adapt and develop epidemiologic perspectives to the interpretation of ongoing research

Table 2.6.c.2. Competencies for the DPH Degree Specializations
4. Teach students and other public health professionals about epidemiologic field and analytic methods and their practical application to the investigation and control of health conditions among urban populations
5. Interact with other urban health-related disciplines and organizations such as engineers, environmentalists, trade unions and commuter organizations, public health experts, lawyers, etc.
6. Develop expertise in substantive content areas relevant to urban health
Environmental and Occupational Health
1. Advance the scientific understanding of the impact of environmental and occupational conditions on health and disease
2. Plan, lead and manage studies to monitor and evaluate the effect of environmental and occupational health hazards in the urban environment
3. Plan, direct, manage and evaluate environmental and occupational health programs
4. Teach students and professionals about the impact of environmental and occupational hazards on the health of urban populations and about strategies for controlling such exposures
Health Policy and Management
1. Contribute to new knowledge about the mechanisms that influence the delivery of health services and public-health programs and the development of health policy in urban settings
2. Develop and manage initiatives to strengthen the functioning of health systems, health care organizations and public health agencies and programs
3. Develop, advocate for and implement health-care and public health policies
4. Analyze the impact of health and non-health policies on population health
5. Teach students and professionals about the social determinants of health, health interventions, health policy, health management and health disparities in urban settings

Table 2.6.c.3. Competencies for the MS Degree Specializations

Environmental and Occupational Health Sciences	
1.	Identify and describe environmental and occupational sources of chemical, biological, physical and/or safety (CBPS) hazards
2.	Predict and prevent health, safety and environmental risks from processes, work tasks, the built environment and other economic and/or social activities
3.	Evaluate the human health risks from CBPS hazards using qualitative, quantitative and/or instrumental assessment methods
4.	Recommend appropriate engineering, personal protection or administrative controls and policies for CBPS hazards and evaluate their effectiveness
Nutrition	
1.	Use dietary guidelines to make nutritional recommendations to individuals and communities
2.	Prioritize nutritional problems for individuals at various stages of the life cycle and for diverse population groups using appropriate anthropometric, biochemical, clinical, dietary and/or socioeconomic assessment methodologies
3.	Use nutrition research findings to guide practice
4.	Describe factors that influence the accessibility, adequacy and safety of the food supply system (production, processing, distribution, consumption) and explain the relationship of those factors to community health
5.	Communicate the principles of food science, food preparation and management to various population groups
6.	Evaluate nutrition claims and popular literature for accuracy, reliability and practical implications
7.	Recognize federal, regional, state and local government structures and processes involved in the development of public policy relating to nutrition and health services
8.	Describe the political considerations involved in agency planning and decision-making
9.	Apply management principles for community assessment, program planning, implementation and evaluation to community-based public health nutrition programs
10.	Assess results of research and evaluation used in nutritional sciences
11.	Compile and analyze data on nutrition and health
12.	Function as a member of a multi-disciplinary team
13.	Participate in organized advocacy efforts for health and nutrition programs
14.	Select and develop nutrition education materials and approaches that are appropriate for the population of interest
15.	Use social and behavioral theories relevant to public health and nutrition

Table 2.6.c.4. Competencies for the MS/MPH Dual Degree

Public Health Nursing/Public Health		
Domain	Competencies	Courses
Domain #1 Analytic Assessment Skills	<ol style="list-style-type: none"> 1. Defines a problem 2. Determines appropriate uses and limitations of quantitative and qualitative data 3. Selects and defines variables relevant to defined public health problems 4. Identifies relevant and appropriate data and information sources 5. Evaluates the integrity and comparability of data and identifies gaps in data sources 6. Applies ethical principles to the collection, maintenance, use and dissemination of data and information 7. Partners with communities to attach meaning to collected quantitative and qualitative data 8. Makes relevant inferences from quantitative and qualitative data 9. Obtains and interprets information regarding risks and benefits to the community 10. Applies data collection processes, information technology applications and computer systems storage/retrieval strategies 11. Recognizes how the data illuminate ethical, political, scientific, economic and overall public health issues 	<p>PH 750 PH 752 PH 754 Nurs 700 Nurs 702 Nurs 704 Nurs 749 Nurs 771 Nurs 772 Nurs 773</p>
Domain #2 Policy Development/ Program Planning Skills	<ol style="list-style-type: none"> 1. Collects, summarizes and interprets information relevant to an issue 2. States policy options and writes clear and concise policy statements 3. Identifies, interprets and implements public health laws, regulations and policies related to specific programs 4. Articulates the health, fiscal, administrative, legal, social and political implications of each policy option 5. States the feasibility and expected outcomes of each policy option 6. Utilizes current techniques in decision analysis and health planning 7. Decides on the appropriate course of action 8. Develops a plan to implement policy, including goals, outcome and process objectives and implementation steps 9. Translates policy into organizational plans, structures and programs 10. Prepares and implements emergency response plans 11. Develops mechanisms to monitor and evaluate programs for their effectiveness and quality 	<p>PH 750 PH 752 PH 754 Nurs 700 Nurs 702 Nurs 704 Nurs 749 Nurs 771 Nurs 772 Nurs 773</p>
Domain #3 Communication Skills	<ol style="list-style-type: none"> 1. Communicates effectively in writing and orally or in other ways 2. Solicits input from individuals and organizations 3. Advocates for public health programs and resources 4. Leads and participates in groups to address specific issues 5. Uses the media, advanced technologies and community networks to communicate information 6. Effectively presents accurate demographic, statistical, programmatic and scientific information for 	<p>PH 750 PH 752 PH 754 Nurs 700 Nurs 702</p>

Table 2.6.c.4. Competencies for the MS/MPH Dual Degree

Public Health Nursing/Public Health		
Domain	Competencies	Courses
	professional and lay audiences 7. Attitudes: listens to others in an unbiased manner, respects points of view of others and promotes the expression of diverse opinions and perspectives	Nurs 704 Nurs 749 Nurs 771 Nurs 772 Nurs 773
Domain #4 Cultural Competency Skills	1. Utilizes appropriate methods for interacting sensitively, effectively and professionally with persons from diverse cultural, socioeconomic, educational, racial, ethnic and professional backgrounds and persons of all ages and lifestyle preferences 2. Identifies the role of cultural, social and behavioral factors in determining the delivery of public health services 3. Develops and adapts approaches to problems that take into account cultural differences 4. Attitudes: understands the dynamic forces contributing to cultural diversity 5. Attitudes: understands the importance of a diverse public health workforce	PH 750 PH 752 PH 754 Nurs 700 Nurs 702 Nurs 704 Nurs 749 Nurs 771 Nurs 772 Nurs 773
Domain #5 Community Dimensions of Practice Skills	1. Establishes and maintains linkages with key stakeholders 2. Utilizes leadership, team building, negotiation and conflict resolution skills to build community partnerships 3. Collaborates with community partners to promote the health of the population 4. Identifies how public and private organizations operate within a community 5. Accomplishes effective community engagements 6. Identifies community assets and available resources 7. Develops, implements and evaluates a community public health assessment 8. Describes the role of government in the delivery of community health services	PH 752 PH 754 Nurs 704 Nurs 749 Nurs 771 Nurs 772 Nurs 773
Domain #6 Basic Public Health Sciences Skills	1. Identifies the individual's and organization's responsibilities within the context of the Essential Public Health Services and core functions 2. Defines, assesses and understands the health status of populations, determinants of health and illness, factors contributing to health promotion and disease prevention, and factors influencing the use of health services 3. Understands the historical development, structure, and interaction of public health and health 4. Identifies and applies basic research methods used in public health 5. Applies the basic public health sciences, including behavioral and social sciences, biostatistics, epidemiology, environmental public health and prevention of chronic and infectious diseases and injuries 6. Identifies and retrieves current relevant scientific evidence	PH 750 PH 752 PH 754 Nurs 771 Nurs 772

Table 2.6.c.4. Competencies for the MS/MPH Dual Degree

Public Health Nursing/Public Health		
Domain	Competencies	Courses
	7. Identifies the limitations of research and the importance of observations and interrelationships 8. Attitudes: develops a lifelong commitment to rigorous critical thinking	Nurs 773
Domain #7 Financial Planning and Management Skills	1. Develops and presents a budget 2. Manages programs within budget constraints 3. Applies budget processes 4. Develops strategies for determining budget priorities 5. Monitors program performance 6. Prepares proposals for funding from external sources 7. Applies basic human relations skills to the management of organizations, motivation of personnel and resolution of conflicts 8. Manages information systems for collection, retrieval and use of data for decision-making 9. Negotiates and develops contracts and other documents for the provision of population-based services 10. Conducts cost-effectiveness, cost-benefit and cost-utility analyses	PH 752 Nurs 771 Nurs 772 Nurs 773
Domain #8 Leadership and Systems Thinking Skills	1. Creates a culture of ethical standards within organizations and communities 2. Helps create key values and shared vision and uses these principles to guide action 3. Identifies internal and external issues that may impact delivery of essential public health services (i.e. ,strategic planning) 4. Facilitates collaboration with internal and external groups to ensure participation of key stakeholders 5. Promotes team and organizational learning 6. Contributes to development, implementation and monitoring of organizational performance standards 7. Uses the legal and political system to effect change 8. Applies theory of organizational structures to professional practice	PH 750 PH 752 PH 754 Nurs 704 Nurs 749 Nurs 771 Nurs 772 Nurs 773

Table 2.6.c.5. Competencies for the BS Degree Specializations

Community Health Education	
1.	Identify community and individual needs, concerns and assets related to health (assessment)
2.	Utilize a variety of outreach methods and strategies, including various forms of media, to provide health information and services to populations that traditionally have not been served and/or been underserved (outreach, public speaking, media)
3.	Communicate effectively with the public, whether in one-to-one conversations, public speaking to groups or through computer-mediated communication to convey knowledge of basic health and social indicators clearly and in culturally appropriate ways (communication, public speaking, media)
4.	Identify relevant languages, respectful attitudes and demonstrate deep cultural knowledge in all aspects of work with individuals, families, community members and colleagues (cultural competence)
5.	Work with other community members, workers and professionals to develop collective plans to increase resources in the community and to expand broader public awareness of community needs (capacity-building)
6.	Find, comprehend and review public health research relevant to specific populations, communities and health conditions or issues (research analysis)
7.	Develop community health goals informed by community involvement and relevant public health research (research analysis)
8.	Write and prepare clear reports about clients, own activities and assessments (written communication)
Nutrition and Food Science	
1.	Use dietary guidelines to make food recommendations to individuals and communities
2.	Select and develop nutrition education materials and approaches that are appropriate for the population of interest
3.	Address nutritional needs of community members at various stages of the life cycle and for diverse population groups
4.	Recognize federal, regional, state and local government programs that address food and nutrition problems in the community
5.	Apply management principles for community assessment, program planning, implementation and evaluation to community-based public health food and nutrition programs
6.	Identify social and behavioral theories relevant to public health and nutrition

2.6.e. A description of the manner in which the school periodically assesses the changing needs of public health practice and uses this information to establish the competencies for its educational programs.

It is a policy of the university that on a regular basis each program undergoes a periodic curriculum review. The SPH administration, faculty, students and staff employ multiple mechanisms and sources of information to assess the needs of public health practice and to revise the competencies of its educational programs accordingly. Several such assessment mechanisms are summarized in Criterion 1.2. and in Criterion 2.7. and include: needs of the job market, based on employer surveys and feedback from the fieldwork preceptors and members of the SPH's PHLC; routine reviews of competencies for the public health workforce defined by professional and accrediting agencies; and current events. In addition, SPH senior administrators and faculty are engaged in service with many public health agencies and cutting-edge research and have direct access to developments in policy, practice and services. Individual faculty or faculty-led specializations or programs may propose curriculum revisions to update courses and curricula. One common mechanism for introducing new developments into the curriculum is through the use of special topics courses, which explore in depth subject matter not covered by the standard curriculum. In this way, the SPH is able to handle the need for the rapid infusion of new material in response to current events, such as the 9/11 terrorist attacks, 2005's Hurricane Katrina, the 2009-H1N1 influenza, the 2010's Haiti earthquake and the plethora of food recalls during the past few years. Subjects such as GIS, food policy and the mass media that were previously offered as topics courses have become regular electives and, in the case of food policy, a requirement for students pursuing the NUTR-MPH.

2.6.f. Assessment of the extent to which this criterion is met.

This criterion is met.

Strengths:

SPH faculty collaborated on developing program-wide competencies for the MPH and DPH programs. The competencies are met through multiple didactic and practice-based experiences. Faculty within each knowledge area collaborated on refining competencies and learning objectives for their respective specializations.

Future Plans:

Continue to ensure that faculty and students are familiar with these competencies and use them to guide course content.

2.7. Assessment Procedures. There shall be procedures for assessing and documenting the extent to which each student has demonstrated competence in the required areas of performance.

2.7.a. Description of the procedures used for monitoring and evaluating student progress in achieving the expected competencies.

The SPH employs multiple methods to monitor and evaluate individual student progress in achieving the expected competencies in each of its degree programs.

The MPH and MS degree programs

- **Satisfactory academic progress:** GPAs are one of several measures used to monitor and evaluate student progress. College policies stipulate that graduate students must maintain a B average (i.e., minimum cumulative GPA of 3.0) to continue in the masters degree programs. Students whose grades fall below this standard are placed on probation and are required to raise their GPAs to at least 3.0 within one semester. Students who fail to raise their averages are dismissed from their programs^{1,2,3}. GPAs are evaluated by faculty advisers and discussed individually with students during advisement sessions at least once every semester. Faculty advisers work with students who are on or at risk for academic probation (i.e., GPAs close to 3.0) to identify sources of academic or other difficulties and to develop corrective action plans.
- **Practicum planning and evaluation:** In planning the practicum experience, students meet with faculty advisers to identify competencies they seek to attain. Once a field placement site is identified, the student, preceptor and faculty develop and sign a contract that specifies the relevant competencies. At the completion of the practicum experience, students and preceptors complete a written evaluation that includes an assessment of the extent to which the experience and a student's performance contributed to the development of the relevant competencies.
- **Self-assessment:** Students must prepare a professional portfolio or other compendium that includes a self-assessment and evidence that they have acquired core and specialization competencies. This may take the form of a narrative self-assessment and/or evidence of academic and professional accomplishments. This information is evaluated by faculty during advisement sessions and as part of the culminating experience.
- **Culminating experience:** The culminating experience requires students to synthesize knowledge and skills attained in classroom and practice-based courses throughout the curriculum. Culminating experiences are evaluated by SPH primary faculty, and students must receive a grade of B or better to satisfy this requirement (See: Criterion 2.5.).

¹ Graduate Student Policies and Procedures, Brooklyn College, available at: http://www.brooklyn.cuny.edu/pub/departments/hns/hns_prg_detail1.htm

² Graduate Student Policies and Procedures, Hunter College, available at: http://registrar.hunter.cuny.edu/pdf_folders/graduatecata2003_2006bysections/academicpolicies.pdf;

³ Graduate Student Policies and Procedures, Lehman College, available at: http://www.lehman.edu/provost/enrollmentmgmt/advising/pdf/grad/grad_pols.pdf;

- Comprehensive examinations (EOHS and NUTR-MS students) Students in the EOHS and NUTR-MS degree programs are required to pass a comprehensive examination at the end of their studies.

The DPH degree program

- Satisfactory Academic Progress: Faculty review each student's record every semester. Students must be making satisfactory progress toward the degree to maintain status at the GC and to be eligible for student financial assistance. A student is deemed not to be making satisfactory progress if he or she has a GPA below 3.0, has accumulated more than two open grades, has completed 45 credits without having passed the First Exam, has completed 10 semesters without having passed the Second Exam or has received two "no record of progress" grades in succession for dissertation research or has exceeded the 6-year time limit for the degree.¹
- Qualifying Examinations: DPH students complete a First and Second Qualifying Exam.
 - The First Exam, a take-home exam with three essays covering theory, research methods and policy, leadership and organizations, is taken after students have completed at least seven required courses and 18 to 24 credits. This exam is designed to assess students' mastery of core public health theories, methods and practice and assesses their readiness to begin advanced study. Each exam is graded by at least two faculty members.
 - The Second Exam, completed at the end of course work, assesses students' readiness for dissertation research. Students, in consultation with faculty advisers, select at least two methodological approaches and at least two content areas relevant to their dissertation research and prepare an integrated critical review of the literature on the selected topics. The exam is graded by at least two faculty members, and students must present an oral defense.
- Dissertation: Students are required to complete an original research project that contributes to developing knowledge in a significant area of public health theory, methods, practice, policy or education. Dissertation research projects must meet rigorous standards of research and scholarship and are expected to incorporate the theoretical context for the research, development of research methods employed, findings and implications for public health research, practice and policy. Students are encouraged to select a research project that analyzes a specific public health issue in depth from multiple disciplinary perspectives and at more than one level of social analysis. Students prepare a formal written dissertation, give a departmental seminar and complete an oral defense of the dissertation in a meeting with their doctoral committee. Students are expected to complete and successfully defend their dissertations within two years of beginning their dissertation research.

BS degree programs

- Satisfactory Academic Progress: An indicator of student achievement is satisfactory progress toward the degree. COMHE-BS and NFS students must maintain a minimum GPA of 2.0². The student is placed on academic probation if the GPA falls below the

¹ GC Student Handbook, available at: http://www.gc.cuny.edu/current_students/handbook/acadPol.htm#13

²Hunter College, Office of Student Services, available at: <http://www.hunter.cuny.edu/student-services/advising/repository/files/AllAboutGPA.pdf>

established retention level. A student who does not achieve the minimum GPA by the end of the probationary period is dismissed. The Senate Committee on Student Standing reviews appeals and makes the final determination.

- Practice Experience: Students in fieldwork courses are expected to attain the competencies they have identified in their fieldwork contracts. In their portfolios, students state how they know they have acquired these competencies. At the completion of the practicum course, each portfolio is reviewed by the practicum faculty member.
- External Advisory Committee: The BS programs are evaluated by their respective advisory committees.

2.7.b. Identification of outcomes that serve as measures by which the school will evaluate student achievement in each program, and presentation of data assessing the school’s performance against those measures for each of the last three years.

The SPH uses graduation and job-placement rates to evaluate student achievement in its programs. Table 2.7.b. shows graduation rates for the past three academic years for each SPH MPH and MS specialization and for the BS programs in community health and nutrition.

Table 2.7.b. Outcome Measures by Which the SPH Evaluates Student Achievement in Each Program, AY 2007-2009				
Outcome Measure	Target	AY 2007	AY 2008	AY 2009
MPH and MS graduation rates degree programs	≥80% graduation rate in all degree programs	CBPH - NA	CBPH - 43%	CBPH - 73%
		COMHE - 80%	COMHE - 81%	COMHE - 65%
		EOHS - 86%	EOHS - 79%	EOHS - 66%
		GPH - 63%	GPH - 50%	GPH - 54%
		HCPA - 64%	HCPA - 73%	HCPA - 50%
		NUTR - 83%	NUTR - 77%	NUTR - 67%
BS graduation rates at 80% or higher	≥80% graduation rate in all degree programs	COMHE - 76%	COMHE - 85%	COMHE - 60%
		NUTR - 93%	NUTR - 68%	NUTR - 68%
Job placement rates ¹ for MPH/MS degree students	Job placement rate ≥80% or greater	92%	92.5%	86%

Graduation rates

Table 2.7.b.1. indicates that graduation rates measured over a five-year period vary for the different specializations, but the median rate was 66%. Also, the rates have fallen somewhat from AY 2007 to AY 2009. While these rates are below CEPH’s 80% benchmark, the vast majority of students continuing in the program indicate that they are able to meet academic standards and are proceeding at a slower rate.

SPH tracks students who take leaves of absence to determine why they have done so and to encourage them to return to the program. We have established the main reasons why a leave of absence is taken, including:

¹ This % represents the number of MPH/MS students who were employed at the time of graduation.

- Financial. A majority of the MPH and MS students work-full time and attend school part time (about 80%). Many have families of their own; some help support their extended families. Many take only one or two classes each semester. For instance, two students in the GPH specialization at Brooklyn College are each taking one course per semester. They have high GPAs but cannot afford to take more classes. Recent declines in the economy and increases in tuition have led some students to take fewer courses.
- Family-related, such as pregnancy, baby and divorce
- Health-related, on the part of either the student or a family member
- Job-related, usually when a student gets a new job that has strict scheduling requirements that conflict with the times classes are offered.

The challenges faced by the students are related to the nature of the institution and the student population that it serves. CUNY is a public institution whose historic mission has been to provide excellence and opportunity to students, primarily in New York City. In keeping with this mission, one of the goals of the SPH is to provide students from diverse backgrounds with knowledge and skills in public health practice and science. Much of the graduate student body is drawn from underrepresented populations of working-class and socioeconomically disadvantaged students who often are the first in their families to attain college and graduate degrees. They bring to the classroom and to their studies a depth and wealth of experience in the very urban communities whose public health challenges inform the SPH's mission and values. Students also bring their own real-life problems that members of underprivileged communities experience, including economic need and uncertainty. For these and other reasons, students may need to cut back on the number of classes taken or take a leave of absence, thus slowing their academic progress.

There is one other reason for the decrease in graduation rates from AY 2007 to AY 2009: In the last three years, as declining support from the state legislature, CUNY has raised tuition. In fall 2009, the CUNY Board of Trustees raised tuition for full-time master's-level study for New York State residents from \$2,720 per semester to \$3,680 per semester, a 35% increase. While still much lower than tuition at private universities, these increases impose a burden on students with modest incomes and family responsibilities.

Job-placement rates

MPH and MS graduates have high rates of employment. The results of alumni surveys conducted between 2004 and 2006 show that 83% of those responding were employed in public health. Table 2.7.b.2. shows the destination of MPH and MS graduates over the past three years by specialization. These data were gathered from graduating student exit surveys and represent the employment of students at the time of graduation or their intended employment immediately after graduation. The largest and highly stable employment sectors are government, nonprofit and health care. Smaller proportions of graduates worked in proprietary, university and research settings. Two percent or fewer immediately went on for further degrees. The proportion of unemployed graduates for those specializations that indicate high rates of unemployment should be interpreted with caution, as it is based on very small numbers.

Table 2.7.b.1. MPH and MS Graduation Rates¹ by Specialization					
AY 2007²					
	Number entering at start	Number withdrawn	Number graduated	Number continuing toward degree	Graduation rate (# graduated/# entering)
CBPH	NA	NA	NA	NA	NA
COMHE	35	2	28	5	80%
EOHS	29	0	25	4	86%
GPH	8	1	5	2	63%
HCPA	11	2	7	2	64%
NUTR	6	1	5	0	83%
COMHE-BS ³	25	6	19	0	76%
NUTR-BS	14	0	13	1	93%
AY 2008⁴					
CBPH	14	4	6	4	43%
COMHE	32	2	26	6	81%
EOHS	24	4	19	1	79%
GPH	9	2	6	1	67%
HCPA	10	5	5	0	50%
NUTR	13	3	10	0	77%
COMHE-BS	26	3	22	1	85%
NUTR-BS	19	6	13	0	68%
AY 2009⁵					
CBPH ⁶	22	5	16	2	73%
COMHE	31	4	20	7	65%
EOHS	29	6	19	4	66%
GPH	13	5	8	0	54%
HCPA	4	2	1	1	50%
NUTR	9	3	6	0	67%
COMHE-BS	40	13	24	3	60%
NUTR-BS	25	7	17	1	68%

¹ Five years is considered normal time to graduation for undergraduate and graduate degrees

² Based on students entering in AY 02 and graduating by AY 07

³ BS programs are transfer programs and students are admitted as transfer students either through internal manual change of major/minor forms or through centralized CUNY University Application Processing Center (UAPC). In some instances of internal transfer students, the change of major code may not be changed within the same year as when students enter the program.

⁴ Based on students entering in AY 03 and graduating by AY 08

⁵ Based on students entering in AY 04 and graduating by AY 09

⁶ First cohort started spring 2006, and second cohort started fall 2006

Table. 2.7.b.2. Destination of MS and MPH Graduates by Specialization¹

AY2007																		
Specialization (Campus)	Government		Nonprofit		Health Care		Private Practice		University/ Research		Proprietary		Further Education		Non-Health Related		Not Employed	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
COMHE (Hunter)	2	7	4	15	9	34			3	11	2	7			4	15	3	11
EOHS (Hunter)	4	40	1	10	3	30									1	10	1	10
GPH (Brooklyn)	2	32	1	17	1	17			1	17			1	17				
HCPA (Brooklyn)	1	17	2	33			1	17	2	33								
NUTR (Hunter)					1	100												
TOTAL	9		8		14		1		6		2		1		5		4	
AY2008																		
CBPH (Lehman)					3	75	1	25										
COMHE (Hunter)	7	30	10	44			2	9	3	13	1	4						
EOHS (Hunter)	4	25			3	19			1	6	5	31			2	13	1	6
GPH (Brooklyn)			2	20	3	30					1	10	2	20			2	20
HCPA (Brooklyn)			1	17	3	50											2	33
NUTR (Hunter)	2	25	6	75														
TOTAL	13		19		12		3		4		7		2		2		5	
AY 2009 ²																		
CBPH (Lehman)			2	20	7	70									1	10		
COMHE (Hunter)	5	16	5	16	11	35			4	13	3	10					3	10
EOHS (Hunter)	12	55							3	13	5	23					2	9
EPI (Hunter)	1	50															1	50
HPM (Hunter) ³																		
GPH (Brooklyn)	2	17	3	25					2	17							5	41
HCPA (Brooklyn)			1	33	2	67												
NUTR (Hunter)			2	29	4	57											1	14
TOTAL	20		13		24				9		8		0		1		12	

¹ Does not include BIOS, EPI and HPM specializations, which only began accepting students in AY 2008 and did not have graduates in AY 2007 and AY 2008.

² Results are based on self-administered student exit surveys; response rates ranged from 76-78% in each of the last three years.

³ Although there were HPM graduates in AY 2009, none completed the student exit survey.

2.7.c. If the outcome measures selected by the school do not include degree completion rates and job placement experience, then data for these two additional indicators must be provided, including experiential data for each of the last three years. If degree completion rates, in the normal time period for degree completion, are less than 80%, an explanation must be provided. If job placement, within 12 months following award of the degree, is less than 80% of the graduates, an explanation must be provided.

See Table 2.7.b.

2.7.d. A table showing the destination of graduates by specialty area for each of the last three years. The table must include at least a) government (state, local, federal), b) nonprofit organization, c) hospital or health care delivery facility, d) private practice, e) university or research institute, f) proprietary organization (industry, pharmaceutical company, consulting), g) further education, h) non-health related employment, or i) not employed. See CEPH Data Template D.

This information is provided in Table 2.7.b.2.

2.7.e. In public health fields where there is certification of professional competence, data on the performance of the school's graduates on these national examinations for each of the last three years.

Sources of information on SPH graduates who have attained nationally recognized certifications are the student exit survey, the alumni survey¹ and an EOHS phone survey of its graduates done for a NIOSH grant renewal. According to the information gathered, SPH graduates have attained the following certifications over the past three years:

- Certified Health Education Specialist (CHES) 13
- Certified Hazardous Materials Manager (CHMM) 2
- Certified Industrial Hygienist (CIH) 4
- Certified Safety Professional (CSP) 2
- Registered Dietitian (RD) 19
- Registered Environmental Health Specialist (REHS) 1
- Certified in Public Health (CPH) 7

SPH does not have information on the years in which students were certified and does not collect information on the number of students who take the certification exams and do not pass. However, SPH knows that in 2010, one alumus took the CPH exam and passed; in 2009, two alumni took the exam and passed; and in 2008, four alumni took the exam and passed.

¹ Based on alumni survey of MPH and MS students graduating in AY 2004-2006.

2.7.f. Data describing results from periodic assessments of alumni and employers of graduates regarding the ability of the school's graduates to effectively perform the competencies in a practice setting.

There are three sources of information on performance of SPH students in practice settings: surveys of alumni, an employers' discussion group and the SPH PHLC.

Alumni surveys were conducted in 2009 for Hunter MPH and MS and Brooklyn MPH graduates. Of 161 alumni surveyed, 71 (44%) responded. When asked how strongly they agree with the statement that the training received from their public health programs prepared them for their current work, 50.8% said they strongly agreed, 33.9% said they agreed, 13.6% disagreed and 1.7% strongly disagreed.

Alumni were also asked to list the new skills that should be incorporated into the curriculum to meet the emerging public health needs of the 21st century. The skills and knowledge areas that alumni felt should be enhanced in the SPH curricula are listed below in order of frequency of occurrence:

- Data-analysis, including the use of SPSS and SAS
- Computer technology
- Research design, integrated into more courses
- Project management
- Media and new technology, including use of interactive computer websites
- Data mapping
- Basic written and verbal communication skills

Many of these areas were reinforced in a discussion group with employers in December 2009 and in the meeting of the PHLC. Employers emphasized three areas that MPH and MS graduates will need in the coming decades:

- Data-analysis skills
- Grant-writing skills
- Skills needed to work in diverse communities

Employers felt that SPH alumni have many tools needed to work with diverse communities, including conducting surveys, outreach and education. They attributed this, in part, to the diverse nature of the members of the SPH student body, their roots in the communities in which they work and the students' maturity and level of experience. Participants emphasized the need for the SPH faculty and its curriculum to include competencies on analysis of public health data, particularly in biostatistics and epidemiology courses but also in other courses.

PHLC members emphasized the need to strengthen data-analysis skills, especially in light of projecting job opportunities for data analysts and managers. Graduates should be able to describe a public health problem, based on analyzing a public health data set, and

recommend research and policy implications. Additional competencies include: program management, an ability to apply classroom-based theory, methods and knowledge to practice settings, and the need for more service-oriented opportunities in the curriculum, emphasizing the link between institution and community.

This feedback has been taken into account by the Curriculum Committee, especially in revising program-wide and specialization competencies and course learning objectives, as described in Criterion 2.0.

2.7.g. Assessment of the extent to which this criterion is met.

This criterion is met.

Strengths:

The SPH has well-established methods for monitoring and evaluating student progress and the extent to which they meet the core and program-specific competencies. These include:

- Academic advisement
- Academic progress based on GPAs
- Practice experience
- Examinations
- Portfolios
- Culminating experience
- Academic advisement or similar documents or face-to-face assessment during advisement or both
- Professional certification
- Graduation rates
- Post-graduation employment

2.8. Other Professional Degrees. If the school offers curricula for professional degrees other than the MPH or equivalent public health degrees, students pursuing them must be grounded in basic public health knowledge.

2.8.a. Identification of professional degree curricula offered by the school, other than those preparing primarily for public health careers, and a description of the requirements for each.

Not applicable.

2.8.b. Identification of the manner in which these curricula assure grounding in public health core knowledge. If this means is common across these other professional degree programs, it need be described only once. If it varies by program, sufficient information must be provided to assess compliance by each program.

As indicated in various locations in this section, the curricula for the MS, BS and MS/MPH degree programs provide grounding in the five knowledge areas basic to public health.

- Table 2.3.a.1. indicates that the five core public health courses are components of the EOHS-MS curricula.
- Table 2.3.a.3. identifies where in the curriculum the core knowledge areas are covered in the NUTR-MS and BS degree programs.

2.8.c. Assessment of the extent to which this criterion is met.

This criterion is met.

Strengths:

Students in the MS and BS degree programs receive instruction in the five core areas of public health. NUTR-MS and BS students take courses within their respective specializations that cover these five domains.

2.9. Academic Degrees. If the school also offers curricula for academic degrees, students pursuing them shall obtain a broad introduction to public health, as well as an understanding about how their discipline-based specialization contributes to achieving the goals of public health.

2.9.a. Identification of all academic degree programs, by degree and area of specialization. The instructional matrix may be referenced for this purpose.

Not applicable. The programs in the SPH are professional-degree programs. The SPH does not have academic degrees.

2.9.b. Identification of the means by which the school assures that students in research curricula acquire a public health orientation. If this means is common across the school, it need be described only once. If it varies by degree or program area, sufficient information must be provided to assess compliance by each program.

Not applicable.

2.9.c. Identification of the culminating experience required for each degree program. If this is common across the school's academic degree programs, it need be described only once. If it varies by degree or program area, sufficient information must be provided to assess compliance by each program.

Not applicable.

2.9.d. Assessment of the extent to which this criterion is met.

Not applicable.

2.10. Doctoral Degrees. The school shall offer at least three doctoral degree programs that are relevant to any of the five areas of basic public health knowledge.

2.10.a. Identification of all doctoral programs offered by the school, by degree and area of specialization. The instructional matrix may be referenced for this purpose. If the school is a new applicant and has graduates from only one doctoral program, a description of plans and a timetable for graduating students from the other two doctoral programs must be presented, with university documentation supporting the school's projections.

The DPH program prepares students to be researchers, teachers and managers who can meet the public health needs of urban populations. It prepares future faculty members for the growing number of training programs in public and community health and leaders for the public health workforce. The curriculum integrates health and natural and social sciences as applied to public health. Students are prepared to become interdisciplinary health researchers and practitioners, capable of working across levels, disciplines and sectors to address complex public health problems with a focus on urban populations. Graduates will develop the skills and knowledge to help eliminate urban health disparities, a major goal of the nation's health blueprint, Healthy People 2010. The DPH program recognizes the strong links between public health and social justice.

The DPH curriculum is summarized in several places throughout this document.

- The DPH degree program and specializations are listed in the instructional matrix in Table 2.1.a.
- The curriculum is summarized in Table 2.1.b.2.
- The program-wide and specialization competencies are summarized in Table 2.6.c.2.

The mission of each of the four specializations that comprise the DPH program are summarized here:

- The CSH specialization prepares researchers and advanced public health practitioners to increase scientific understanding of the social determinants of health, health behavior, the delivery of health services and health policy.
- The EPI specialization prepares graduates to work as senior epidemiologists in research, teaching and public health leadership positions. Graduates of the EPI specialization will serve as epidemiologists in academia, industry, research institutes and domestic and international government agencies.
- The EOH specialization trains doctoral-level researchers, faculty and advanced professionals about environmental and occupational health problems affecting urban populations. Coursework and research are aimed at furthering scientific understanding of the ways in which urbanization compromises the physical environment and human health as well as the ways in which it promotes health. Such topics as environmental sustainability, environmental justice, economic viability and political participation will be examined.

- The HPM specialization prepares students for careers in research, teaching, policy analysis and organizational analysis in the broad fields of health services, health policy and health management. Students will select a concentration in either health policy or health management. Students who choose the policy concentration will develop a nuanced understanding of how a range of mechanisms, systematically associated with policy, influence health in the urban environment. Students who choose the management concentration will incorporate organizational theory and analysis in understanding how organizational structures, networks and behavior influence health in the urban environment.

Graduating Doctoral Student

One doctoral student, Alice Welch, is expected to graduate in December 2010. She completed her second exam in May 2010, completed her dissertation proposal in August and will have a complete draft by Nov. 15, 2010 of her dissertation, “Alcohol Use and Post-Traumatic Stress Disorder among Participants in the World Trade Center Registry.” Her defense is scheduled for Nov. 29, 2010. She expects to deposit her dissertation, the final requirement for completing the degree, the week of Dec. 6. Her dissertation is based on secondary analysis of records in the NYCDOMH’s World Trade Center Registry, a database that tracks the health status of more than 70,000 New Yorkers exposed to the World Trade Center attack on Sept. 11, 2001 and its aftermath. Ms. Welch is a full-time employee of the registry and has been analyzing data based on these records since June 2009. Her dissertation committee includes Professors Luisa Borrell, Lorna Thorpe and Nicholas Freudenberg.

The SPH is applying for initial accreditation concomitant with the graduation of our first doctoral candidate, a student from the CSH specialization. In 2010, two other CSH students in addition to Ms. Welch completed their second exams. Assuming it takes four to five years to complete the program, it is reasonable to assume these students will complete their degrees by 2012. Table 2.10.a. outlines the academic progress of current DPH students by specialization. Five students entered the EPI specialization in 2008, and four entered the EOH specialization in 2009. It is reasonable to expect that by 2013 there will be at least one graduate from each of these two specializations.

2.10.b. Data on the number of active students in each doctoral degree program as well as applications, acceptances, enrollments and graduates for the last three years.

See Table 4.4.d. for numbers of DPH student applications, acceptances and enrollments for the last three years.

Table 2.10.a. Academic Progress of DPH Students by Specialization					
Number of students	2007-08	2008-09	2009-10	2010-11 ¹	Total as of 7/10
Community, Society & Health					
Who entered cohort	15	9	9	13	42
Who left program as of June 1, 2010*	2	1	1	NA	4
Who successfully completed exam No. 1	13	0	0	NA	13
Who successfully completed exam No. 2	3	0	0	NA	3
Whose dissertation prospectus was approved	1	0	0	NA	1
Who advanced to candidacy	1	0	0	NA	1
Who scheduled date for dissertation defense	1	0	0	NA	1
Who are expected to graduate by December 2010	1	0	0	NA	1
Epidemiology					
Who entered cohort	NA	5	6	8	18
Who left program as of June 1, 2010 **	NA	1	0	NA	1
Who successfully completed exam No. 1	NA	0	0	NA	0
Who successfully completed exam No. 2	NA	0	0	NA	0
Whose dissertation prospectus was approved	NA	0	0	NA	0
Who advanced to candidacy	NA	0	0	NA	0
Who scheduled date for dissertation defense	NA	0	0	NA	0
Who are expected to graduate by December 2010	NA	0	0	NA	0
Environmental and Occupational Health					
Who entered cohort	NA	NA	4	5	9
Who left program as of June 1, 2010	NA	NA	0	NA	0
Who successfully completed exam No. 1	NA	NA	0	NA	0
Who successfully completed exam No. 2	NA	NA	0	NA	0
Whose dissertation prospectus was approved	NA	NA	0	NA	0
Who advanced to candidacy	NA	NA	0	NA	0
Who scheduled date for dissertation defense	NA	NA	0	NA	0
Who are expected to graduate by December 2010	NA	NA	0	NA	0
Health Policy and Management					
Who entered cohort	NA	NA	NA	13	13
Who left program as of June 1, 2010	NA	NA	NA	NA	0
Who successfully completed exam No. 1	NA	NA	NA	NA	0
Who successfully completed exam No. 2	NA	NA	NA	NA	0
Whose dissertation prospectus was approved	NA	NA	NA	NA	0
Who advanced to candidacy	NA	NA	NA	NA	0
Who scheduled date for dissertation defense	NA	NA	NA	NA	0
Who are expected to graduate by December 2010	NA	NA	NA	NA	0
<i>Total number of students in specializations</i>	<i>13</i>	<i>12</i>	<i>18</i>	<i>39</i>	<i>82</i>

* From 2007 class, two left to enter doctoral programs in other disciplines; from 2008, one left for another public health doctoral program; in 2009, one left to attend another public health program

** From 2008 class, one left to attend medical school

¹ As of June 1, may change slightly

2.10.c. Assessment of the extent to which this criterion is met.

This criterion is met.

Strengths:

- The SPH has sufficient faculty expertise, availability of advanced-level courses and active research to support the DPH degree program with four specializations.
- The DPH program was developed over the course of more than five years with input from faculty across the university through the CUNY Urban Health Initiative and with consultation from nationally recognized leaders in the field.
- The four specializations were phased in over four years (2007-2010), allowing the faculty to concentrate on one new specialization each year.

2.11. Joint Degrees. If the school offers joint degree programs, the required curriculum for the professional public health degree shall be equivalent to that required for a separate public health degree.

2.11.a. Identification of joint degree programs offered by the school and a description of the requirements for each.

The SPH offers one dual-degree program – the 57-credit MS/MPH in Community/Public Health Nursing/Urban Public Health. This dual degree has been offered jointly between the program in Urban Public Health and the Hunter-Bellevue School of Nursing since 1998. The MS/MPH was accredited by CEPH in 2003. In 2010, the MS portion of the dual-degree program received its most recent accreditation from the CCNE.

The program prepares nurses to assume leadership roles in community-health nursing in a variety of health-care settings, including home care, public health and community-based agencies. Students learn to apply theories and research findings to nursing practice through coursework and a series of practica. Students who select the dual-degree option attain additional knowledge of public health sciences, with emphasis on community health education or environmental and occupational health sciences. Graduates meet educational requirements for specialty certification by the American Nurses Credentialing Center as Advanced Public Health Nurses.

Requirements for admission

In addition to MPH admission requirements, students seeking matriculation in the School of Nursing must meet the following requirements:

- Completion of an accredited baccalaureate program in nursing with a GPA of 3.0
- License and current registration to practice professional nursing in New York State

Although the MS/MPH can be completed by full-time students in four semesters, most students earn the degree by attending part time. Students have five years to complete the degree requirements. Courses are offered in the late afternoons and evenings.

Students choose one of two specializations in this degree-program: COMHE and EOH.

Course of Study for the Master's in Nursing/Master's in Public Health

The curriculum for the MS/MPH appears in Table 2.1.b.4. As indicated in the table, the program consists of core courses shared with other master's-level students in nursing and other MPH students, courses in the specialization and health sciences and an elective, which may be chosen from any of the graduate programs at Hunter College. Through coursework, practica and electives, students develop an area of expertise related to an aggregate/community, e.g., family nursing, home care, public health, school health or occupational health. Using nursing process, students apply nursing and public health theories

and research to the study of communities and aggregates. Competencies for the degree program are in Table 2.6.c.4.

The MS/MPH degree requirements are at least equivalent to the requirements for a separate public health degree, as indicated in Table 2.11.a.

Table 2.11.a. A Comparison of MS/MPH and MPH Degree Programs in the SPH	
MPH Specialization	
15-18 credits	18 credits: Public Health Nursing (Hunter)
<ul style="list-style-type: none"> • (general) Public Health (Brooklyn): 15 credits • Health Care Policy and Administration (Brooklyn): 15 credits • Biostatistics and Epidemiology (Hunter): 15 credits • Community Health Education (Hunter): 15 credits • Environmental and Occupational Health Sciences (Hunter): 15 credits • Public Health Nutrition (Hunter): 18 credits • Public Health Policy and Management (Hunter): 15 credits • Community-Based Public Health (Lehman): 15 credits 	<ul style="list-style-type: none"> • NURS 700: Theoretical Foundations of Nursing Science • NURS 702: Nursing Research • NURS 704: Urban Health Care Systems • NURS 749: Health Promotion/Disease Prevention In Diverse Populations • NURS 771: Community/Public Health Nursing, I • HPM 750: Public Health Management
MPH Core Courses: 15 Credits	
<ul style="list-style-type: none"> • Biostatistics • Environmental Health & Safety • Epidemiology • Social and Behavioral Sciences • Public Health Policy and Management 	<ul style="list-style-type: none"> • PH 750: Biostatistics • PH 752: Epidemiology • PH 754: Environmental Health & Safety • PH 755: Urban Health & Society • PH 756: Public Health & Health Care Policy & Management
Specialization Electives	
6-9 credits	9 credits: Public Health Nursing
<ul style="list-style-type: none"> • (general) Public Health (Brooklyn): 6 credits • Health Care Policy and Administration (Brooklyn): 6 credits • Biostatistics and Epidemiology (Hunter): 9 credits • Community Health Education (Hunter): 9 credits • Environmental and Occupational Health Sciences (Hunter): 9 credits • Public Health Nutrition (Hunter): 6 credits • Public Health Policy and Management (Hunter): 9 credits • Community-Based Public Health & Health Equity (Lehman): 6 credits 	<ul style="list-style-type: none"> • COMHE 751: Community Health Interventions • COMHE 752: Community Organizing and Development for Health • COMHE 753: Health Program & Planning Funding -or- • EOHS 702: Introduction to Occupational Safety & Health • EOHS 754: Environmental & Occupational Toxicology • EOHS 757: Principles Industrial Hygiene
Practice Experience: 3 credits	
Supervised fieldwork, plus accompanying course	NURS 772: Community/Public Health Nursing II
Culminating Experience: 3 credits	
Capstone project or research essay (Hunter & Lehman), masters essay (Brooklyn & Hunter), or thesis (Brooklyn); plus accompanying seminar/s or meetings with faculty	NURS 773: Public Health Nursing III (30 hours theory plus 167 hours practicum)

2.11.b. Assessment of the extent to which this criterion is met.

This criterion is met.

Strengths:

Hunter has offered the MS/MPH for more than a decade. Graduates receive specialty certification by the American Nurses Credentialing Center as Advanced Public Health Nurses. The program is accredited by the CCNE and in 2003 the dual degree was included in the accreditation that CEPH awarded to the program in Urban Public Health. The core public health courses required for the dual-degree program are the same as the core public health courses required in the MPH degree programs at Hunter, and therefore, the MS/MPH core public health courses are equivalent to the core courses in the MPH degree programs in the SPH.

2.12 Distance Education or Executive Degree Programs. If the school offers degree programs using formats or methods other than students attending regular on-site course sessions spread over a standard term, these programs must a) be consistent with the mission of the school and within the school's established areas of expertise; b) be guided by clearly articulated student learning outcomes that are rigorously evaluated; c) be subject to the same quality control processes that other degree programs in the school and university are; and d) provide planned and evaluated learning experiences that take into consideration and are responsive to the characteristics and needs of adult learners. If the school offers distance education or executive degree programs, it must provide needed support for these programs, including administrative, travel, communication, and student services. The school must have an ongoing program to evaluate the academic effectiveness of the format, to assess teaching and learning methodologies and to systematically use this information to stimulate program improvements.

2.12.a. Identification of all degree programs that are offered in a format other than regular, on-site course sessions spread over a standard term, including those offered in full or in part through distance education in which the instructor and student are separated in time or place or both. The instructional matrix may be referenced for this purpose.

None are offered.

2.12.b. Description of the distance education or executive degree programs, including an explanation of the model or methods used, the school's rationale for offering these programs, the manner in which it provides necessary administrative and student support services, the manner in which it monitors the academic rigor of the programs and their equivalence (or comparability) to other degree programs offered by the school, and the manner in which it evaluates the educational outcomes, as well as the format and methodologies.

Not applicable.

2.12.c. Assessment of the extent to which this criterion is met.

Not applicable.

CRITERION 3.0. CREATION, APPLICATION AND ADVANCEMENT OF KNOWLEDGE

Introduction

The SPH's research, service and workforce development activities reflect its overall mission to help create and sustain a healthier New York City and to promote equitable, efficient, evidence-based solutions to pressing health problems facing urban populations everywhere. Research, service and workforce development activities also reflect the SPH's four broad goals to: (1) contribute to healthier cities (2) promote healthy aging through the lifespan (3) prevent chronic diseases and improve their management and (4) advance health equity.

The SPH's research, service and workforce development activities also are shaped by its institutional base and geographic location. As noted, CUNY is the largest urban public university in the nation and has a long history of research and service dedicated to improving the lives of New Yorkers. The SPH builds on this tradition, and SPH researchers collaborate with other CUNY faculty, centers and institutes to pursue interdisciplinary, intersectoral research designed to benefit New York and other urban populations. In addition, as an institution committed to providing access to higher education to groups often excluded, CUNY has a history of providing New York City with the personnel needed for its vast human services, health and educational systems. These contributions come from its degree programs and many non-degree offerings that build the city's workforce.

SPH students and faculty also benefit from being in a city with myriad institutions dedicated to public health, health care, community development, and professional and continuing education. Unlike other schools of public health, which might be the only show in town in their region, the SPH has the luxury of defining a unique research, service and workforce development niche, knowing it can depend on and establish collaborations with the many other organizations engaged in these endeavors to meet other needs.

Centers and Institutes

Several multi-disciplinary centers, institutes and initiatives that are affiliated with the SPH and its faculty are a locus of research, service and workforce development activities. These centers and institutes have developed over the last 10 or more years, and each has its own history, expertise and relationships with SPH faculty and resources. In the future, some may become part of the SPH. In the coming two years, SPH leaders and faculty will explore with these centers how they can best relate to and be supported by the SPH, what types of new centers and institutes the school may create and how to create an efficient infrastructure to support existing and new ventures. As described below, planning for several new initiatives is under way. These centers, institutes and initiatives are:

The Brookdale Center for Healthy Aging & Longevity (BCHAL), at the Hunter campus, was founded in 1974 and is one of the country's first multi-disciplinary academic centers dedicated to the advancement of successful aging and longevity. Through research, education, training and evaluation of evidence-based models of practice and policy, it plays a vital role in enhancing the quality of life of older Americans and their families. Its current

focus is on contributing the knowledge that can help cities to support healthy aging. Professor Marianne Fahs, PhD, and Associate Professor William T. Gallo, PhD, are full-time tenured faculty at the SPH. <http://www.brookdale.org/index.htm>

The Center for Community and Urban Health (CCUH), at the Hunter campus, was founded in 1986. The center's director, Beatrice J. Krauss, PhD, is a full-time tenured professor at the SPH. The CCUH is dedicated to strengthening the capacity of individuals, families, organizations and populations to address and resolve contemporary community and urban health issues and concerns. The center conducts scientifically informed, interdisciplinary research and evaluation, program development, training and education, technical assistance and consultation and policy advisement. Professors Alcabes, Wheeler, and Parsons also are affiliated with this center. http://www.hunter.cuny.edu/schoolhp/centers/comm_urb/index.htm

The Center for Human Environments (CHE), at the GC campus, provides opportunities to study the interactions between environments and well-being. CHE offers a forum for environmental research, where the primary emphasis is on examining the problems faced by neighborhoods, schools, community organizations, non profits, policy-makers and government agencies. CHE is comprised of five research groups: the Children's Environments Research Group, the Health and Society Research Group, the Housing Environments Research Group, the Public Space Research Group and the Youth Studies Research Group. CHE also partners with ActKnowledge, an organization at the GC that works with community groups, non profits, foundations and government agencies to understand, evaluate and transform programs and policies and to disseminate research findings. Professors Freudenberg and Lennon are affiliated. <http://web.gc.cuny.edu/che/>

The Center for Occupational & Environmental Health (COEH), at Hunter, was founded as a research, training and educational center whose mission is to promote community and workplace health. The COEH works with community-based organizations, schools, labor unions, private employers and federal, municipal and state agencies to promote better understanding, access to information and improved skills in addressing workplace and environmental hazards. The center's director, Professor Jack Caravanos, is a full-time faculty member in the SPH. Recent areas of COEH's focus include: improving the skills of hazardous materials and emergency response workers, enhancing community-based research partnerships to address neighborhood air pollution, reducing asthma rates in New York City and training community health workers. Professors Goldberg, Klitzman and Matte also are affiliated. <http://www.hunter.cuny.edu/health/coeh/>.

The CUNY Institute for Health Equity (CIHE), at Lehman, was established in 2008 to narrow the gaps in the health status of NYC's underserved ethnic/racial populations. SPH Professor Marilyn Aguirre-Molina is the founding director, and Assistant Professor Andrew Maroko is coordinating the research agenda. In addition to research, CIHE has a community capacity-building and a knowledge transfer core. Together, the cores work to achieve the institute's mission to contribute to strategies that reduce health inequities in New York City. Professors Borrell, Levitt and Roberts also are affiliated. <http://www.cunyhealthequity.org/ihe/>

The Immigration and Health Initiative, at Hunter, was created in 2004 by SPH faculty member Anahí Viladrich to meet the research interests of UPH faculty and students working on immigrant health issues in the United States and abroad. The initiative brings together scholars, professionals, activists and students committed to developing innovative research projects, teaching and advocacy curricula on immigration and health. Its goals and activities include conducting research on the health needs of immigrants and their children, developing teaching curricula and training guidelines, organizing workshops, symposia and conferences and supporting partnerships with national and international academic centers and community organizations and advocating for immigrant rights. Professors Yeh and Fahs also are affiliated. <http://www.immigrationandhealthinitiative.org/>

The Latino Health Fellowship Initiative, at Hunter, was founded by SPH faculty member Diana Romero in 2007. It seeks to reduce health disparities affecting the Latino community in the United States by advancing research, informing relevant policies and supporting the next generation of Latino public health professionals. The initiative provides fellowships to Hunter MPH students who are interested in working on issues related to Latino health and connects graduate students to Latino health-focused research and fieldwork opportunities. www.latinohhealthfellowship.com

The CUNY Campaign Against Diabetes (CCAD) is a five-year initiative designed to improve the management and prevention of diabetes among the CUNY community, including students, faculty, staff and their respective family members. Through CUNY's teaching, research and service capacities, the campaign develops, implements and evaluates prevention and management programs across the University. The campaign is conducted under the auspices of the Health and Society Research Group of the Center for Human Environments (PI: Nicholas Freudenberg) received funding for the project from the New York State Health Foundation (2007-2009) and the CUNY Chancellor's Office (2006-2009). The campaign was launched on Jan. 17, 2007 with an all-day conference, "Diabetes Policy in New York City: A Call to Action." Since 2008, the campaign has worked in the CUNY community by sponsoring workshops to demonstrate heart-healthy cooking, organizing and leading exercise groups, providing diabetes management sessions and generally promoting diabetes awareness within the CUNY community. Professors Deutsch, Spark, and Yeh also are affiliated. <http://www.cuny.edu/about/centers-and-institutes/urban-health/campaign-against-diabetes.html>

The SPH is affiliated with seven additional CUNY centers and institutes:

Center for the Biology of Natural Systems (CBNS), at Queens College, responds to environmental and resource problems and their policy implications. CBNS is known for its pioneering studies to devise and assess alternative solutions and its assistance to government agencies and community organizations. Researchers continue to monitor and address the health risks of first responders at the World Trade Center, workers in U.S. nuclear bomb plants and also are studying exposures and health effects from soot and other easily inhaled particulates at street level in the New York City's five boroughs. Professor Morabia also is affiliated. <http://www.qc.cuny.edu/Academics/Centers/Biology/Pages/default.aspx>

Center for Gene Structure and Function, at Hunter, builds unique collaborations among biologists, chemists, biopsychologists, biophysicists, bioanthropologists and health scientists; recruits and equips outstanding faculty; develops and shares core research facilities; and implements strategies for scientific networking. Affiliated public health faculty are Professors Freudenberg, Parsons, Talih and Wheeler. <http://genecenter.hunter.cuny.edu>

Center for Health Media and Policy, at Hunter, is an interdisciplinary initiative for advancing the health of the public and healthy public policies through the use of new and traditional media. The center seeks to be a catalyst for shaping professional and public conversations about health and health care by focusing on the intersection between policy and media. The center works with public health advocates and health-care professionals to raise their voices to influence policies that will create a more equitable, cost-effective health-care system through research and strategic use of media. Most recently, several SPH faculty have worked with the center on policy issues related to welfare reform and reproductive health. Professor Daniels is affiliated. <http://mediahealth.wordpress.com/>

CUNY Institute for Demographic Research (CIDR), at Baruch College, was established in 2007 as part of a significant commitment to launch New York's first demographic research and training program. The institute is a home where scholars can gather to exchange ideas and receive the support necessary to accomplish the research agendas they establish. This engagement takes many forms, including cross-campus collaborations of faculty and students, development and support for new research and training initiatives and a vibrant seminar series sponsored by the institute. SPH full-time faculty members Dowd, Horiuchi and Romero have formal affiliations. <http://web.cuny.edu/academics/centers-and-institutes/cidr/aboutus.html>

CUNY Institute for Sustainable Cities, at Hunter, creates understanding of the connections between the everyday lives of urban citizens and their natural world, leading to the discovery and use of cities like New York as learning laboratories to create a sustainable future for cities worldwide. Affiliated public health faculty include Professors Freudenberg and Maantay. <http://www.cunysustainablecities.org>

Center for HIV Educational Studies & Training, at Hunter, conducts research on social and psychological factors that contribute to HIV transmission. Affiliated public health faculty are Professors Grov and Parsons. <http://www.hunter.cuny.edu/chest/>

Roosevelt House Public Policy Institute, near Hunter, provides a place for students to analyze critical public policy issues and experience meaningful civic engagement; a place for faculty to research, teach and write constructively about the most important issues of the day; and a place for scholarly and public audiences to participate in high-profile lectures, seminars and conferences. Through a gift from the Laurie M. Tisch Illumination Fund, from 2010-2015, the Roosevelt House will be home to the Joan H. Tisch Distinguished Fellow in Public Health. The fellowship is awarded annually to a prominent health-care professional who will teach, conduct faculty seminars and serve as a scholar-in-residence in the Hunter community. The 2010 Fellow is John McDonough, PhD, former senior adviser, U.S. Senate Committee on Health, Education, Labor and Pensions, and health policy adviser to Senator Edward M.

Kennedy. Since its founding in 2006, the institute has sponsored policy seminars in which several SPH faculty have participated. <http://www.roosevelthouse.hunter.cuny.edu/>

In 2009-2010, 47% of the SPH's tenure-track faculty with appointments in public health (26 of 55) had affiliations with one or more centers or institutes, providing many opportunities for research, service and workforce development. In the two coming years, as the SPH leadership and faculty develop and expand new research directions for the SPH, the school will need to consider how best to build on the accomplishments of these centers.

3.1. Research. The school shall pursue an active research program, consistent with its mission, through which its faculty and students contribute to the knowledge base of the public health disciplines, including research directed at improving the practice of public health.

3.1.a. A description of the school's research activities, including policies, procedures and practices that support research and scholarly activities.

Full-time faculty in the SPH, tenured and untenured, are expected to engage in research relevant to public health. Active engagement in basic or applied research is evaluated in the consideration of promotion of faculty members for tenure. In the SPH, current and future research falls into several broad categories: funded research projects led by independent SPH faculty investigators; studies based at one of the centers or institutes affiliated with the SPH; and, prospectively, new research initiatives supported by the dean or groups of faculty. In the coming years, it is expected that the three streams will be important but that the latter two will grow in importance. In the SPH, all categories of research depend on collaboration with community partners, city agencies and other research and academic institutions. In addition to contributing to the art and science of public health, faculty investigators provide the students with opportunities to engage in research through fieldwork, independent study, class assignments and paid positions in public health research endeavors.

The SPH and its constituent colleges promote research by providing investigators with administrative support, technical assistance, seed money and released time from teaching. Each of these areas is summarized in the following sections.

Overview of Research in the SPH

Funded research activities of core and affiliated faculty are summarized in Appendix 3.1.c.2. The highlights of research activity are summarized in Table 3.1.a.1. A majority of research is interdisciplinary and cuts across several key themes. Current research includes: the impact of urban living, such as housing and neighborhood conditions, climate and air quality, food and physical activity on health; prevention and management of chronic diseases such as HIV and other chronic infections, mental health, diabetes and immune functioning; health disparities; and life course health and aging.

For the past year, a research committee consisting of faculty representatives from the Consortial Campuses has met regularly to assess the capacity of the CUNY research infrastructure and to articulate a research agenda for the SPH. A preliminary draft of a report by that committee was presented and discussed at the fall 2010 faculty retreat and is undergoing further revisions. The draft outlined a strategic vision, described conditions and resources needed to achieve the vision and assessed resources at the Consortial Campuses. The committee is chaired by Professor Lorna Thorpe and includes Professors Tracy Chu, Mary Clare Lennon, Alfredo Morabia and Luisa Borrell. This committee is charged with

making recommendations for strengthening the SPH's research infrastructure and defining its research priorities to the dean, the Dean's Cabinet, and the FSC.

Administrative Support for Research

Several university-wide and campus-based offices provide administrative support, pre- and post-award, to SPH administrators, faculty, students and staff engaged in research. These are described in Table 3.1.a.2.

Technical Assistance to Investigators

CUNY, the SPH and its constituent campuses offer a variety of types of technical research assistance to faculty. For example, the Office of Faculty Research and Project Development (OFFER) at Hunter College—directed by SPH faculty member Beatrice Krauss—provides an array of pre-submission support to junior and senior faculty, such as concept design, information on federal and other types of funding, budget development and grant-writing skills, in addition to post-award start-up, implementation, analysis and dissemination support in conjunction with the Hunter College Office of Research Administration. A list of the types of technical assistance provided to SPH investigators over the past year is provided in Table 3.1.a.3. OFFER—formerly called the Office of Research and Grant Support (ORGS <http://www.hunter.cuny.edu/shp/centers/orgs/index.htm>) - also provides limited financial support to faculty through internal award mechanisms for grant development, seed money for pilot projects and poster production.

Support and Funding for Research

Table 3.1.a.4 provides a summary of the annual research funding opportunities available to faculty in the SPH throughout the university. Many of these awards are intended as seed money for investigators, especially junior faculty, to conduct pilot studies or prepare grant proposals for external funding.

In the past three years, SPH faculty received funding to develop research projects from a variety of internal sources, including RF CUNY, CUNY Collaborative Incentive Research Program, PSC CUNY and OFFER seed money. A list of the CUNY-supported research activity for core and affiliated SPH faculty for this period appears in Appendix 3.1.c.1. Table 3.1.a.5 provides a summary of this support for AYs 2007-2009 and fall 2010. As indicated in the table, in AY 2007, five faculty received support for five projects, totaling \$476,490. In AY 2008, 11 faculty received support for nine projects totaling \$167,300. In AY 2009, 12 faculty received support for 14 projects totaling \$231,176. Thus far, in fall 2010, one faculty member has received support for a project totaling \$100,000.

Table 3.1.a.1. Highlights of SPH Research Activities, 2009-2010
Impact of City Living on Health
Transdisciplinary Research on Urban Health Collaborative (N. Freudenberg)
Residential Mobility and Young Children: Family, Neighborhoods and Well-Being (M. Lennon)
Near Real Time Modeling of Weather, Air Pollution and Health Outcome Indicators in NYC (T. Matte)
NYC Public Housing Resident Health Assessment Project (L. Thorpe)
Parks, Fast Food, Supermarkets and Obesity in NYC (N. Sohler)
Prevention and Management of Chronic Disease
Investigation of Neighborhood-Based Determinants of Risk for Diabetes and Obesity (M. Fahs)
HIV Risk and Venues for Meeting Sex Partners (C. Grov)
Commuting Mode and Inflammatory Response (A. Morabia)
Compulsive Behaviors, Mental Health & HIV (J. Parsons)
Tailored Interactive Multimedia to Reduce Colorectal Cancer Screening Disparities (N. Sohler)
CUNY Campaign Against Diabetes (N. Freudenberg) ¹
Health Disparities
Examining the Contribution of Country of Origin Among Hispanics on Diabetes and Hypertension Racial/Ethnic Disparities in NYC (L. Borrell)
Under the Skin: Understanding the Role of Stress and Immune Function in Health Disparities (J. Dowd)
The Impact of Patient Activation on Low SES and Minority Populations (M. Gold)
Fertility Disadvantage Among Low-Income Adults: A Mixed Methods Approach (D. Romero)
Life Course, Health and Aging
Young Motherhood and Social Functioning Among a National Cohort of HIV+ Adolescents and Young Adults (E. Eastwood)
Bringing Evidence-Based Health Care Practice to Older Adults Aging in Place in NYC (M. Fahs)
Improving Hispanic Elders' Health: Community Partnerships for Evidence-Based Solutions (M. Fahs)
Longevity & Mortality in Industrialized Societies (S. Horiuchi)
Body Fat in Newborns of Teenage Mothers (K. Navder)

¹ This project, which includes research and service components, was allocated to service funding. Accordingly, the project is listed in Appendix 3.2.b. Faculty Service Grants, and is included in figures of the corresponding text in Criterion 3.2, Service.

Table. 3.1.a.2. Administrative Support for Research

Office	Responsibilities
CUNY Office of Academic Affairs, Office of Research Conduct http://www.cuny.edu/research/ovcr/human-subjects-research/orc.html	Provides oversight, education, policy and advice regarding ongoing research involving human subjects. Responsibilities include: reviewing IRB policies and procedures CUNY-wide and at each campus for compliance with federal requirements; leading educational efforts, including seminars, lectures, developing the Collaborative Institutional Training Initiative (CITI) and informing campuses of important research ethics and human subjects protection issues as they arise; and providing counseling to researchers as needed.
Office of the CUNY Vice Chancellor for Research http://web.cuny.edu/research/index.html	Promotes outstanding research at CUNY, expanding and improving the research profile of the university in typical research areas such as the natural and social sciences and engineering, as well as the arts, education and humanities. The office is concerned with all aspects of research, innovation, scholarship and creativity at CUNY colleges and in a number of multidisciplinary centers, institutes and programs. Responsibilities include: providing support to help faculty; leveraging external funding, complying with federal and state regulations, partnering with industry, establishing collaborations across the university and raising the profile of CUNY in the global research community.
Research Foundation of CUNY http://www.rfcuny.org/rfwebsite/	A private, non-profit educational corporation chartered by the State of New York in 1963, the foundation supports CUNY faculty and staff in identifying and obtaining external support (pre-award) from government and private sponsors and is responsible for the administration of all such funded programs (post-award). Responsibilities include management of a planned giving program, liaison with governmental agencies and foundations, negotiation of agreements, facility construction and renovation, protection and commercialization of intellectual property; and compliance with applicable standards in research involving human subjects, animal care, environmental and radiological safety and conflicts of interest.
Brooklyn Campus Office of Research & Sponsored Programs http://www.brooklyn.cuny.edu/pub/departments/orsp	These offices are responsible for overseeing the use of human participants in research and ensuring compliance with the federal guidelines. The offices have access to the latest search engines that may be used to assist researchers in identifying sources of possible funding based on topic areas and interests. They also assist researchers in developing strategies for securing external funding and provide advice in the preparation of budgets to ensure proper support and resources so as to successfully complete the project. Monetary resources awarded to researchers are managed through the Research Foundation of CUNY for payment of expenses and accounting. The offices compile and distribute periodic grant bulletins and notification of grant opportunities are emailed to individuals based on their areas of interest.
Hunter Campus Office of Research Administration http://research.hunter.cuny.edu/about_us.htm	
Lehman Campus Office of Research and Sponsored Programs http://www.lehman.edu/provost/grants/	
GC Campus Office of Research and Sponsored Programs http://web.gc.cuny.edu/orup/	

Table 3.1.a.3. Technical Assistance Support Provided to SPH Investigators, Fiscal Year 2010

Date	Topic	Format/Sponsor	Presenter	No. SPH faculty and students
7/9/2009	An overview of NIH funding	Presentation/OFFER ¹	David Stoff, PhD ²	19 (4F, 4S)
7/14/2009	Ethical considerations in research	Workshop and case study/OFFER	Darrell Wheeler, PhD, MPH	12 (3F, 1S)
7/14/2009	Ethical considerations in research	Individual online training/OFFER		10
7/15/2009	Grant writing 1	Workshop/OFFER	Beatrice Krauss, PhD, & Tom Mehnert, MBA	8 (1F, 1S)
7/15/2009	Literacy considerations in intervention and assessment	Workshop/OFFER	Roseanne Flores, PhD	8 (1F, 1S)
7/16/2009	Online bibliographic management tools	Workshop/OFFER	John Carey, MA, MLS	7 (1F, 2S)
7/21/2009	Use of media in intervention	Workshop/OFFER	Martin Dornbaum, MS	14 (3F, 5S)
7/22/2009	NIMH funding mechanisms	Workshop and individual consultation/OFFER	Susannah Allison, NIMH program officer	10 (3F, 2S)
7/23/2009	Graphic presentation and poster presentation	Workshop/OFFER	Shawn McGinnis, BA, media specialist, & Martin Dornbaum, MS	10 (1F, 3S)
7/23/2009	Motivational interviewing as an intervention technique	Workshop/OFFER	Jeffrey Parsons, PhD	10 (1F, 3S)
7/27/2009	Mentoring: for fellows and their mentors	Workshop/OFFER	Roseanne Flores, PhD	10 (2F, 2S)
7/28/2009	Clinic- and home-based intervention	Workshop/OFFER	Carol Roye, EdD, RN, CPNP	9 (2F, 1S)
7/29/2009	Family-based intervention	Workshop/OFFER	Beatrice Krauss, PhD, & Mary McKay,	10

¹ Office of Faculty Research and Project Development (OFFER)

² Program Chief: Neuropsychiatry of HIV/AIDS, AIDS Research Training, HIV/AIDS Health Disparities, Center for Mental Health Research on AIDS

Table 3.1.a.3. Technical Assistance Support Provided to SPH Investigators, Fiscal Year 2010

Date	Topic	Format/Sponsor	Presenter	No. SPH faculty and students
			PhD	(1F, 3S)
7/29/2009	Community-based intervention	Workshop/OFFER	Mary McKay, PhD	10 (1F, 3S)
7/31/2009	Interventions with LGBT youth	Workshop/OFFER	Joyce Hunter, DSW	10 (1F, 2S)
8/4/2009	Measuring biological outcomes	Workshop/OFFER	Carol Roye, EdD, RN, CPNP	7 (1F, 2S)
8/6/2009	Qualitative methods	Workshop/OFFER	Lynne Roberts, PhD	4 (2F, 1S)
8/6/2009	Analytic techniques-I	Workshop/OFFER	Phil Alcabes, PhD	4 (2F, 1S)
8/11/2009	Analytic techniques-II	Individual consultation/ OFFER	Phil Alcabes, PhD	10 (1F, 1S)
8/12/2009	Grant writing II	Workshop and individual consultation/OFFER	Beatrice Krauss, PhD, & Robert Kaplan, PhD	11 (2F, 2S)
8/13/2009	Planning and supporting research careers	Workshop and individual consultation/OFFER	Beatrice Krauss, PhD, & Carol Roye, EdD, RN, CPNP	10 (1F, 2S)
8/26/2009	Grant writing seminar	Workshop/OFFER	Beatrice Krauss, PhD, with others	16 (1F)
11/03/2009	Statistical Package for the Social Sciences-I	Workshop for faculty and/or research assistants/OFFER	Beatrice Krauss, PhD	10 (2F, 2S)
11/17/2009	Statistical Package for the Social Sciences-II	Workshop/OFFER	Beatrice Krauss, PhD	10 (2F, 2S)
3/26/2010	Evaluation as a part of proposal writing	Workshop/OFFER	Mosen Auryan, PhD, & Beatrice Krauss, PhD	16 (3F)
4/28/2010	Evaluation as a part of proposal writing logic models	Workshop/OFFER	Mosen Auryan, PhD, & Beatrice Krauss, PhD	11 (1F)

Table 3.1.a.4. CUNY-Wide Sources of Research Support

Name	Deadline	Description
PSC-CUNY ¹ Research Awards	Oct 15. in 2009	It is a major vehicle for the university's encouragement and support of faculty research and leverage external funding. It seeks to enhance the university's role as a research institution, to further the professional growth and development of its faculty and to provide support for the established and the younger scholar. Effective 2010, the total funding for the PSC-CUNY Research Awards is \$3.7 million. Application submission available at http://www.rfcuny.org/rfwebsite/research/content.aspx?catID=1190
CUNY Diversity Projects Development Fund	Oct 30. in 2009	It supports scholarly research projects and other educational activities for or about populations that are traditionally under represented within higher education. The purpose of the fund is to assist in the development of educational projects, scholarly research, creative endeavors and professional activities that promote diversity, multiculturalism, and non-discrimination on the basis of the following categories: race, color, national or ethnic origin, religion, age, sex, sexual orientation, transgender, disability, genetic predisposition or carrier status, undocumented or citizenship, veteran or marital status. Projects/activities will be considered that explore non-discrimination and the condition of the protected classes, for CUNY, including Italian-Americans. Information and application materials are available at: http://www.cuny.edu/jobs/recruit-diverse/Retention/DPFDF.html
CUNY Faculty Fellowship Publications Program	Oct 30. in 2009	This program is sponsored by the University Office for Compliance and Diversity Programs and is part of CUNY's commitment to increasing diversity in the faculty. CUNY protected-class members are particularly encouraged to apply. The program is designed to assist full-time, untenured CUNY faculty in the design and execution of scholarly writing projects in their discipline. The goal of the program is the successful completion of a scholarly work to assist in meeting requirements for tenure. Eligible faculty must be untenured at the assistant or associate professor rank hired on or after September 2000 and must be employed full-time for at least one academic year in humanities, social sciences, mathematics or computer science and must have earned a doctorate. For program details and application instructions, visit: http://www.cuny.edu/jobs/recruit-diverse/Retention/FFPP.html
CUNY Scholar Incentive Awards	Dec.	The purpose of this award is to facilitate scholarly research by members of the faculty on leaves of absence not supported by the university. The amount of the award may be up to 25% of annual salary, and the effect is to place its recipient on leave of absence without pay for at least the 75% of annual salary for which the recipient does not receive CUNY compensation. The common use of the award is to mediate the difference between a research grant or fellowship and annual salary. Eligibility is limited to full-time faculty members who have completed one full year or more of continuous paid full-time service before becoming eligible for the Award. For additional information, visit: http://web.cuny.edu/research/index.html click Faculty Resources
CUNY Collaborative Incentive Research Grants Program	Feb-Mar	The purpose of this program is to enhance, through multi-campus collaborations, the prestige and prominence of CUNY to a national and international audience. CUNY encourages faculty to address problems that will lead to new and future areas of multi-campus research strengths by seeding research that will become the basis of new external grant proposals. For additional information, visit: http://web.cuny.edu/research/index.html click Faculty Resources
Graduate Research and Training Initiative (GRTI)	Early summer	The GRTI program is not a traditional grant program. The funds are allocated via the Dormitory Authority of the State of New York and used in support of equipment for graduate and undergraduate research and technology. CUNY notifies the provost of each college, who advises the respective deans on how much may be requested each year.
Bridge Fund Program	No deadline	CUNY faculty PIs of externally funded research who run into a funding crisis due to a competitive renewal of their grant not being funded may apply for bridge funds. When appropriate, the program will provide a maximum of \$25,000, with an equal match requirement from the home campus of the faculty member. It is required that 50% of the funding provided be repaid within six months of the faculty member receiving external funding. This repayment should come from indirect costs generated by the newly funded grant(s). Each college scrutinizes applications for funding from this program closely as it is expensive for the home college.

¹ Professional Staff Congress-City University of New York (PSC-CUNY)

Table 3.1.a.4. CUNY-Wide Sources of Research Support

Name	Deadline	Description
CUNY Research Equipment Grants Program	Future deadlines tba	The goal for this initiative is for internal grants to help full-time faculty investigators purchase an item of laboratory equipment that will strengthen their research program, and thus assist them in applications for external research funding. Proposals must involve at least two faculty members from one college or among CUNY colleges. Cost sharing of at least 50% is required. Maximum request is \$40,000; maximum equipment cost is \$80,000.
The New Faculty Development Program: Fostering a Research Environment: NYC	TBA	The program accepts applications for Fostering a Research Environment: NYC Research proposals that take interdisciplinary approaches to study topics that are relevant to NYC are encouraged. Proposals must be submitted by interdisciplinary teams of two or more.
William Stewart Travel Awards	Mar 1	About 25 grants up to \$500 each for assistant professors to help costs for conference attendance.
Feliks Gross Endowment	Mar 31	Two awards at \$500 granted annually for assistant professors with outstanding promise as future contributors in their fields.
George N. Shuster Fellowship Fund		For junior faculty, typical grant awards range from \$300 to \$2,500 for a period of up to one year to support scholarly work in progress by full - time faculty. These grants may not be used for research connected with the completion of advanced degrees. The work should be scholarly, not commercial, and evidence of progress should be available. Preference is given to non-tenured, tenure-track faculty. http://research.hunter.cuny.edu/funding_opportunities.htm
Additional opportunities at: http://research.hunter.cuny.edu/funding_opportunities.htm http://www.hunter.cuny.edu/provost http://web.cuny.edu/research/index.html click Faculty Resources. Depending on availability of funds, additional seed money and development awards are available at http://www.hunter.cuny.edu/shp/centers/orgs/index.htm		

Table 3.1.a.5. CUNY-Sponsored Research Assistance for SPH Faculty				
	AY 2007	AY 2008	AY 2009	Fall 2010
Number of Research Projects	5	9	14	1
Number of Core & Affiliated SPH Faculty Receiving CUNY Support	5	11	12	1
Total Project Amount	\$476,490	\$167,300	\$231,176	\$100,000
Current Year Amount	\$114,740	\$94,300	\$118,176	\$25,000

School Policies

The SPH follows all university and college policies and procedures related to the responsible conduct of research, protection of human subjects, HIPPA compliance, research ethics and other related issues. These are referenced in Table 1.4.d. University and college policies and procedures are well established for addressing possible issues related to research misconduct and non-compliance. The SPH complies with these policies and procedures and has not adopted any unique policies governing these matters.

3.1.b. A description of current community-based research activities and/or those undertaken in collaboration with health agencies and community-based organizations. Formal agreements with such agencies should be identified.

BCHAL in Manhattan and the CIHE coordinate some of the SPH's community-based research activities. For example, BCHAL collaborates on community-based programs with Mount Sinai School of Medicine (MSSM), New York Presbyterian Hospital-New York, Weill Cornell Medical Center and NYU Medical Center (all in Manhattan). CIHE is a CUNY-wide institute and works across the SPH campuses in Brooklyn, Manhattan and the Bronx with a network of non-profit community organizations across the city in a number of capacities that include research.

One of BCHAL's projects involves the evaluation of daily money management programs and Health Modalities for Aging in Place (H-MAP). CIHE works with the Literacy Collaborative to create partnerships between adult literacy programs and health-care providers and is collaborating with Bronx Health to analyze food offerings in bodegas. In some cases, these affiliations are ongoing and are summarized in letters of agreement among participating agencies.

3.1.c. A list of current research activity of all primary and secondary faculty identified in Criterion 4.1.a. and 4.1.b., including amount and source of funds, for each of the last three years. This data must be presented in table format and include at least the following information organized by department, specialty area or other organizational unit as appropriate to the school: a) principal investigator, b) project name, c) period of funding, d) source of funding, e) amount of total award, f) amount of current year's award, g) whether research is community based, and h) whether research provides for student involvement.

A complete list and total amounts of the externally funded research activity conducted by core and affiliated faculty in the SPH during AY 2007-2009 and fall 2010 appears in Appendix 3.1.c.2. For each project listed, PI (and/or Co-PI, if applicable) are delineated as core or affiliated faculty. Table 3.1.c. below provides a summary of this information and includes the total number of projects involving SPH core and affiliated faculty (as PI or Co-PI) amount of project funding, current year amount, number of community-based projects and number of projects involving students.

As indicated in the table, between AY 2007-2009, the number of research projects increased from 38 to 42; the number of core or affiliated faculty involved from 17 to 22; the total project amount increased from \$19 to \$21 million; the number of community-based projects increased from 24 to 25; and the number of research projects involving students increased from 15 to 25.

Table 3.1.c. CUNY SPH Externally Funded Research Project Totals				
	AY 2007	AY 2008	AY 2009	Fall 2010
Number of Research Projects	38	38	42	14
Number of Core/Affiliated Faculty Involved	17	19	22	9
Total Project Amount	\$19 Million	\$22.7 Million	\$21 Million	\$14.5 million
Current Year Amount	\$8.1 Million	\$6.1 Million	\$5.8 Million	\$3.6 Million
Number of Community-Based Projects	24	24	25	9
Number of Projects Involving Students	15	18	25	8

3.1.d. Identification of measures by which the school may evaluate the success of its research activities, along with data regarding the school's performance against those measures for each of the last three years.

The SPH evaluates the success of its research activities by a variety of measures. These are summarized in Table 3.1.d. Over the past three AYs (2007-2009), the SPH experienced a growth in research activity, as evidenced by multiple indicators: continued funding from a

variety of external sources, including federal, state and city agencies; an increase in federal support from 20 grants to 26; and an overall funding increase from \$19 million to \$21 million. In addition, in each year, almost two-thirds of research projects are community-based. Finally, the percentage of projects engaging students increased notably from 39% to 60% during this period.

3.1.e. A description of student involvement in research.

As mentioned above, students have the opportunity to participate in faculty research projects. In addition, students are involved in research through credit-bearing courses, such as independent study, capstone master’s essays and special topics courses that are related to a research theme. Moreover, students may seek employment on funded research projects at centers, institutes and initiatives at the SPH and throughout the CUNY system. As indicated in Table 3.1.c.d, 60% of the SPH faculty grants in the last academic year involved students. Currently, 64% of students are involved in faculty research. Furthermore, Appendix 3.1.e. indicates that from 2007-2009, students took part in 79 publications, professional presentations and other scholarly activities that emanated from the SPH.

Table 3.1.d. Outcome Measures by Which the SPH Evaluates the Success of Its Research Activities, AY 2007-AY 2009					
Outcome Measure	Target	AY 2007	AY 2008	AY 2009	Fall 2010
Diversity of Funding	Maintain or increase diversity of external funding sources				
Federal		20	18	26	12
State		2	3	1	--
City		2	3	2	--
Foundation/Other		14	14	13	2
Total Award Amount	Increase total award amount	\$19 Million	\$22.7 Million	\$21 Million	\$14.5 Million
% of Community-Based Research projects	Increase the % of community-based research projects	63%	63%	60%	64%
% of Research Projects Involving Students	Increase the % of research projects involving students	39%	47%	60%	57%

3.1.f. Assessment of the extent to which this criterion is met.

This criterion is met.

Strengths:

- The SPH has an active research program, consistent with its mission, goals and objectives that contributes to knowledge aimed at improving population health, especially around the SPH’s four key themes.

- The SPH's research program has experienced significant growth in the past three years, especially as it relates to the number of full-time faculty engaged in funded research, the number of students engaged in research, the number of community-based projects and the amount of federal funding.
- The college and university have well-defined policies and procedures to support research.
- The college and university have well-established mechanisms that provide administrative support, technical assistance and seed money to investigators.

Future Plans:

- Continue to develop research initiatives around the four key themes, including a proposed research center to examine gene/environment interactions in the etiology of chronic diseases in urban settings. Ultimately, this center will develop and test model interventions designed to modify urban environments and lifestyles to reduce the expression of genotypes that predispose to chronic diseases.
- Expand external research partnerships with local medical centers, NYCDOHMH, and several community-based organizations.
- Strengthen research infrastructure, with the hiring of two more administrative and grants coordinators at Brooklyn and Lehman Colleges who will work with faculty and the Office of the Dean to identify appropriate funding streams and track, coordinate and grow research.

3.2. Service. The school shall pursue active service activities, consistent with its mission, through which faculty and students contribute to the advancement of public health practice.

3.2.a. A description of the school's service activities, including policies, procedures and practices that support service. If the school has formal contracts or agreements with external agencies, these should be noted.

Service is strongly supported and encouraged throughout the SPH, colleges and university. CUNY has many policies that support faculty service, including:

- Tenure and promotion guidelines that include service
- A multiple-position policy, allowing faculty to work outside of CUNY on service or other projects under specified conditions
- A four-day-per-week class schedule that allows faculty time to participate in service or other activities

3.2.b. A list of the school's current service activities, including identification of the community groups and nature of the activity, over the last three years.

The school participates in a range of professional-service activities. Overall, SPH core and affiliated faculty have taken part in more than 165 service projects and activities with municipal, state and federal government agencies; professional organizations; community organizations and other partners in the last three years. This includes service projects funded through grants and contracts as well as voluntary and paid service. A list of funded services activities appears in Appendix 3.2.a. In the last three years, SPH faculty received 14 awards from 12 federal, state, municipal and other sources in the amount of \$2.4 million to advance public health service and practice in the community. Appendix 3.2.b. provides a list of additional faculty service activities along with a description of the organization and project or activity.

Some of the key organizations with which students and faculty are engaged in service are:

- SPH faculty and students have long-standing ties with a number of city, state and federal government agencies that include the NYCDOMH, Environmental Protection, Aging and Corrections; the New York City Council and Mayor's Office; the New York State Departments of Health, Labor and Environmental Conservation; the U.S. Centers for Disease Control and Prevention, the Occupational Health and Safety Administration, the US Environmental Protection Agency, NIH and National Science Foundation. Individual SPH faculty are called upon by these and other agencies to provide consultation and ongoing technical assistance in designing, monitoring and evaluating public health-related services and policies.
- SPH faculty and students are affiliated with professional organizations such as the New York Academy of Medicine; the American Public Health Association and its local

affiliate, the Public Health Association of New York City, ADA; the American Industrial Hygiene Association; American Council of Governmental Industrial Hygienists; and the American Psychological Association.

- SPH faculty and students provide service to a number of non profit and local, regional and national nonprofit and community organizations, including the Brooklyn AIDS Project, Federation of Jewish Philanthropies, Bronx Health Literacy Collaborative, Campaign for Bronx Health and labor organizations (such as the Transport Workers Union, New York State United Teachers and the New York Committee for Occupational Safety and Health).

3.2.c. Identification of the measures by which the program may evaluate the success of its service efforts, along with data regarding the program’s performance against those measures for each of the last three years.

The SPH evaluates the success of its service activities by a variety of measures. These are summarized in Table 3.2.c. During the past three AYs (2007-2009) and fall 2010, the SPH experienced a growth in service activities, as evidenced by multiple indicators: an increase in the number of core and affiliated faculty reporting service, an overall increase in the number service activities, an increase in the number of community-based service activities and an increase in the number of student service activities.

Another measure is the extent to which important programmatic, funding and policy changes have occurred as a result of SPH faculty and students. For example:

- Under the leadership of DPH Executive Officer and Distinguished Professor Nicholas Freudenberg, SPH faculty and students worked with the Food and Fitness Partnership¹ to help the group turn its two-year planning grant into a five-year demonstration program.
- The CCAD has helped CUNY campuses rethink their food policies.
- Acting Associate Dean for Academic Affairs Susan Klitzman is one of 11 mayorally appointed members of the New York City Board of Health, which has enacted several ground breaking public health policies, including calorie-menu labeling and the banning of transfat.

¹ This service/planning grant includes a research component and was allocated to the budget as research. Accordingly, it appears in Appendix 3.1.c.2.

Table 3.2.c. Outcome Measures by Which the SPH Evaluates the Success of Its Service Programs, AY 2007-AY2009					
Outcome Measures	Target	AY 2007	AY 2008	AY 2009	Fall 2010
# of SPH core & affiliated faculty engaged in service	Maintain or increase the # of faculty engaged in service	16	22	27	29
% of SPH core & affiliated faculty engaged in service external to CUNY	Maintain or increase the % of faculty reporting service	34%	42%	44%	43%
# of service activities in total	Maintain or increase the total # of service activities	49	82	98	113
# of community-based service activities	Maintain or increase the # of community-based activities	13	13	12	13
# of SPH projects in which students are engaged	Increase the number of projects in which students are engaged	22	26	42	16

3.2.d. A description of student involvement in service.

Examples of student volunteer service projects are listed in Appendix 3.2.d. Students are encouraged to participate in school-wide, community and professional service activities. For example, bachelor's, master's and doctoral students are represented on SPH governing bodies and committees (See: Criterion 1.5). Students are encouraged to join and be active in professional organizations, such as the American Public Health Association (APHA) and its local affiliate PHANYC, which has an active student chapter that has been chaired and well-represented by SPH students. Additionally, MPH students are asked to provide evidence of community and professional service in the portfolio, which is part of the culminating experience (described in Criterion 2.5). Students are asked to summarize the service experiences they have had; absent any service, they are to reflect on what they can do to provide service in the future.

Students sometimes are able to participate with faculty in their service activities. For example, as shown in Appendix 3.2.d., since 2008, six EOHS-MPH and EOHS-MS students assisted Professor Jack Caravanos in assessing and monitoring hazardous wastes in Ghana, Senegal, Panama and the Dominican Republic. Many student organizations and clubs emphasize service. NFS-BS and NUTR-MPH students who belong to the Nutrition Club and Kappa Omicron Nu (KON), the nutrition honor society, have a long history of providing service. In 2010, the Nutrition Club met with college administrators in order to spearhead the development of a roof garden at Hunter, while KON sponsors annual food drives for City Harvest. Every NFS major who plans to apply for a dietetic internship is advised that service activities will strengthen the application, which may explain why service in food and nutrition appears so frequently in Appendix 3.2.d.

3.2.e. Assessment of the extent to which this criterion is met.

This criterion is met.

Strengths:

- Growing numbers of SPH faculty and students are engaged in professional and community-service activities.
- SPH faculty and students participate in professional and community service with a wide range of organizations at local, state and national levels.

3.3 Workforce Development. The school shall engage in activities that support the professional development of the public health workforce.

3.3.a. A description of the school's continuing education program, including policies, needs assessment, procedures, practices, and evaluation that support continuing education and workforce development strategies.

The SPH is committed to contributing to the professional development of the public health workforce, with a specific focus on the public health workforce for the New York metropolitan region. As noted previously, the SPH's workforce development activities are shaped by its institutional home within CUNY and geographic location in three of the five boroughs of New York City. First, through its extensive continuing-education programs, CUNY brings hundreds of thousands of New Yorkers into higher education. In spring 2010, CUNY enrolled more than 240,000 adult learners in its continuing-education programs. Many courses and certificates address health, including programs for health care translators, electronic health record specialists, and community health workers. (A full listing can be found at <http://www.cuny.edu/academics/conted/ace-programs.html?category=hlc&college=allcunycolleges>). Through these continuing-education and certificate programs, CUNY contributes to the expansion and development of the health workforce and puts people on the first step of a career ladder that can lead to public health degree programs.

In 2009, Dean Olden formed a Workforce Development/Continuing Education Committee (WFD) to assess the SPH's activities in this area and identify new opportunities and unmet needs of the New York City public health workforce. Members include faculty from each of the four Consortial Campuses.

On Dec. 11, 2009, the SPH WFD committee convened a focus group with representatives of key employment sectors and organizations in the New York City metropolitan region, including: NYU Medical Center, the NYCDOHMH, the HHC and the Brooklyn Perinatal Network. Participants identified some of the skills that graduates of public health academic programs and public health workers need to develop more fully, such as expository and grant writing, use of GIS, SPSS, SAS and other software, public health advocacy, strategic and critical thinking, data collection and evaluation and infection control. Cultural competence was another area identified by the participants in the employer's discussion group. In response, faculty in the SPH, led by Associate Professor Diana Romero, are examining the framework within which cultural competence can be integrated into the public health curriculum and cultural competence training can be developed and made available for preceptors of fieldwork students. In May 2010, Professor Romero conducted focus groups with 60 stakeholders to determine their wants and needs *vis-à-vis* cultural competence. The results of her inquiry, which will be made available in the coming months, will help the SPH determine how to address cultural competence in future workforce development activities.

The committee recommended that administrative support for the SPH's WFD programs be incorporated into similar functions performed by institutes and centers, such as BCHAL. With its long history of providing WFD programs, Brookdale is equipped to do needs assessment, publicity, customer service, logistics/implementation and evaluation. Additionally, Brookdale's move to the new SPH campus at East 119th Street will facilitate the relationship between the center and the SPH.

Beyond the SPH but within CUNY, there are at least three other entities involved with WFD: the CUNY Institute for WFD, the Graduate Center for Worker Education and the extensive WFD taking place at Kingsborough Community College (KCC) under Chef Jonathan Deutsch, PhD, who teaches in the SPH DPH program. Professor Deutsch directs the KCC Certificate in Culinary Arts and Food Management (a one-year certificate designed for students who have a college degree in another field) and is incorporating principles of public health and nutrition into the curriculum. Also external to the SPH and still in the planning stages is a Food Policy Institute. On June 22, 2010 Professors Nicholas Freudenberg and John McDonough convened a *Dialogue on Food Policy for NYC* at the Roosevelt House to review New York City's food policy achievements in the past decade and discuss the emergence of the food movement in New York City and determine how institutions such as Hunter and CUNY can help in advancing its goals and objectives.

The CUNY Office of Academic Affairs supports the CUNY Workforce Development Initiative (WDI), which allocates WDI funds to campuses, if appropriated by the state to CUNY. Funds support a variety of initiatives that address workforce development, such as: development of new or modified courses or certificates (credit or non-credit), undergraduate or post-bachelor degrees to meet the education and needs of the city's workforce, strengthening the relationship between the university and employers through industry-sponsored programs and internships, innovation, expansion or improvement of curriculum, instruction, facilities or equipment to increase the college's ability to meet employers' needs and economic or labor market research projects that support the design or redesign of curricula that meet the needs of the New York City workforce.

3.3.b. Description of certificate programs or other non-degree offerings of the school, including enrollment data for each of the last three years.

In addition to the previously mentioned certificates in health-related programs offered by the CUNY Adult and Continuing Education program, the SPH and its affiliate centers offer an array of certificate programs that are summarized in Table 3.3.b. Many of the programs presented by BCHAL are funded by training grants awarded to the center or by contracts between the center and the outside organization requesting the program. The dietetic internship is supported, in part, by regular graduate tuition. The HAZWOPER courses were funded by a Hazmat Disaster Preparedness Training grant.

3.3.c. A list of the continuing education programs offered by the school, including number of students served, for each of the last three years. Those that are offered in a distance learning format should be identified.

The SPH offers many types of continuing-education programs, such as refresher courses for environmental specialists, lectures and workshops for dietitians and nutritionists and programs for the general public health workforce. See Appendix 3.3.c. for a table outlining the 24 continuing-education opportunities offered by the SPH during the past three years.

3.3.d. A list of other educational institutions or public health practice organizations, if any, with which the school collaborates to offer continuing education.

The SPH faculty is continually seeking to engage in activities that will support the development of the public health workforce. As indicated below, the school's continuing education efforts involve collaborating with a range of educational institutions and public health practice organizations. SPH faculty are engaged in a variety of activities and partnerships ranging from grass-roots community groups to professional associations.

Professional Development

SPH faculty participate in a variety of professional activities and conferences that are geared toward the public health and academic communities.

Certification

SPH faculty members have partnered with PHANYC and various accrediting bodies such as the National Board of Public Health Examiners, American Industrial Hygiene Association to hold forums for students, alumni and public health professionals on certification options. They include CPH, CHES and CIH. At these sessions, faculty and public health professionals discussed how the certification processes professionalize the field of public health and its related disciplines; how to prepare for certification exams; fees; and the benefits of certification. Ten to 25 students and alumni attended each session. Attendees indicated the sessions were useful in helping them decide whether to pursue certification. The SPH also has sponsored review sessions for CPH, CIH and CHES exams. The SPH intends to continue close collaboration with PHANYC and other organizations in developing additional curriculum and events that can better develop the public health workforce of New York City

**Table 3.3.b. Certificate Programs and Other Non-Degree Offerings
in the SPH, 2008-2010**

Certificate Program	Sponsor	Audience	Enrollment	Program
Certificate in Aging	BCHAL	Health practitioners and clinicians holding at least a bachelor's degree who are interested in or working in the field of aging	2008-2010: 30 enrolled	To provide a 90-hour certificate program to practitioners and clinicians who are interested in or working in the field of aging
Certificate in Aging & Mental Health	BCHAL	Human service professionals/clinicians with a bachelor's or master's degree	2008-2010: 25 enrolled	To provide a 90-hour certificate program to mental health practitioners and clinicians for specialized practice with older clients and their families
Certificate in Geriatric Care Management	BCHAL	Professionals with a bachelor's degree + 4 years of paid experience in human services or a master's degree + 2 years of paid experience in human services	2008-2010: 15 enrolled	To provide a 138-hour certificate program that prepares practitioners to become geriatric care managers (professionals trained to assess, plan, coordinate and monitor services for older adults)
Homeless Shelter Administration	BCHAL	NYS public service employees who work in homeless shelters	2009: participants trained in 51 sessions over 56 days	1-7 day programs that address psychology, social work and nonprofit business management for workers in homeless shelters
Local District Services Training	BCHAL	NYS public service employees	2009: 2,181 participants trained in 107 sessions over 139 days	Human services trainings on supervision and WFD skill topics, selected by staff development coordinators, Office of Temporary Disability Assistance (OCFS) and Office of Temporary Disability Assistance (OTDA) via needs assessments
Protective Services for Adults (PSA)	BCHAL	PSA staff	2009: 1,155 participants trained in 26 sessions over 51 days	Case management WFD development for PSA staff throughout NYS
Management Development Institute (MDI)	BCHAL	Non-supervisory OCFS and OTDA staff	2009: 484 participants trained in 35 sessions over 51 days	Skill development to prepare non-supervisory staff to assume supervisory positions
Dietetic internship certificate of completion	Nutrition program	Nutritionists who have completed the DPD	2008-2010: 44 interns (19 were not degree students)	1,200 hours of didactic and experiential training required to sit for the RD exam
Advanced	Brooklyn	Individuals holding at least a bachelor's	2009: 14 enrolled	Six 3-credit courses for practitioners to meet

**Table 3.3.b. Certificate Programs and Other Non-Degree Offerings
in the SPH, 2008-2010**

Certificate Program	Sponsor	Audience	Enrollment	Program
Certificate Program in Grief Counseling	College MA in Community Health	degree who are working or interested in working with the dying and the bereaved; or individuals with a master's degree who are seeking further training		professional continuing-education requirements to maintain licenses or certifications. The program meets Association for Death Education & Counseling (ADEC) certification requirements
Hazardous Materials & Emergency Response Training	COEH	NYC Department of Environmental Conservation (NYSDEC) employees	2009: 550 trainees	eight-hour Hazardous Waste Operations and Emergency Response (HAZWOPER) Refresher Training Course, presented at various locations across NYS
Hazardous Materials & Emergency Response Training	COEH	College and university laboratory health & safety officers	2009: 40 trainees	eight-Hour Hazardous Waste Operations and Emergency Response (HAZWOPER) Refresher Training Course, presented at the Hunter College Brookdale Center

Continuing Education in Community-Based Organizations

SPH faculty members have participated in continuing-education lectures and events designed to disseminate cutting-edge research, provide skill-building and other relevant information that is integral for community and health service providers. Examples of such lectures include:

- 10/18/2007: “Shattered Dreams: the South African AIDS Epidemic” by Gerald Oppenheimer (Brooklyn College & GC) and Ronald Bayer (Mailman School of Public Health)
- 11/12/2007: “Are We Ready? Public Health since 9/11” by Gerald Markowitz (John Jay College & CUNY Graduate Center) and David Rosner (Mailman School of Public Health)
- 3/3/2008: “Our Bodies Our Selves” book release party, with Judy Norsigian discussing birth today
- 3/17/2008: “National Health Insurance for the United States: Has its Time Come?” by Oliver Fein, MD (Weill Cornell Medical College)
- 5/12/2008: “9/11 Aftermath: WTC Responders Pay a Heavy Mental Health Toll” by Jeanne Stellman (SUNY Downstate Medical Center)

The SPH also has co-sponsored a large, annual conference at KCC by providing speakers, discussants and workshop leaders for “Implementing the Leadership Imperative: Annual AHA! Conferences for Aspiring, New, and Rising Community & Public Health Leaders” in 2008, 2009 and 2010. SPH faculty were featured speakers at these events.

In addition to the workforce development program and activities discussed over the past three years, SPH faculty received \$7.4 million in training and workforce development grants from federal, state and municipal sources. A list and totals of these funded service activities appear in Appendix 3.3.d.

3.3.e. Assessment of the extent to which this criterion is met.

This criterion is met.

Strengths:

Programs in the SPH have a long and rich history of offering WFD programs in the areas of environmental health, nutrition and aging as well as to selected members of the public health workforce who want to become credentialed (CHES, CPH and RD). Not before 2009, however, did the various programs that make up the SPH have the incentive to develop a policy regarding WFD. The committee established by Dean Olden in 2009 is the first major step taken to focus efforts on a targeted audience, define priorities and marshal considerable resources WFD. This is a solid plan to establish a strong WFD program in the SPH.

CRITERION 4.0 FACULTY, STAFF AND STUDENTS

4.1 Faculty Qualifications. The school shall have a clearly defined faculty which, by virtue of its distribution, multidisciplinary nature, educational preparation, research and teaching competence, and practice experience, is able to fully support the school's mission, goals and objectives.

4.1.a. A table showing primary faculty who support the degree programs offered by the school.

Table 4.1.a. presents faculty with primary appointments in the programs that comprise the SPH. There are 53 full-time SPH core faculty members. Slightly more than one-half (n=29) are tenured. The highly diverse faculty includes renowned researchers, educators and practitioners who are recognized within CUNY and locally, as well as nationally and internationally. Many have training in more than one discipline, strengthening the interdisciplinary focus of the programs. Faculty received advanced degrees in over 40 disciplines and earned nine types of doctoral degrees: PhD, DrPH/DPH, ScD, EdD, MD, JD, DSW, DDS and DMH.

4.1.b. If the school uses other faculty in its teaching programs (adjunct, part-time, secondary appointments, etc), summary data on their qualifications should be provided in table format, organized by department, specialty area or other organizational unit as appropriate to the school and must include at least: a) name, b) title/academic rank, c) title and current employment, d) FTE or % time allocated to teaching program, e) gender, f) race, g) graduate degrees earned, h) discipline in which degrees were earned, and i) contributions to the teaching program. See CEPH Data Template G.

At the beginning of the fall 2010 semester, 51 “other” faculty members taught in the SPH degree programs. This category includes adjunct faculty; affiliated full-time CUNY faculty whose primary appointments are in departments or schools outside of the SPH; and visiting professors. (See: Table 4.1.b.). About three-fifths (59%, n=30) of the other faculty were female and about two-thirds (65%, n=33) held doctoral degrees. Other faculty are largely public health practitioners representing agencies in governmental, nonprofit, consulting and community-based organizations.

Table 4.1.a. Primary (Core) SPH Faculty¹ – Fall 2010

Knowledge Area	Name (campus)	Title/ Academic Rank	Tenure Status or Classification	FTE or % Time	Gen- der	Race or Ethnicity	Graduate Degrees Earned	Institution	Discipline	Teaching Area	Research Interests	Major PH Leadership and Practice Positions
Biostatistics	1. Jennifer Dowd (Hunter)	Assistant Professor	Tenure-track	100%	F	Caucasian	MA PhD Post-Doc	Princeton U Princeton U U of Michigan	Public Affairs Demography/Public Affairs	Biostatistics Epidemiology Demography	SES, stress, immune function and health	
	2. Shiro Horiuchi (Hunter)	Professor	Tenure-track	100%	M	Asian	MA PhD	Keio U Johns Hopkins	Sociology Sociology	Biostatistics Demography	Mortality patterns aging, Longevity	
	3. Mary Huynh (Lehman)	Assistant Professor	Tenure-track	100%	F	Asian	PhD	U of Pittsburgh	Epidemiology	Biostatistics, social determinants of health	Social determinants of maternal child health, environmental health	
	4. Elizabeth Kelvin (Hunter)	Assistant Professor	Tenure-track	100%	F	Caucasian	MA MPH MPhil PhD	Tulane U Columbia U Columbia U Columbia U	Latin Amer. Studies Epidemiology Epidemiology Epidemiology	Biostatistics Epidemiology	Reproductive health practices and services related to HIV	
	5. Makram Talih (Hunter)	Associate Professor	Tenured	100%	M	Caucasian	MA MS PhD	Yale U McGill U Yale U	Statistics Mathematics & Statistics Statistics	Data Analysis Linear Models Probability Theory	Applications to health, natural and social sci Graphical and dynamic models, large datasets	
Environmental & Occupational Health	1. Jack Caravanos (Hunter)	Associate Professor	Tenured	100%	M	Caucasian	MS DrPH	Polytechnic U Columbia U	Environmental Science	Env health & safety Env chemistry GIS	Urban environmental exposures	
	2. Mark Goldberg (Hunter)	Associate Professor	Tenured	100%	M	Caucasian	MS PhD	Hunter College New York U	Env & Occ Health Sciences Germanic Languages and Literature	Occupational health Industrial hygiene Ventilation	Construction and immigrant health and safety, industrial hygiene	
	3. Jean Grassman (Brooklyn)	Associate Professor	Tenured	100%	F	Caucasian	MS, PhD	UC Berkeley	Environmental Health Science	Environmental health and safety	Environmental and occup. health, industrial hygiene	
	4. Thomas Matte (Hunter)	Professor	Tenure-track	100%	M	Caucasian	MD MPH	Albany Medical College Harvard School of Public Health	Environmental Epidemiology	Environmental health	Air pollution, environmental monitoring, lead poisoning, asthma	Former Medical Epidemiologist - CDC and NYCDOHMH
	5. Andrew Maroko (Lehman)	Assistant Professor	Tenure-track	100%	M	Caucasian	PhD	CUNY	Earth & Environmental Science	Environmental health	Environmental health, environmental justice, GIS	
	6. Frank Mirer (Hunter)	Professor	Tenure-track	100%	M	Caucasian	MA PhD Post Doc	Harvard U Harvard U Harvard U	Organic Chemistry Organic Chemistry Toxicology	Occupational health toxicology env. chemistry physical hazards	Occ. health policy, industrial hygiene	Former Director Occupational Health and Safety, UAW.

¹ Core faculty have primary appointments in the SPH and are at one of the Consortial Campuses.

Table 4.1.a. Primary (Core) SPH Faculty¹ – Fall 2010

Knowledge Area	Name (campus)	Title/ Academic Rank	Tenure Status or Classification	FTE or % Time	Gen- der	Race or Ethnicity	Graduate Degrees Earned	Institution	Discipline	Teaching Area	Research Interests	Major PH Leadership and Practice Positions
	7. Kenneth Shaw (Hunter)	Substitute Instructor	Substitute	100%	M	Caucasian	MS	Hunter College	Industrial Hygiene and Occupational Health	Physical Hazards in the workplace, industrial hygiene, industrial ventilation, environmental and IH lab, Intro to occ. safety and health	Construction- occupational health issues and disparities, radio frequency exposure risks, occupational health program management	
Epidemiology	1. Philip Alcabas (Hunter)	Professor	Tenured	100%	M	Caucasian	MA MPH PhD	UC Berkeley Columbia U Johns Hopkins	Biochemistry Epidemiology Epidemiology	Epidemiology Social aspects-disease PH Ethics	PH ethics ID epidemiology & policy	
	2. Luisa Borrell (Lehman)	Associate Professor	Tenured	100%	F	Hispanic	DDS MPH PhD	Columbia U U of Michigan	Dentistry Epidemiology	Methods	Social determinants of health	
	3. Heidi Jones (Hunter)	Assistant Professor	Tenure-track	100%	F	Caucasian	PhD MPH	Columbia U Hunter College	Community Health Education Epidemiology	Epidemiologic methods Infectious Disease modeling, reproductive health	Improving reproductive health in resource-poor settings	
	4. Ruth McChesney (Brooklyn)	Associate Professor	Tenure-track	100%	F	Caucasian	PhD MPH	Mount Sinai /CUNY Columbia	Biomedical Sciences General Public Health	Epidemiology	Reproductive health and epidemiology	
	5. Denis Nash (Hunter)	Associate Professor	Tenure-track	100%	M	Caucasian	PhD MPH	Johns Hopkins SPH University of Maryland	Epidemiology	Epidemiology, Public Health Surveillance, Infectious Disease Epidemiology	HIV/AIDS, health disparities	
	6. Mary Schooling (Hunter)	Professor	Tenure-track	100%	F	Caucasian	MA MSc MSc PhD	St Andrew's U Strathclyde U Birkbeck College UC London	Mathematics/ History Operational Research Statistics Epidemiology	Epidemiology Biostatistics	Socioeconomic development & health disparities	
	7. Lorna Thorpe (Hunter)	Associate Professor	Tenured	100%	F	Caucasian	PhD MPH	U of Illinois, Chicago U of Michigan	Epidemiology Population Planning & International Health	Epidemiology, Public health surveillance, health disparities	Diabetes, cardiovascular disease, infectious disease epidemiology	Former deputy commissioner for epidemiology, NYCDOHMH
Health Policy & Mgmt	1. Barbara Berney (Hunter)*	Associate Professor	Tenured	100%	F	Caucasian	MPH PhD	UCLA U of Southern California Boston U	Health Administration Environmental Management Health Policy	Health policy and administration	Built env. & health Hospital workers health & safety	
	2. Tracy Chu (Brooklyn)	Assistant Professor	Tenure-track	100%	F	Asian	PhD MPH	CUNY GC Hunter College	Sociology, public health	Health policy	Infant mortality, international public health	
	3. Elizabeth Eastwood (Brooklyn)	Campus Director Associate Professor	Tenured	100%	F	Caucasian	PhD	Brandeis U	Social Policy & Management	Biostatistics, health policy and management	HIV/AIDS, youth, women of color, retention in care	
	4. Marianne Fahs (Hunter)	Professor	Tenured	100%	F	Caucasian	MPH PhD	U of Michigan U of Michigan	Community Health Services Health Management & Policy (Economics)	Health economics	Healthy Urban Aging Cancer Control racial/ ethnic minorities Cost/effectiveness	Co-director, Brookdale Ctr. Healthy Aging & Longevity

Table 4.1.a. Primary (Core) SPH Faculty¹ – Fall 2010

Knowledge Area	Name (campus)	Title/ Academic Rank	Tenure Status or Classification	FTE or % Time	Gen- der	Race or Ethnicity	Graduate Degrees Earned	Institution	Discipline	Teaching Area	Research Interests	Major PH Leadership and Practice Positions
	5. William Gallo (Hunter)	Associate Professor	Tenured	100%	M	Caucasian	Post Doc PhD MA MBA	Yale U U of Connecticut U of Connecticut	Epidemiology Economics Intl Mgmt Bus Mgmt	Health Economist Gerontologist	Health/behavioral effects of involuntary job loss in workers nearing retirement	
	6. James Greenberg (Brooklyn)	Associate Professor	Tenured	50%	M	Caucasian	PhD	UC Berkeley	Environmental Science	Health policy and management	Nutritional Epidemiology Obesity Research	
	7. Sean Haley (Brooklyn)	Assistant Professor	Tenure- Track	100%	M	Caucasian	MPH PhD	U Michigan Brandeis U	Health Policy	Health policy and management	Substance Abuse Policy, Performance- based payment policies	
	8. David Himmelstein (Hunter)	Professor	Tenured	100%	M	Caucasian	MD	Columbia U, Physicians & Surgeons	Internal Medicine	Health Policy & Mgmt	Health Care Reform, Medical bankruptcy, hospital financing	Chief, Division of Social and Community Medicine- Cambridge Hospital
	9. Jane Levitt (Lehman)	Campus Director Associate Professor	Tenured	100%	F	Caucasian	PhD MPA	NYU	Health Politics Health administration	History/Philosophy of PH, Policy & Mgmt	Health literacy CBPH	
	10. Gerald Oppenheimer (Brooklyn)	Professor	Tenured	100%	M	Caucasian	PhD, MPH	U Chicago, Columbia	History, epidemiology	Epidemiology; fieldwork/capstone	History of Epidemiology, HIV/AIDS	
	11. Robert Padgug (Brooklyn)	Associate Professor	Tenure-track	100%	M	Caucasian	PhD	Harvard	History	Fieldwork/Capstone, health policy	Financing health care, health reform	
	12. Stacey Plichta (Hunter)	Program Director Professor	Tenured	100%	F	Caucasian	Sc D Post Doc Fellow	Johns Hopkins U Yale U	Health Serv. Research Inst. Social & Policy Studies	Health policy and administration	Domestic violence – health care and policy	
	13. Stephanie Woolhandler (Hunter)	Professor	Tenured	100%	F	Caucasian	MD MPH	Louisiana State University U of California, Berkeley	Internal Medicine	Health policy, medical bankruptcy	Access to care, health care finances and reform	Honorary Fellow, School of Health and Social Science, University of Edinburgh, Scotland
Nutrition	1. Ann Gaba (Hunter)	Assistant Professor (DI Director)	Tenure-track	100%	F	Caucasian	MS Ed D	Russell Sage College Columbia U	Health Education Nutrition Education	Dietetic Internship	Nutrition & energy intake – Huntington's disease, Nutritional care – cancer patients	
	2. May May Leung (Hunter)	Assistant Professor	Tenure-track	100%	F	Asian	PhD MS	University of North Carolina University of Massachusetts @ Amherst	Community/ Public Health Nutrition	Community Nutrition Education; Principles of Public Health Nutrition; Foodservice Systems	Development of childhood obesity interventions; Translational research; Health Communications	
	3. Khursheed Navder (Hunter)	Associate Professor	Tenured	100%	F	Asian	Post Grad MS PhD	U of Bombay, Kansas State U	Dip. Dietetics Foods & Nutrition	Nutrition and food science	Obesity & metabolism Impact of fat replacement in food	

Table 4.1.a. Primary (Core) SPH Faculty¹ – Fall 2010

Knowledge Area	Name (campus)	Title/ Academic Rank	Tenure Status or Classification	FTE or % Time	Gen- der	Race or Ethnicity	Graduate Degrees Earned	Institution	Discipline	Teaching Area	Research Interests	Major PH Leadership and Practice Positions
	4. Arlene Spark (Hunter)	Program Director Professor	Tenured	100%	F	Caucasian	MS Med Ed D	Columbia U Columbia U Columbia U	Public Health Nutrition Community Nutrition Nutrition Education	Nutrition policy, public health and community nutrition and education	Childhood nutrition size acceptance	
	5 Ming-Chin Yeh (Hunter)**	Associate Professor	Tenured	100%	M	Asian	MS M Ed PhD Post Doc	New York U Columbia U UNC Chapel Hill Yale Prev. Research Center	Nutrition Nutrition Education PH Nutrition Obesity / Wt. Control	Nutrition, epidemiology	Fruit and vegetable consumption and obesity	
Social & Behavioral Sciences	1. Patricia Antonello (Brooklyn)**	Associate Professor	Tenured	25%	F	Caucasian	PhD	Columbia U	Anthropology	Public health; social aspects of health	HIV/AIDS, women's health, workplace health promotion	
	2. Jessie Daniels (Hunter)	Associate Professor	Tenure-track	100%	F	Caucasian	MA PhD	U of Texas at Austin U of Texas at Austin	Sociology Sociology	Social inequality, community health education, visual media & technology for health	How new media and visual technologies affect social inequalities in health	
	3. Nicholas Freudenberg (Hunter)	Executive Officer of DPH Distinguished Professor	Tenured	100%	M	Caucasian	MPH DrPH	Columbia U Columbia U	Public Health Health Education	Urban and community health, public health policy	Corporations and health, jails and public health, urban health	Past-president PHANYC, founder CCUH, COEH, UHC, CCAD
	4. Paula Gardner (Hunter)	Associate Professor	Substitute	100%	F	Caucasian	PhD	University of Toronto	Community Health Education	Addictions & dependencies; healthy aspects of aging	Health education	
	5. Michele Greene (Brooklyn)*	Professor	Tenured	100%	F	Caucasian	DrPH	Columbia U	Public Health Health Communications	Undergraduate deputy chair; health, women's health; communication, social sciences & health	health communication; geriatric and primary care medicine; medical education	
	6. Christian Grov (Brooklyn)	Assistant Professor	Tenure-track	100%	M	Caucasian	PhD MPH	CUNY GC Hunter college	Sociology, Public Health	Undergraduate biostatistics, graduate research, human sexuality	Sexuality, drugs and contextual risk behavior, HIV, men who have sex with men	
	7. Lydia Isaac (Hunter)	Assistant Professor	Tenure-track	100%	F	African- American	MS PhD	Harvard SPH Johns Hopkins Bloomberg SPH	Health & Social Behavior	Social & economic determinants of health cultural competency health disparities	Health and health behavior health care health policy	
	8. Beatrice Krauss (Hunter)*	Professor	Tenured	75%	F	Caucasian	MA PhD	U of Kansas CUNY GC	Clinical Psychology Social Personality Psychology	Program planning, funding and evaluation	Family and community adjustment to HIV/AIDs and other conditions	Exec. dir, Center on Community & Urban Health and Office of Res. & Grant Support
	9. Kiyoka Koizumi (Brooklyn)	Assistant Professor	Tenured	50%	F	Asian	PhD	U Ill., Champ- Urbana	Health Education	Health education	International health	
	10. Marilyn Aguirre- Molina (Lehman)	Professor	Tenured	100%	F	Hispanic	MS EDD	Columbia U	Public Health Ed	Health equities	Social determinants of health	Director, CUNY Institute for Health Equity
	11. Raymond Weston (Brooklyn)	Associate Professor	Tenured	50%	M	African- American	PhD	Rutgers	Clinical Psychology	Undergraduate social and behavioral sciences	Health disparities, community evaluation	

Table 4.1.a. Primary (Core) SPH Faculty¹ – Fall 2010

Knowledge Area	Name (campus)	Title/ Academic Rank	Tenure Status or Classification	FTE or % Time	Gen- der	Race or Ethnicity	Graduate Degrees Earned	Institution	Discipline	Teaching Area	Research Interests	Major PH Leadership and Practice Positions
	12. Betty Wolder Levin (Brooklyn)	Professor	Tenured	100%	F	Caucasian	PhD	Columbia U	Socio-medical Sciences	PH survey; fieldwork/capstone	Public health ethics, socio-medical aspects of health	
	13. Charles Platkin (Hunter)	Assistant Professor	Tenure-track Substitute	100%	M	Caucasian	PHD MPH JD	Florida International University Fordham University School of Law	Public Health	Community Health	Behavioral health, community health	TV Host and health expert, executive producer, WE Television, "I Want to Save Your Life" 2009
	14. Diana Romero (Hunter)	Associate Professor	Tenure-track	100%	F	Hispanic	MA MA MPhil PhD	New York U Columbia U Columbia U Columbia U	Sci. /Env Reporting SMS SMS	Community health, research methods	Reproductive health policy	
	15. Lynn Roberts (Hunter)**	Assistant Professor	Tenured	100%	F	African-American	PhD	Cornell U	Human Service Studies	Community health Community organizing	Youth, gender, race and sexuality	
	16. Renata Schiavo (Hunter)	Associate Professor	Tenure-track	100%	F	Caucasian	PhD MA	Universita' degli Studi di Napoli New York University	Biological Sciences Journalism and Mass Communications	Community health	Strategic health communication for behavioral, social & org. change, global health	Founder and principal, Communication Recourses (SCR)

*On sabbatical for AY 2010; not included in faculty headcount calculations in Tables 1.6.d. and 1.6.e. for fall 2010 semester

**On sabbatical for AY 2009-2010; not included in faculty headcount calculations in Tables 1.6.d and 1.6.e. for the 2009-2010 AY

Table 4.1.b. Other SPH Faculty¹ – Fall 2010

Knowledge Area	Name (campus)	Title/ Academic Rank	Title and Current Employment	FTE or % Time**	Gender	Race or Ethnicity	Highest Degree Earned	Discipline	Teaching Area
Biostatistics	1. Jodi Casibianca (Hunter)	Adjunct Lecturer	Distinguished Research Fellow – Fordham University, NY	25%	F	Hispanic	MA	Psychometrics	EPI/BIOS
	2. Anthony DeVito (Hunter)	Adjunct Lecturer	Vice President, Chemical Specifics Inc., Maspeth, NY	25%	M	Caucasian	MS	Environmental and Occupational Health	BIOS
	3. Sal Leggio (Hunter)	Adjunct Lecturer	Adjunct Lecturer	50%	M	Caucasian	MA	Stat & Applied Math	EPI/BIOS/PH
	4. Catherine Richards (Hunter)	Adjunct Lecturer	Research Associate, Built Environment & Health Project, Columbia University, NYC	12.5%	F	Caucasian	MPH	Epidemiology	EPI/BIOS
Environmental & Occupational Health	1. Juliana Maantay (Lehman)	Associate Prof.	Assoc. Prof. Lehman College, NYC	25%	F	Caucasian	PhD	Environmental Geography	EOHS
	2. Benjamin Sallemi (Hunter)	Adjunct Lecturer	Sr. Project Manager, GZA Geoenvironmental, Inc. NYC	25%	M	Caucasian	BS	Environmental Geology	EOHS
Epidemiology	1. Rosann Costa (Hunter)	Adjunct Lecturer	Research Associate Columbia University College of Physicians & Surgeons, NYC	50%	F	Hispanic	BS	Sociology	PH
	2. Barbara Menendez (Lehman)	Associate Prof.	Associate. Prof. Lehman College, NY	25%	F	Hispanic	PhD	Epidemiology	EPI
	3. Alfredo Morabia (GC)	Professor Tenured	Queens College, Center for Biology & Natural Systems, NY	10%	M	Caucasian	MD, PhD	Medicine, Public Health	EPI
	4. Nancy Sohler (GC)	Associate Professor Tenured	Sophie Davis School of Biomedicine, Community Health, NY	20%	F	Caucasian	PhD	Columbia University	EPI
Health Policy & Management	1. Rose Gasner (Hunter)	Adjunct Assoc Prof.	Director, DOHMH, NYC	25%	F	Caucasian	JD	Legal	HPM
	2. Marthe Gold (GC)	Professor (Tenured)	Sophie Davis School of Biomedicine, Community Health, NYC	10%	F	Caucasian	MD, MPH	Medicine, Public Health	HPM
	3. George Schwartz (Hunter)	Adjunct Lecturer	Vice President, Gilbert, Doniger & Co, Inc, NYC	25%	M	Caucasian	MBA	Health Care Admin	HPM
	4. Shoshana Sofaer (GC)	Professor	Baruch College, NYC	20%	F	Caucasian	DrPH	Health Policy and Management	HPM
	5. Jessica Steier (Hunter)	Adjunct Lecturer	CUNY SPH Doctoral Student NYC	25%	F	Caucasian	MPH	Evaluative Sciences Concentration	HPM
	6. Emmanuel Thorne (Brooklyn)	Associate Professor	Brooklyn College, Economics, NY	25%	M	Caucasian	PhD	Economics	HCPA
	7. Lester Wright* (Hunter)	Visiting Professor	Deputy Commissioner, New York Department of Correctional Services	25%	M	Caucasian	MD	Health Administration	HPM

1. “Other” SPH Faculty include: 1) Affiliated Faculty: DPH faculty with full-time appointments in CUNY but not the SPH; 2) Adjunct faculty: instructors who do not have an appointment at CUNY but teach a public health course in the SPH; and 3) Visiting faculty from outside CUNY.

Table 4.1.b. Other SPH Faculty¹ – Fall 2010

Knowledge Area	Name (campus)	Title/ Academic Rank	Title and Current Employment	FTE or % Time**	Gender	Race or Ethnicity	Highest Degree Earned	Discipline	Teaching Area
	8. John McDonough* (Hunter)	Visiting Scholar	Roosevelt House Scholar, Visiting, NYC	See *	M	Caucasian	DPH	Public Health	HPM
	9. Neal Cohen* (Hunter)	Distinguished Lecturer	School of Social Work, Hunter College, NYC	See *	M	Caucasian	MD	Social Work	Community Health Education
<i>* Three visiting professors Team teaching a course – total 25%</i>									
Nutrition	1. Ucheoma Akobundu (Hunter)	Adjunct Assistant Professor.	Adjunct Assistant Professor Hunter College & Consultant, University of Maryland	50%	F	African-American	PhD	Nutrition	NUTR
	2. Regina Toomey-Bueno, (Hunter)	Adjunct Lecturer	NYU Langone Medical Center, Sr. Director, Food & Nutrition, NYC	25%	F	Caucasian	MS	Health Systems Administration	NFS
	3. Steven Clarke (Brooklyn)	Professor	HNSC (Nutrition)	10%	M	Caucasian	PhD	Human Nutrition	NUTR
	4. Jonathan Deutsch (GC)	Associate Professor	Kingsborough Community College, Tourism & Hospitality, NY	25%	M	Caucasian	PhD	New York University	Food Studies
	5. Ronita Ghatak (Hunter)	Adjunct Assistant Professor.	Scientific Writer, Mt. Sinai School of Medicine, NYC	75%	F	Asian	PhD	Food Science & Technology	NFS
	6. Janet Lupoli (Hunter)	Adjunct Assistant Professor.	Accountant: Duval & Stacherfeld, LLP, NY	25%	F	Caucasian	PhD	Nutrition & Food Science	NFS/NUTR
	7. Allison Marshall (Hunter)	Adjunct Lecturer	Diabetes Education, White Plains Hospital	25%	F	Caucasian	MS	Human Nutrition	NFS/NUTR
	8. Marc A. Meyers (Hunter)	Adjunct Lecturer	President: Meyers Consulting, LLC., Richboro, PA	25%	M	Not revealed	PhD	Food Science	NFS/NUTR
	9. Joseph Wilson (Brooklyn)	Adjunct Professor	Brooklyn College, Political Science	25%	M	African-American	PhD	Political Science	HCPA
Social and Behavioral Science	1. David Balk (Brooklyn)	Professor	Professor, Brooklyn College	25%	M	Caucasian	PhD	Counseling Psychology	PH/HCPA
	2. Mary Bassett (Hunter/GC)	Adjunct Professor	Director, Doris Duke Charitable Foundation, NYC	12.5%	F	African American	MD	Medicine	PH
	3. Juan Battle (GC)	Professor Tenured	Sociology Department, GC	25%	M	African-American	PhD	University of Michigan	Race and Sexuality
	4. Dee Burton (Hunter)	Adjunct Associate Professor	Dir. of Human Rights, Public Policy & Health, Hunter College Center for Community & Urban Health	50%	F	Caucasian	PhD	Personality and Social Psychology	PH
	5. John Cardwell (Lehman)	Adjunct Professor	President, EVAXX Inc., NY	25%	M	African-American	PhD	Psychology	Public Health
	6. Susan Cavanaugh (Hunter)	Adjunct Lecturer	Librarian, UMDNJ, NJ	25%	F	Caucasian	MPH	Public Health	Community Health
	7. Hayley Figueroa (Brooklyn)	Adjunct Lecturer	Research Foundation, CUNY, NYC	50%	F	African-American	MPH	Public Health	PH/HCPA
	8. Christopher Goranson (Hunter)	Adjunct Lecturer	Director, NYCDOHMH, Bureau of Epidemiology Services, GIS Center of Excellence, NYC	25%	M	Caucasian	MS	Geographic Information Systems	PH

Table 4.1.b. Other SPH Faculty¹ – Fall 2010

Knowledge Area	Name (campus)	Title/ Academic Rank	Title and Current Employment	FTE or % Time**	Gender	Race or Ethnicity	Highest Degree Earned	Discipline	Teaching Area
Social & Behavioral Science contd.,	9. Joyce Hall (Hunter)	Adjunct Lecturer	Executive Director, Federation of County Networks, Inc., NYC	25%	F	African-American	MPH	Public Health/ Community Health	COMHE
	10. Maya Korin (Hunter)	Adjunct Assistant Professor	Adjunct Assistant Professor, Department of Health Behavior, Columbia University, NYC	25%	F	Caucasian	PhD	Sociomedical Science	PH
	11. Mary Clare Lennon (GC)	Professor (Tenured)	GC, Sociology	33%	F	Caucasian	PhD, MS	Sociology	Quantitative methods, urban health research
	12. James McCarthy (GC)	Professor (Tenured)	Provost, Baruch College, NYC	10%	M	Caucasian	PhD	Population & Family Health	Community Health
	13. Nancy McKenzie (Hunter)	Adjunct Professor	Adjunct Professor Transtext, Brooklyn, NY	50%	F	Caucasian	MA PhD	Duquesne U SUNY Stony Brook	Philosophy Philosophy
	14. Jeffrey Parsons (GC)	Professor (Tenured)	Chair, Psychology Dept. Hunter College	10%	M	Caucasian	PhD	Psychology	Quantitative methods, research design, sexuality
	15. Tata Rogers (Hunter)	Adjunct Lecturer	Deputy Executive Director, Astrea Foundation for Justice, NYC	25%	F	African-American	MPH	COMHE	Community Health
	16. Barbara Katz Rothman (GC)	Professor (Tenured)	Baruch College, Sociology	10%	F	Caucasian	PhD	Sociology	Medical soc, Bioethics
	17. John Sardelis (Hunter)	Adjunct Associate Professor	Associate Professor, Associate Chairperson, St. Joseph's College	25%	M	Caucasian	DrPH	Health Care Policy and Management	PH
	18. Freda Steinberger (Brooklyn)	Adjunct Instructor	NYC Dept. of Education	25%	F	Caucasian	MA MA	School Psychology Sociology	PH
	19. Ida Susser (GC)	Professor (Tenured)	Hunter College, Anthropology	20%	F	Caucasian	PhD	Anthropology	Medical Anthropology
	20. Carrie Lee Teicher (Hunter)	Adjunct Lecturer	Adjunct Lecturer, SPH	25%	F	Caucasian	MD	Tropical/Travel Medicine, Infectious Disease	Community Health
	21. Darrell Wheeler (GC)	Associate Professor (Tenured)	Hunter College, Sociology	20%	M	African-American	PhD, MPH	Social Welfare, Public Health	Qualitative Methods
	22. Anahi Viladrich (GC)	Associate Professor (Tenured)	Queens College	25%	F	Hispanic	MA MPhil PhD	New School U Columbia U Columbia U	Community, global, urban & immigrant health
	23. Janette Yung (Hunter)	Adjunct Lecturer	Clinical Care Coordinator, Charles B. Wang Community Health Center, NYC	25%	F	Asian	MPH	Epidemiology	PH

4.1.c. Description of the manner in which the faculty complement integrates perspectives from the field of practice, including information on appointment tracks for practitioners, if used by the school.

SPH faculty have extensive experience in public health practice and are therefore well qualified to integrate practice into classroom instruction, student practical experiences, research and service. Among the 53 core SPH faculty in the fall 2010 semester, many have held significant leadership and practice positions in government, nonprofit and private organizations in each of the core areas of public health and in related fields. For instance, in the EOHS program at Hunter College, Dr. Frank Mirer was formerly the director of health and safety for the United Auto Workers Union, Dr. Thomas Matte held positions with CDC and the NYCDOHMH, and Dr. Mark Goldberg held positions with federal OSHA and the NYCDOHMH. Dr. Lorna Thorpe in the EPI/BIOS program at Hunter was a deputy commissioner of epidemiology in the NYCDOHMH. In the Lehman College MPH program, Dr. Mary Huynh worked as the field manager of the World Trade Center Health Registry, NYCDOHMH, and Dr. Marilyn Aguirre-Molina held positions as the executive vice president of the California Endowment and senior program office of The Robert Wood Johnson Foundation. In the Brooklyn College MPH programs, Dr. Elizabeth Eastwood held positions with the Westchester County Department of Health (director, research and evaluation), and with the department of rehabilitation medicine, MSSM (manager, program evaluation). Dr. Robert Padgug was the special assistant to the vice president, Empire Blue Cross/Blue Shield.

As described in Criteria 3.1. and 3.2., 58% of Core and Affiliated Faculty were engaged in community-based research and service.

4.1.d. Identification of outcome measures by which the school may judge the qualifications of its faculty complement, along with data regarding the performance of the school against those measures for each of the last three years.

The SPH employs multiple indicators to judge the qualifications of its faculty complement. Several of these, along with performance data for each of the last three years are described in Table 4.1.d. and elsewhere in this self-study and include research funding, service activity, and peer-reviewed publications (See: Criteria 3.1. and 3.2.; Tables 3.1.d., 3.2.c. and Appendices 3.2.a. and 4.1.d.). In addition, 100% of core SPH faculty and 100% of CUNY full-time faculty who are affiliated with the SPH hold doctoral degrees (See: Tables 4.1.a. and 4.1.b.)

Table 4.1.d. Outcome Measures by Which the SPH Judges the Qualifications of Its Faculty Complement, AY 2007-AY 2009				
Outcome Measures	Target	AY 2007	AY 2008	AY 2009
Number of peer- reviewed publications by core & affiliated faculty	Increase the number of peer-reviewed publications	33	65	101
% of core & affiliated faculty Investigators on grants	Increase the % of full-time SPH faculty investigators	56%	41%	42%
# of core & affiliated faculty who serve as advisors or provide testimony in policy-making capacities	Increase the number of faculty who serve as advisors and provide testimony in policy-making capacities	4	5	11
Courses taught at the SPH by faculty will be rated above average on student course evaluations	At least 90% will be rated above average	88%	94%	91%

4.1.e. Assessment of the extent to which this criterion is met.

This criterion is met.

Strengths:

- SPH has 53 core faculty members who have received advanced degrees in more than 40 disciplines and have earned nine types of doctoral degrees: PhD, DrPH/DPH, ScD, EdD, MD, JD, DSW, DDS and DMH.
- Core and other faculty have broad experience in public health practice and integrate this perspective into the curriculum. In addition to their advanced degrees, many adjunct faculty are experienced public health practitioners whose familiarity with public health organizations informs their teaching, supervision of student field placements and advisement.
- Faculty qualifications are judged on teaching, research, publications and service and training. From spring 2009 through spring 2010, SPH full-time faculty published more than 100 books and articles, many in prestigious journals.

4.2. Faculty Policies and Procedures. The school shall have well-defined policies and procedures to recruit, appoint and promote qualified faculty, to evaluate competence and performance of faculty, and to support the professional development and advancement of faculty.

4.2.a. A faculty handbook or other written document that outlines faculty rules and regulations.

SPH faculty members are subject to numerous policies and procedures published by their respective Consortial Campuses^{1,2,3,4} and by the university⁵. These policies and procedures cover a range of issues, such as academic freedom, integrity and resources; ethics and legal issues; intellectual property; nondiscrimination and personnel matters; time off; and workload. The dean brings for deliberation and decision to the Council of Provosts those cases where there might be a difference in the policy or procedure among the campuses.

4.2.b. Description of provisions for faculty development, including identification of support for faculty categories other than regular full-time appointments.

Criterion 3.1.a. describes in detail a variety of mechanisms of research support for SPH faculty, including administrative (Table 3.1.a.2.) and technical-assistance support (Table 3.1.a.3.) as well as CUNY-wide sources of support (Table 3.1.a.4). Other avenues for faculty development include:

- New full-time faculty attend orientation sessions that cover the general policies and procedures governing teaching, promotion and tenure and faculty support services.
- The provosts' offices sponsor workshops on navigating the CUNY tenure process and other academic matters.
- Senior SPH faculty are expected to orient and mentor newly appointed colleagues and be available to them for consultation and assistance on issues related to research, scholarship, students and teaching.
- The colleges and university sponsor ongoing workshops for full-time and part-time faculty on a variety of technology-related topics, including: instructional, bibliographic and citation software.

¹ Brooklyn College Faculty Handbook, available at: <http://www.brooklyn.cuny.edu/bc/pubs/fhandbook/07.pdf>.

² Graduate School & University Center, Health Sciences Doctoral Programs Faculty Handbook, available at: <http://web.gc.cuny.edu/-ClinicalDoctoral/pdf/Faculty%20Handbook%202009%20Revised%208.26.09.pdf>.

³ Hunter College Faculty Handbook, available at: <http://www.hunter.cuny.edu/fda/repository/files/handbooks/Faculty%20Handbook%20-%202009.doc>.

⁴ Lehman College Faculty Handbook, available at: <http://www.lehman.edu/provost/provostoffice/facultyhandbook/index.html>

⁵ CUNY Faculty and Staff, Policies and Procedures, available at: <http://www.cuny.edu/faculty-staff.html>.

- The Collective Bargaining Agreement between CUNY and the PSC/CUNY (henceforth, the “Agreement”)¹, provides newly hired untenured faculty 24 credits of release time from teaching, to be used within the first five years of employment, to allow for time for research and scholarship. The faculty member and the program director determine the specific semesters when and the quantity of released time to be taken in any given semester, based on the faculty member’s needs and those of the program.
- Junior, untenured faculty may apply for travel awards to help defray costs when traveling to professional meetings to present their work. Depending on the campus, funds are available from the dean of the respective campus department and, in the case of Hunter College, from the president. These funds are awarded on an as-needed basis and are preferentially given to non-tenured, junior faculty. The total amount available for such rewards, as well as the amount awarded, varies from year to year. For instance, during the 2008 academic year, funds to attend conferences were granted to two untenured faculty members, Drs. Diana Romero, of COMHE and Ann Gaba of the nutrition program at Hunter. During the 2010 academic year, traveling grants were awarded to Drs. Romero, Gaba and Jessie Daniels (COMHE) at Hunter, to Mary Huynh of Lehman College, and to Christian Grove and Tracey Chu from Brooklyn College.
- Over the past three years, new SPH faculty hires were provided with start-up funding that was used at the discretion of the faculty member and has been used for travel to conferences and hiring research assistants. The amount of the funding has varied.
- Full-time tenured faculty may apply for sabbatical leave up to once every seven years for research and scholarship. Faculty must submit a request for sabbatical leave, which must be approved by the administration. Sabbaticals are available at 80% pay for nine months, with a small number at 100% pay for one semester.
- Career Enhancement Fellowships for Junior Faculty, funded by the Andrew W. Mellon Foundation increase the presence of minority junior faculty and other junior faculty committed to eradicating racial disparities by advancing these faculty members’ scholarly research and intellectual growth. These fellowships provide a maximum \$30,000 stipend, a \$1,500 stipend for research, travel or publication and participation in a fall retreat.
- Adjunct faculty members who are teaching six or more classroom contact hours in a semester may apply for a grant from the PSC/CUNY Adjunct Professional Development Fund. Grants up to \$3,000 per AY can be used toward research, courses, conferences, field studies and other activities that will enhance professional development. Adjunct faculty members who have taught for at least 10 semesters in the same college are eligible for tuition waivers for courses offered throughout the university.
- The university recently has begun a new faculty development program, “Teaching CUNY’s Undergraduates.” Proposals are invited from individuals or disciplinary/interdisciplinary teams. Especially welcome are projects that explore the richness of disciplinary knowledge as well as projects that integrate multiple disciplinary perspectives, pedagogies and methodologies.

¹ Agreement between The City University of New York and the Professional Staff Congress/CUNY, Nov. 1, 2002 – Sept. 19, 2007 available at: http://www.cuny.edu/about/administration/offices/lr/lr-contracts/2002-2007_PSC_CUNY_Contract.pdf and Memorandum of Agreement for a Successor Collective Bargaining Agreement Between The City University of New York and the Professional Staff Congress/CUNY, available at: <http://psc-cuny.org/ContractJuly08/ContractMOA071708.pdf>.

4.2.c. Description of formal procedures for evaluating faculty competence and performance.

Formal procedures for evaluating faculty competence and performance include an annual evaluation of full-time faculty below the rank of tenured professor by the program director or a member of the departmental personnel and budget committee (P&B) who is in the same program as the faculty member; peer observations of teaching; and an annual review for reappointment for the next academic year of non-tenured faculty. The peer observation and annual evaluation processes are described in the Agreement.

Annual evaluation of full-time faculty

In accordance with Article 18.3 of the agreement, once a year each member of the teaching faculty other than tenured full professors must have an evaluation conference with the program director or a member of the departmental P&B committee. An employee's academic performance and professional progress for that year are reviewed at the conference and include such elements as:

- Classroom instruction and related activities
- Administrative assignments
- Research
- Scholarly writing
- Departmental, college and university assignments
- Student guidance
- Course and curricula development
- Creative works in the individual's discipline
- Public and professional activities in the field of specialization
- Mentoring of junior faculty

The annual evaluation conference is one of the more important opportunities for a faculty member to discuss frankly with the program director how he or she is progressing toward tenure or promotion. Before a faculty member is granted tenure, the director is responsible for providing the faculty member with an assessment of performance as well as specific guidance on what steps can be taken to improve performance. Within 10 working days after the annual evaluation, the faculty member is provided with a written record of the discussion, and a copy is included in the faculty member's personnel file.

Non-tenured faculty also are reviewed annually by the faculty members' home campus P&B for reappointment.

In addition to the annual evaluation, the SPH Faculty Appointments Committee reviews each faculty member's qualifications for initial appointment and faculty performance in connection with reappointment and makes recommendations to the dean regarding appointment and reappointment to the SPH.

Peer observation of teaching

In accordance with Article 18.2(b)1 of the agreement, at least once every semester each member of the teaching staff (except tenured full professors) must be observed for a full scheduled classroom period during the first 10 weeks of the semester, with at least 24 hours' notice. The faculty being observed receives a copy of the completed evaluation form and has the opportunity to discuss it with the observer and the program director. The report becomes part of the faculty member's personnel file and is one of the items discussed during the annual evaluation meeting with the program director. The purpose of the teaching observation is to facilitate teaching excellence and offer practical advice to achieve that.

Student evaluation of teaching and courses

Student evaluation is described in Criterion 4.2.d. below. All courses and faculty teaching those courses are evaluated. This includes tenured full professors and part-time (adjunct) faculty.

Evaluation of adjunct (part-time) faculty

Before an adjunct faculty is hired, he or she submits a CV and other required documents to the faculty P&B committee, and the committee votes on whether to hire the adjunct. Adjunct faculty are evaluated by the processes of peer observation and student evaluation described above. The program director of the program in which the adjunct teaches reviews the results of these evaluations, confers with the adjunct, and, if deemed necessary, discusses ways of improving performance. Part-time faculty are appointed on a semester-by-semester basis. The P&B committee reviews the adjunct's performance and the program director's recommendation and votes on rehiring the adjunct in subsequent semesters.

4.2.d. Description of the processes used for student course evaluation and evaluation of teaching effectiveness.

Student evaluations of faculty teaching occur every semester in every section of every course taught. Each campus develops its own student evaluation forms. Most commonly, the evaluation takes place during the last three weeks of the semester. The students are given 25 minutes to complete a scannable form that asks for ratings on a number of dimensions. Students also may write comments on the faculty member's performance. Instructors are required to leave the classroom, and a monitor is selected to bring the completed evaluations to a secured drop box. The primary goals of students' evaluation are to furnish information for assessing course content and presentation; provide data that may be used in support of a faculty member's development, as well as considerations for promotion, tenure or other forms of recognition; and provide the student body with a voice assuring an effective faculty and curriculum. Secondary goals are to provide information to assist in developing a more effective course; provide data that may assist in making curricular decisions; and assist with student course choice and decision-making. Results of the evaluations are tabulated by the college and returned to the program directors, who discuss results with faculty and, when warranted, suggest ways to improve performance. Evaluations become part of the permanent record for full-time and adjunct faculty.

In addition, the SPH Curriculum Committee reviews core course evaluations to ensure that students are satisfied with them and to take corrective action if they are not.

4.2.e. Description of the emphasis given to community service activities in the promotion and tenure process.

Tenure and promotion decisions are based on teaching effectiveness, scholarship and professional growth and service. Service includes service to the community, state and nation, both in the faculty member's special capacity as a scholar and in areas beyond this when the work is pertinent and significant.¹ Faculty are informed that public health professionals are expected to participate in professional and/or community endeavors. Examples of such service include: participation in professionally relevant community service projects; invited presentations or contributions to professional meetings; elected officer and/or committee membership in professional organizations; and service on professional review or editorial boards. All candidates are expected to be members of at least one appropriate professional organization.

It is also emphasized that members of the faculty in all ranks should fulfill necessary institutional service obligations to the school and the college, such as elected or appointed committee membership. Some candidates for tenure perform a service to their program, school, and college that is above and beyond the ordinary responsibilities of faculty. For example, serving as a program director or playing an active role in an accreditation/self-study process, are considered important service activities.

4.2.f. Assessment of the extent to which this criterion is met.

This criterion is met.

Strengths:

- The SPH, Consortial Campuses and university provide many avenues for faculty development, both for full-time and part-time (adjunct) members of the teaching staff.
- The university requires an annual evaluation of each full-time faculty member below the rank of tenured full professor. Included in the evaluation are a peer review and student evaluations of teaching.
- CUNY requires that every semester every course offered be evaluated by students, including the teaching effectiveness of the instructional faculty. The results of these evaluations are used as one element in retention, tenure and promotion considerations and are discussed with the faculty member during the annual evaluation.
- Every effort is made to guide the faculty member through the tenure and promotion process by developing a program to attain needed goals and benchmarks.

¹ CUNY Board of Trustees, available at: <http://policy.cuny.edu/text/toc/btm/1975/09-22/005/>

4.3 Faculty and Staff Diversity. The school shall recruit, retain and promote a diverse faculty and staff, and shall offer equitable opportunities to qualified individuals regardless of age, gender, race, disability, sexual orientation, religion or national origin.

4.3.a. Summary demographic data on the school's faculty, showing at least gender and ethnicity; faculty numbers should be consistent with those shown in the table in 4.1.a. Data must be presented in table format. See CEPH Data Template H.

Data on faculty diversity is summarized in Table 4.3.a. Almost two-thirds of the faculty are female (60%). The SPH faculty are considerably more diverse with respect to race and ethnicity, compared with faculty from U.S. schools of public health as a whole. The racial and ethnic composition of the SPH faculty is as follows: 73% white, 12% African-American, 7% Hispanic/Latino, and 9% Asian/Pacific Islander. In 2004, the racial and ethnic composition of faculty at all schools of public health was about 80% white, 5% African-American, 4% Hispanic/Latino, 9% Asian, less than 1% Native American and 2% other¹. The SPH faculty has twice the proportion of African-Americans and Latinos as public health faculty nationally. The proportion of minorities is also higher than that of the minority doctorates granted in the United States for all disciplines. According to the American Council on Education, these numbers, for 2006, are 5.7% African-American, 3.1% Hispanic/Latino and 5.4% Asian/Pacific Islander. The total number of minorities is 14.5%.²

4.3.b. Summary demographic data on the school's staff, showing at least gender and ethnicity. Data must be presented in table format. See CEPH Data Template I.

Data on staff diversity is summarized in Table 4.3.b. SPH staff are also highly diverse. Three quarters (78%) are female and more than (61%) represent racial and ethnic minorities: 45% are African-American, 11% are Hispanic/Latino and 5% are Asian/Pacific Islander.

4.3.c. Description of policies and procedures regarding the school's commitment to providing equitable opportunities without regard to age, gender, race, disability, sexual orientation, religion or national origin.

The SPH follows the University's nondiscrimination policy, titled Council of Presidents' Policy on the Revitalization of the University's Affirmative Action, Equal Opportunity and Compliance and Diversity Programs.³ Additional college policies on affirmative action are summarized in Table 1.4.d.

¹Kellogg/ASPH Minority Faculty Retreat, Jan 30-31, 2006, presentation on: Faculty Self-assessment As a Tool for Strategic Planning Toward Promotion and Tenure by Yvonne Bronner, Morgan State University , available at: <http://www.asph.org/document.cfm?page=911>

² American Council on Education, available at: <http://www.acenet.edu/AM/Template.cfm?Section=CAREE&Template=/CM/HTMLDisplay.cfm&ContentID=34226>).

³ CUNY Council of Presidents' Policy on the Revitalization of the University's Affirmative Action, Equal Opportunity and Compliance and Diversity Programs, available at:

Table 4.3.a. Summary Demographic Data for SPH Primary and Other Faculty, Fall 2010						
	Core Faculty		Other Faculty		TOTAL n=104	
	#	%	#	%	#	%
# % Male	21	40	21	41	42	40
# % African American Male	1	2	4	8	5	5
# % Caucasian Male	18	34	16	31	34	32
# % Hispanic/Latino Male	0	0	0	0	0	0
# % Asian/Pacific Islander Male	2	4	0	0	2	2
# % Native American/Alaska Native Male	0	0	0	0	0	0
# % Unknown/Other Male	0	0	1	5	1	1
# % International Male	0	0	0	0	0	0
# % Female	32	60	30	59	62	60
# % African American Female	2	4	5	10	7	7
# % Caucasian Female	22	41	19	37	41	39
# % Hispanic/Latino Female	3	6	4	8	7	7
# % Asian/Pacific Islander Female	5	9	2	4	7	7
# % Native American/Alaska Native Female	0	0	0	0	0	0
# % Unknown/Other Female	0	0	0	0	0	0
# % International Female	0	0	0	0	0	0
TOTAL	53	100	51	100	104	100

Table 4.3.b. Summary Demographic Data for SPH Full-Time Staff, Fall 2010		
	Full-Time Staff	
# % Male	4	22%
# % African American Male	3	17%
# % Caucasian Male	0	
# % Hispanic/Latino Male	0	
# % Asian/Pacific Islander Male	1	5%
# % Native American/Alaska (Native Male)	0	
# % Unknown/Other Male	0	
# % International Male	0	
# % Female	14	78%
# % African American Female	5	28%
# % Caucasian Female	8	39%
# % Hispanic/Latino Female	1	11%
# % Asian/Pacific Islander Female	0	
# % Native American/Alaska (Native Female)	0	
# % Unknown/Other Female	0	
# % International Female	0	
TOTAL	18	100%

<http://www.cuny.edu/about/administration/offices/ohrm/policies-procedures/affirmative-action-policy.html>.

4.3.d. Description of recruitment and retention efforts used to attract and retain a diverse faculty and staff, along with information about how these efforts are evaluated and refined over time.

As a school within one of the more diverse public universities in one of the more diverse cities in the nation, the SPH is committed to maintaining and increasing the diversity of its core faculty. Toward this end, CUNY¹ and each of the four Consortial Campuses^{2,3,4,5} have adopted faculty and staff recruitment and selection policies and procedures to promote opportunity and fairness and attract the best candidates for available positions. This includes detailed requirements for job descriptions, search plans, search committees, candidate evaluation and selection and other related matters. Faculty and staff positions in public health are advertised locally and nationally, in venues of general interest to the academic community (e.g. *Chronicle of Higher Education* and *The New York Times*) as well as to those within public health (e.g. publications and electronic sources affiliated with such organizations as American Public Health Association, American Industrial Hygiene and ADA. In addition, faculty and non-managerial staff are represented by collective bargaining agreements, the largest of these between CUNY and the Professional Staff Congress of CUNY, which sets their terms of employment. (See: Criterion 4.2.c.). Search committees must document that applicable policies and procedures were followed during a search. A senior administrator, such as a dean for diversity, must approve each step before a position can be filled and a search can be deemed complete.

4.3.e. Description of efforts, other than recruitment and retention of core faculty, through which the school seeks to establish and maintain an environment that supports diversity.

Diversity and inclusion are core values of CUNY. Adherence to these values creates an environment that best allows students, faculty and staff to learn, to work and to succeed. As a university, we strive to respect differences, but more importantly, we seek to leverage the talents of all members of the university community to foster academic and administrative excellence. These values make CUNY a great place to learn and to work. The SPH leverages the vast and varied resources available University-wide to establish, maintain and support a culture of diversity that is integral to our mission. These resources include more than 21 centers and institutes that are dedicated to diversity and carry out their objectives through seminars, lectures, workshops, curriculum, multi-cultural events, trainings, financial awards, plays, art shows and CUNY-TV programs. Additionally, the university's website hosts a centralized events calendar that lists a sampling of hundreds of events on CUNY campuses in

¹ CUNY. Human Resources Management. *Policies and Procedures: Diversity, Equal Employment Opportunity*, available at: <http://web.cuny.edu/administration/ohrm/policies-procedures.html>.

² Graduate Center. CUNY, Office of Affirmative Action. *Affirmative Action Policies and Procedures*, available at: http://www.gc.cuny.edu/admin_offices/affirmative_action/aa_policies/policies_and_procedures.htm.

³ Hunter College. CUNY. Office of Diversity and Compliance. *Recruitment and Search Guide*, available at: http://www.hunter.cuny.edu/affirmativeaction/Recruitment_and_Search_Guide_Final.pdf.

⁴ Brooklyn College. CUNY, Office of Affirmative Action, Compliance and Diversity. *Policies and Procedures*, available at: <http://www.brooklyn.cuny.edu/bc/offices/affirmact/>.

⁵ Lehman College. CUNY, Human Resources. *Equal Employment Opportunity/Affirmative Action Policy*, available at: <http://www.lehman.edu/vpadmin/hr/html/policies.htm#EQUAL>.

five boroughs that are open to members of the university community and the public, contributing to the enrichment of the intellectual and cultural life of the city and its diverse communities.

Diversity Resources

University-wide diversity resources are as varied and culturally rich as the university itself and include hundreds of events and activities too numerous to list. A list of the university's diversity resources may be found at www.cuny.edu. Below is a small sampling of university-wide diversity resources:

- The University Affirmative Action Committee and the vice chancellor for human resources management established the Diversity Projects Development Fund to support scholarly research projects and other educational activities for or about populations that are under-represented traditionally within higher education. The purpose of the fund is to assist in the development of educational projects, scholarly research, creative endeavors, and professional activities that promote diversity, multi-culturalism and nondiscrimination on the basis of the following categories: race, color, national or ethnic origin, religion, age, sex, sexual orientation, transgender, disability, genetic predisposition or carrier status, alienage or citizenship, veteran or marital status. Projects/activities considered explore nondiscrimination and the condition of the protected classes, for CUNY, including Italian-Americans.
- In keeping with the university's commitment to diversity, the University Office of Compliance and Diversity Programs, Office of the Vice Chancellor for Faculty and Staff Relations, sponsors the Faculty Fellowship Publications Program (FFPP). This is a university-wide initiative designed to assist full-time untenured CUNY junior faculty (assistant professors) in the design and execution of scholarly writing projects essential to progress toward tenure. These writing projects may include articles for juried journals as well as books for scholarly presses.
- The Office of the University Dean for Health and Human Services provides support and technical assistance to CUNY schools to prepare a large, culturally diverse pool of qualified health and human services personnel in areas such as nursing, social work, nutrition, speech pathology and mental health counseling.

The John F. Kennedy Jr. Institute supports workforce development initiatives in health, education and human services. The institute works with colleges, public and private employers, organized labor, professional associations, advocacy groups, community organizations, foundations and government agencies to:

- Design and implement collaborative worker education programs
- Provide career mentoring and college scholarships for exemplary workers
- Advocate for career ladders, health and educational benefits and a living wage for front-line workers
- Support the employment of people with disabilities

The Center for Lesbian and Gay Studies (CLAGS) at the GC provides intellectual leadership toward understanding and addressing the issues that affect lesbian, gay, bisexual and

transgender (LGBT) individuals and members of other sexual and gender minorities. As the first university-based LGBT research center in the United States, CLAGS nurtures cutting-edge scholarship; organizes colloquia for examining and affirming LGBT lives; and fosters network-building among academics, artists, activists, policy makers and community members. CLAGS stands committed to maintaining a broad program of public events, online projects and fellowships that promote reflection on queer pasts, presents, and futures.

The CIHE at Lehman College collaborates directly with 14 community organizations in the Bronx, Manhattan, and Brooklyn, including Mothers on the Move, African Hope Committee and Brooklyn Young Mothers Collective. It has three core objectives: building the capacity of nonprofit and community-based organizations to address health problems in their communities; providing learning opportunities for students to work toward health equity; and strengthening multidisciplinary cooperation and research on health equity issues within and beyond CUNY.

In addition to university-wide resources, diversity is established, maintained and supported via a variety of mechanisms at the Consortial Campuses. These include discussions, seminars, lectures, workshops, cultural celebrations, educational activities or scholarly research on topics related to diversity and/or multiculturalism. Examples of these activities and events across the consortium include:

Annual Diversity Celebration

The Brooklyn campus organizes an annual Diversity Lecture Series that features discussions and workshops designed to foster inclusion and diversity on campus and in the community. The free program is open to students, faculty and the public. Panelists and presenters explore ways to increase awareness and understanding across the lines of ethnicity, disability, gender, immigrant status, religion, socioeconomic status and sexual orientation.

Faculty Day

On Faculty Day, Brooklyn campus faculty members celebrate one another's scholarly and creative achievements as part of a 12-year tradition to support faculty diversity. This daylong in-house conference -- perhaps unique among institutions of higher education -- gives faculty members an opportunity to hear what their colleagues in other disciplines are doing, to present multi-disciplinary perspectives on issues of common concern and to honor accomplishments in teaching, research and service.

Pluralism and Diversity Discussion

The Hunter Campus Pluralism and Diversity Committee hosts panel discussions throughout the year that provide an opportunity for members of the campus and university community to participate in open dialogue and make recommendations to the committee.

Cultural Celebrations

Black Solidarity Day, Haitian Flag Day, Hands Across the Campus, Human Rights Week, and Women's Her-Story Month are additional examples of the yearly events held across the Consortial Campuses in support of SPH's diverse community.

School of Public Health Faculty Retreats

Semi-annually, the school hosts one-day faculty retreats that provide a context for faculty to engage in discussions concerning relevant topics and to participate in professional development workshops and trainings that cover a range of topics, including cultural competency, inclusion and diversity initiatives.

Commitment by the University and School Leadership

A campus environment or culture can be a very difficult to define entity. At once amorphous and concrete, there is no denying the powerful impact culture plays in the comfort, success or failure of people and groups. Given this understanding and its diverse population, CUNY will continue to recognize the need to support existing initiatives that will enhance the culture of the university for all its constituents. Along with university leaders, the CUNY SPH will continue to support diversity as a priority. It has committed to several steps that center on articulation of the school's commitment to sustain and promote diversity. These include:

- Public commitment to equity and diversity
- Articulate how the school and university will benefit by increasing equity and diversity
- Benchmark the activities and resources that have proven effective in sustaining diversity
- Develop and announce concrete goals, efforts and successes

In addition to the recruitment and retention efforts described in Criteria 1.4.d, 4.2 and 4.3.d, the SPH offers its faculty an environment that supports and values diversity. For example, faculty and staff from under-represented ethnic and racial minorities are encouraged and have been selected to play leadership roles. SPH initiatives such as the CIHE, the Latino Health Fellowship Initiative and the Immigration and Health Initiative engage primary and other faculty and seek to promote equity (See: Criterion 3.0.)

4.3.f. Identification of outcome measures by which the school may evaluate its success in achieving a diverse faculty and staff, along with data regarding the performance of the school against those measures for each of the last three years.

The key outcome measures used by the SPH to evaluate its success in achieving a diverse faculty and staff are:

- Recruitment of a diverse faculty and staff
- Diversity of faculty and staff in leadership positions
- Promotion and tenure of a diverse faculty and staff

Over the past three years, SPH has conducted searches for 18 new faculty members and 12 staff (two are in progress), adhering to the stringent affirmative action and equal opportunity

guidelines described in Criterion 4.3.d. Of the 10 administrative staff hired, five or 50% represent racial and ethnic minorities, including the dean, executive assistant to the dean, academic services director, recruiter, and the administrative coordinator at Brooklyn College. Of the 18 new faculty hired, five or 28%, represent racial and ethnic minorities, which is comparable to the SPH as a whole and well above the proportion in U.S. schools of public health. Several of these faculty and staff members play leadership roles in teaching, research and service at the SPH as well as in the affiliated centers, institutes and initiatives.

Table 4.3.f. Outcome Measures by Which the SPH Evaluates Its Success in Achieving a Diverse Faculty and Staff, AY 2007-AY 2009

Outcome Measure	Target	AY 2007	AY 2008	AY 2009
Maintain a diverse Core & Other SPH faculty	Maintain or increase core faculty diversity:	African Amer 6% Caucasian 74% Hispanic/Latino 6% Asian/Pacific Is 14%	African-Amer 5% Caucasian 71% Hispanic/Latino 7% Asian/Pacific Is 17%	African-Amer 15% Caucasian 67% Hispanic/Latino 9% Asian/Pacific Is 9%
Maintain a diverse SPH administrative staff	Maintain or increase staff diversity:	African Amer 43% Caucasian 57% Hispanic/Latino 0% Asian/Pacific 0%	African-Amer 50% Caucasian 50% Hispanic/Latino 0% Asian/Pacific 0%	African-Amer 50% Caucasian 44% Hispanic/Latino 6% Asian/Pacific 5%
Diversity in leadership positions within the SPH	Maintain the diversity in leadership positions (dean, assoc dean, campus directors, etc)	4/6 female 2/6 male	8/11 female 3/11 male	8/11 female 3/11 male

4.3.g. Assessment of the extent to which this criterion is met.

This criterion is met.

Strengths:

- The SPH has a diverse faculty, full-time and adjunct, and one that is considerably more diverse than schools of public health as a whole.
- SPH staff also is highly diverse at junior, mid-level and senior management positions.
- College and university policies and procedures ensure that all faculty regardless of age, sex, race, disability, religion, national origin or sexual preference, have equitable opportunities for hiring and advancement.
- Many SPH initiatives, as well as curriculum, teaching and service opportunities, support diversity.

4.4 Student Recruitment and Admissions. The school shall have student recruitment and admissions policies and procedures designed to locate and select qualified individuals capable of taking advantage of the school's various learning activities, which will enable each of them to develop competence for a career in public health.

4.4.a. Description of the school's recruitment policies and procedures.

The main goals of the recruitment efforts of the SPH are to:

- Recruit potential applicants from underrepresented populations
- Increase the geographic diversity of doctoral applicants
- Develop an integrated recruitment infrastructure among the Consortial Campuses
- Continue to recruit a diverse student body by developing a strong recruitment base among CUNY campuses throughout New York City
- Recruit highly qualified students
- Maintain and increase racial and ethnic diversity of the student body

To attain the recruitment goals (see: Objective 1.1), the SPH employs a full-time recruitment and admissions coordinator (recruiter). The recruiter works closely with the associate dean for academic affairs, academic services director and the campus directors to reach out and respond to prospective SPH students.

The Internet and web are major recruitment tools. Prospective students who email a faculty or staff member at the SPH are directed to the recruiter, who invites them to register for an upcoming information session. Information sessions for every SPH degree program are offered throughout the academic year. Sessions follow this format:

- Introductions of faculty and staff representatives from each degree program and specialization
- Introductions of prospective students
- A PowerPoint presentation that covers:
 - Overview of public health
 - SPH mission and philosophy
 - Degree program(s) and specialization goals and career opportunities
 - Degree requirements/costs
 - Faculty
 - Admissions requirements, timetable and process
 - A question-and-answer period
 - Small group sessions that focus on specializations, led by faculty

The recruiter attends career and graduate fairs at CUNY and other universities in the NYC metropolitan area, at professional conferences and meetings (such as the APHA annual

meeting), where a booth or table is set up to answer questions and distribute literature on SPH programs to prospective students. In addition, the recruiter and SPH faculty and staff organize targeted on-site recruitment sessions – such as at NYCDOHMH and at selected CUNY undergraduate programs – where large groups of prospective applicants are likely to work or go to school. The NYCDOHMH offers a number of scholarships to students who attend one of the SPH programs.

The recruiter also works with faculty from individual specializations within degree programs to conduct targeted recruitment, focusing on academic venues or organizations that are known to have potential students. For instance, the EOHS program at Hunter College conducts targeted recruitment activities at undergraduate EOHS programs, at science departments within CUNY and at large employers of environmental health professionals, such as local health and environmental agencies like OSHA Region II and EPA region II. The Health Equity program at Lehman College targets community organizations within the Bronx.

The recruiter maintains a database of prospective students who attend information sessions, who are met during events or who contact the recruiter by phone or email. This list is used to inform prospective students of upcoming events and to provide relevant information, including registration deadlines, to them.

Among the features of SPH graduate programs that are highlighted in recruitment activities and materials are the low tuition in relation to similar programs at private universities and the fact that the programs are geared to working adults; the faculty's commitment to teaching as well as research; classes that are held in the evenings; options for part-time and full-time students; student, faculty and staff diversity; and an emphasis on classroom and practice-based learning. Additionally, there are student scholarships that partially defray the costs of tuition.

Over the past two years, the SPH's recruitment efforts have been successful. As shown in Criterion 4.5., the SPH has attracted a diverse student body and has been able to grow the new DPH degree programs and the new MPH specializations CBPH, HPM and EPI/BIOS.

4.4.b. Statement of admissions policies and procedures.

Graduate Degree Programs

MPH and MS Degree Programs

Requirements for acceptance to the SPH MPH or MS programs are :

- A bachelor's degree from a regionally accredited institution
- Undergraduate major in natural or social sciences, health studies, nutrition or a related field
- B average in the student's undergraduate major
- B minus average in the undergraduate record as a whole
- The aptitude section of the GREs or a master's degree from an accredited U.S. university

- Two letters of recommendation
- At least one year of paid or volunteer experience in a public-health-related field
- A short essay on why the student would like to attain the MPH or MS degree
- Test of English as a Foreign Language exam if the undergraduate degree is from a country where English is not the official language

There are additional requirements for individual specializations:

- Applicants to the EOHS-MPH program are expected to have a background in science and mathematics, usually at least 18 undergraduate credits, including a course in statistics or calculus.
- Applicants to the EOHS-MS program are expected to have completed at least 40 credits in undergraduate or graduate-level basic science and math courses such as organic chemistry (with labs), general chemistry, general physics, biology and environmental or health sciences.
 - Generally, an undergraduate major in biology, chemistry, environmental sciences or physics would satisfy these requirements.
 - Students also must have completed one semester of calculus and one of statistics.
- Applicants to the NUTR MS program must have at least 30 credits in the following undergraduate or graduate-level basic science and math courses: one semester each of undergraduate courses in introductory foods, introductory nutrition, general chemistry (with lab), organic chemistry (with lab), microbiology (with lab) and statistics or calculus and two semesters of anatomy and physiology (with lab).

The DPH Degree Program

Requirements for acceptance into the DPH degree program are as follows:

- Completion of an MPH, MS or similar graduate degree in a related field
- At least three years of prior relevant teaching, research and/or programmatic work experience
- Ability to demonstrate well-defined research interests in urban health
- Results of the verbal, quantitative and written portions of the GREs
- Completion of at least two master's-level quantitative or research courses (such as biostatistics, epidemiology, GIS, grant writing, planning and evaluation) relevant to the student's specialization of interest

Students with advanced degrees in fields other than public health, such as law, social work, public policy, medicine, nursing, urban planning, social sciences and natural sciences also are considered. Such applicants must complete (or demonstrate proficiency in) master's-level core public health courses in biostatistics, epidemiology, environmental health sciences, health-care administration and social and behavioral dimensions of health. Three of these five courses must be completed before entry into the program, and all must be completed by the end of the first year.

In addition to completing coursework in the core areas of public health, applicants are required to fulfill specialization requirements, which include:

- CSH: At least three master's-level courses in social dimensions of health and two quantitative research courses (e.g., biostatistics and epidemiology). Those in the concentration in PHN must be an RD or have completed the DPD accredited by CADE.
- EPI: At least three master's-level quantitative research courses (e.g. biostatistics, epidemiology and research methods), preferably with a grade of A minus or better.
- EOHS: One course in toxicology; at least two courses in either occupational safety and health or environmental sciences; plus one course in public, environmental or occupational health law or policy.
- HPM: One course in health-care systems, management or administration; one course in health policy; one social science course in a cognate-related field, such as economics, sociology or political science.

The Office of the Dean and the SPH admissions committee oversee the admissions policies and procedures for the SPH, including setting admissions standards for SPH degree programs and specializations. Admissions subcommittees which review applications for specific degree programs and specializations make recommendations and forward them to the SPH Admissions Committee for approval. Students apply to the degree program and specialization(s) they wish to attend. Members of the committee review applications when they are completed. This rolling admissions process involves a weekly review of completed applications. Acceptance is based on balancing the pool of prospective students, taking into account their diverse backgrounds, relative majors, GPAs, grades as a non-matriculated student (where applicable), GRE scores, work experience and writing skills. No criterion weighs more heavily than the others.

In addition to the admissions committees within each program, the SPH has an admissions committee with members from each of the Consortial Campuses. The main responsibilities of this committee are to recommend standards for admissions for each program within the SPH and to review the qualifications of students proposed for admissions by each of the programs.

Undergraduate Degree Programs

To apply to either the BS programs in COMHE or in NFS, both at Hunter College, students must have earned 60 credits with a minimum GPA of 2.5 for COMHE-BS and 3.0 for NFS. The applicants, including current Hunter College students, must file an online [undergraduate transfer application](#)¹ to apply. Students enter in the fall semester on a full-time or part-time basis. Applicants must meet the admission requirements by the start of the fall semester to be accepted and must have completed the following courses:

For COMHE-BS:

- One semester of college-level biology with lab
- One semester of statistics

For NFS, a grade of C or better in:

¹ Hunter College, on-line transfer application, available at:
http://www.hunter.cuny.edu/prospectivestudents/ug_students/transfer.shtml

- Two semesters of anatomy and physiology with lab
- One semester of general chemistry with lab
- One semester of organic chemistry with lab
- One semester of microbiology with lab
- One semester of statistics
- A grade of B or better in one semester of introductory food science and one semester of nutrition

4.4.c. Examples of recruitment materials and other publications and advertising that describe, at a minimum, academic calendars, grading, and the academic offerings of the school. If a school does not have a printed bulletin/catalog, it must provide a printed web page that indicates the degree requirements as the official representation of the school. In addition, references to website addresses may be included.

For electronic information about SPH degree programs – including academic calendars, grading systems, admissions requirements and application procedures and academic offerings, See: Table 4.4.c.

Table 4.4.c. SPH Materials	
Homepage	www.cuny.edu/sph
Academic Offering and Program Information	http://www.hunter.cuny.edu/graduateadmissions/program-requirements/schools-of-health-professions/urban-public-health http://www.brooklyn.cuny.edu/courses/acad/program_info.jsp?major=323&div=G&dept_code=46&dept_id=86#323 http://www.lehman.edu/graduate-bulletin/ http://web.gc.cuny.edu/ClinicalDoctoral/ph-overview.asp
Academic Calendar	http://registrar.hunter.cuny.edu/subpages/academic_calendar.shtml http://www.brooklyn.cuny.edu/pub/schedules.htm http://www.lehman.edu/registrar/calendars.php http://web.gc.cuny.edu/ClinicalDoctoral/ph-schedule.asp
Academic Information (i.e. Grading Systems)	http://registrar.hunter.cuny.edu/index2.shtml http://www.brooklyn.cuny.edu/courses/acad/program_info.jsp?major=307&div=G&dept_code=46&dept_id=86#307 http://www.lehman.edu/graduate-bulletin/ http://web.gc.cuny.edu/ClinicalDoctoral/ph-academic-requirements.asp
Admissions Requirements	http://www.hunter.cuny.edu/graduateadmissions/program-requirements/schools-of-health-professions http://www.brooklyn.cuny.edu/courses/acad/program_info.jsp?major=307&div=G&dept_code=46&dept_id=86#307 http://www.lehman.edu/lehman/grad-studies/prospective-students.html http://web.gc.cuny.edu/ClinicalDoctoral/ph-admissions.asp

4.4.d. Quantitative information on the number of applicants, acceptances and enrollment, by program area, for each of the last three years. Data must be presented in table format. See CEPH Data Template J.

Data on the number of applicants, acceptances and enrollment by degree program and specialization are provided in Table 4.4.d. Over the past three years, applicants, acceptances

and enrollments have grown, as the SPH added new doctoral and master's specializations. In 2007, the number of MPH, MS and DPH applicants was 282, of whom 196 were accepted and 149 enrolled. This translates into an acceptance rate of 70% and an enrollment rate of 76%. In 2009, there were 512 MPH, MS and DPH applicants (an increase of 81.5% from 2007) of whom 332 were accepted and 204 enrolled, yielding an acceptance rate of 65% and an enrollment rate of 61%.

4.4.e. Quantitative information on the number of students enrolled in each specialty area identified in the instructional matrix, including headcounts of full- and part-time students and a full-time-equivalent conversion, for each of the last three years. Non-degree students, such as those enrolled in continuing education or certificate programs, should not be included. Explain any important trends or patterns, including a persistent absence of students in any program or specialization. Data must be presented in table format. See CEPH Data Template K.

Table 4.4.d. Quantitative Information on Applicants, Acceptances and Enrollments by Specialization, AY 2007 to Fall 2010					
	Status	AY 2007	AY 2008	AY 2009	Fall 2010
BIOS - MPH	Applied	Not offered	3	4	5
	Accepted		2	3	4
	Enrolled		2	3	3
CBPH - MPH	Applied	27	48	48	46
	Accepted	16	29	35	35
	Enrolled	13	21	32	22
COMHE - MPH	Applied	91	85	89	94
	Accepted	60	63	52	39
	Enrolled	42	34	31	15
EOHS – MPH	Applied	28	20	20	9
	Accepted	18	17	11	8
	Enrolled	13	13	9	7
EPI - MPH	Applied	Not offered	29	45	43
	Accepted		21	30	18
	Enrolled		17	15	9
GPH - MPH	Applied	29	36	59	51
	Accepted	27	25	48	34
	Enrolled	13	15	23	10
HCPA - MPH	Applied	17	34	42	37
	Accepted	14	29	33	25
	Enrolled	14	18	9	11
HPM – MPH	Applied	Not offered	24	71	50
	Accepted		16	47	22
	Enrolled		12	32	17
NUTR - MPH	Applied	30	32	46	29
	Accepted	20	25	26	25
	Enrolled	15	17	13	14
NUTR – MS	Applied	Not offered	Not offered	Not offered	29
	Accepted				25
	Enrolled				23
CSH - DPH	Applied	28	27	36	32

Table 4.4.d. Quantitative Information on Applicants, Acceptances and Enrollments by Specialization, AY 2007 to Fall 2010					
	Status	AY 2007	AY 2008	AY 2009	Fall 2010
	Accepted	15	13	13	11
	Enrolled	15	10	10	10
EOH - DPH	Applied	Not offered	Not offered	9	11
	Accepted			4	6
	Enrolled			4	5
EPI - DPH	Applied	Not offered	13	18	24
	Accepted		7	8	8
	Enrolled		5	6	6
HPM – DPH	Applied	Not offered	Not offered	Not offered	25
	Accepted				12
	Enrolled				10
EOHS - MS	Applied	16	16	23	5
	Accepted	13	11	16	4
	Enrolled	12	9	14	3
PHN – MS/MPH	Applied	16	16	11	9
	Accepted	13	11	10	7
	Enrolled	12	7	7	6
COMHE – BS ¹	Applied	NA	NA	NA	NA
	Accepted	NA	NA	NA	NA
	Enrolled	NA	NA	52	8
NFS – BS	Applied	NA	NA	NA	NA
	Accepted	45	37	39	26
	Enrolled	45	37	39	26
Totals* Excluding BS programs (MPH, MS and DPH)	Applied	282	383	512	499
	Accepted	196	269	332	283
	Enrolled	149	180	204	171

As seen in Table 4.4.e, which represents enrollment data for the past three years, student enrollment has been fairly stable or has increased slightly in long-standing degree programs and specializations and has grown in the new degree programs and specializations (DPH program and the MPH specializations in BIOS, EPI and HPM). For instance, the NUTR-MPH shows a slight increase from 17 FTEs in AY 2007 to 25.5 FTEs in AY 2009. In that same period, the GPH-MPH shows an increase from 26 to 31 FTEs. The HPM-MPH had eight FTE students in its first year and grew to 33 FTEs in its second. The CSH-DPH began its first year with eight FTE students and grew to 22 FTEs in AY 2009. The EOHS and EOH specializations are relatively small, as they are in other SPHs, owing to the specific admission requirements and technical nature of the field.

¹ There is currently no mechanism to track applications and acceptance to the undergraduate COMHE & NFS programs. Students apply to Hunter College and then “declare” a major. The college acts as a first filter for acceptance, and applications are then passed on to COMHE and NFS.

It is also clear from the data that most SPH students attend school part-time. For instance, for the fall 2010 semester, there were 81 full-time MPH students and 316 part-time students, or 79.5%, making the MPH student body mostly part-timers.

Both undergraduate specializations in COMHE and NFS showed a marked increase in student FTEs from 2007 to 2009, 27% for COMHE and 48% for NFS.

**Table 4.4.e. Students Enrolled in Each Degree Program by Area of Specialization
AY 2007 to AY 2009¹ and Fall 2010**

	AY 2007			AY 2008			AY 2009			Fall 2010		
	HC FT	HC PT	FTE	HC FT	HC PT	FTE	HC FT	HC PT	FTE	HC FT	HC PT	FTE
BIOS – MPH	Not offered			0	2	1.7	2	3	3.8	3	5	6
CBPH – MPH	1	37	25.0	1	50	33.5	1	60	38.5	5	47	33
COMHE – MPH	15.5	88	78.5	11.5	87	74.5	6	81	59.5	9	70	55
EOHS – MPH	1.5	29	20.5	1.5	31.5	22.5	1	29.5	19.5	1	28	15
EPI – MPH	Not offered			3	14	13.6	10	22	24.0	22	25	31.6
GPH -- MPH	2	27	26	12	25	26	9	35	31	15	27	30
HCPA – MPH	6	27	23	8	27	25	8	23	22	12	32	28.7
HPM – MPH	Not offered			0	10.5	8	3.5	35	33	7	52	36
NUTR – MPH	4.5	20	17	7	26	24.5	8.5	22.5	25.5	7	30	21
CSH – DPH	2	9	8	4	17	15	7	23	22	13	23	26
EOH – DPH	Not offered			Not offered			1	3	3	1	8	5.7
EPI – DPH	Not offered			0	5	3	1	9	7	5	10	11.7
HPM – DPH	Not offered			Not offered			Not offered			3	10	9.7
EOHS – MS	2.5	31	23	2	32.5	22.5	3	34.5	25	3	26	14
NUTR – MS	Not offered			Not offered			Not offered			20	3	21.6
PHN MS/MPH	0	19	13	1	20.5	14	1	19.5	14	0	19	12
COMHE – BS	44	13	75	48	13.5	83	56.5	14	95.5	40	16	73
NFS – BS	27.5	9	43	28.5	18	53	42.5	12	63.5	42	19	77
Totals	106	309	352	127.5	379.5	419.8	161	426	486.8	208	450	507

¹ Includes all the degrees outlined in the instructional matrix (See Criterion: 2.1.a.)

4.4.f. Identification of outcome measures by which the school may evaluate its success in enrolling a qualified student body, along with data regarding the performance of the school against those measures for each of the last three years.

Outcome measures that SPH uses to evaluate its success in enrolling a qualified student body are contained in Table 4.4.f. below. Other outcome measures include graduation rates and job-placement rates (See: Criterion 2.7.b.).

Table 4.4.f. Outcome Measures by Which the SPH Evaluates Success in Enrolling a Qualified Student Body, AY 2007-AY 2009				
Outcome Measure	Target	AY 2007	AY 2008	AY 2009
MPH/MS admit rate	Maintain or decrease the admit rate of students	71%	73%	68%
MPH/MS yield rate	Increase the yield rate	74%	66%	60%
DPH admit rate	Maintain or decrease the admit rate of students	53%	50%	40%
DPH yield rate	Increase the yield rate	100%	75%	80%

4.4.g. Assessment of the extent to which this criterion is met.

This criterion is met.

Strengths:

- SPH has established recruitment and admissions policies and procedures that successfully locate, recruit and enroll qualified students into the degree programs.
- The SPH has hired a recruiter who coordinates and implements all recruitment efforts.
- The SPH is experiencing stable or increasing numbers of applicants and enrollments each degree program and specialization.

4.5 Student Diversity. Stated application, admission, and degree-granting requirements and regulations shall be applied equitably to individual applicants and students regardless of age, gender, race, disability, sexual orientation, religion or national origin.

4.5.a. Description of policies, procedures and plans to achieve a diverse student population.

CUNY's historic mission has been to promote access and excellence in higher education. The university is dedicated to providing first-rate academic opportunities for students of all backgrounds. The diversity of CUNY's student body, as a whole and within public health, is one of its greater strengths.¹

4.5.b. Description of recruitment efforts used to attract a diverse student body, along with information about how these efforts are evaluated and refined over time.

The SPH's recruitment efforts are described in Criterion 4.4.a. Within public health, student recruitment efforts draw a diverse pool of prospective applicants from such populations as current CUNY students and government agencies, such as NYCDOHMH and HHC. As demonstrated in Criterion 4.5.c., the SPH has been highly successful in recruiting a diverse student body.

The SPH is committed to maintaining and strengthening the diversity of the student body. The recruiter, under the direction of the academic services director and associate dean for academic affairs, meets routinely with specialization leadership and other faculty, to assess recruitment targets, including the numbers of minority students being recruited. As the associate dean for academic affairs, along with the recruiter and faculty, have summarized the success of the efforts of SPH, they realized that more focused outreach is necessary. To this end, in fall 2010, the Recruiter is meeting individually with several program directors and faculty to develop outreach strategies for the particular student populations served by the specialization. For instance, in fall 2010, the recruiter met with the EOHS specialization faculty and designed outreach to governmental agencies, and, in particular, to CUNY campuses and programs that have large numbers of minority students.

Another initiative that the dean and faculty are undertaking to recruit a diverse student body is the development of pipeline programs (e.g., at community and four-year CUNY colleges) for students to earn bachelor's, joint bachelor's-master's or master's degree in public health. Targets for these efforts have been established (See: Objective 1.1.) and will be assessed continuously by the associate dean for academic affairs, the recruiter, the assessment committee and the campus directors.

While the study body is quite diverse, some groups – such as Hispanic/Latinos – are somewhat underrepresented, compared to the New York City population as a whole. In fall

¹CUNY. *About CUNY*. <http://web.cuny.edu/about/cuny/about.html>.

2011, SPH will be moving into its new building in the heart of Harlem, a largely Hispanic and African-American community. In addition to existing ties that faculty and students have to organizations in this community, SPH representatives have begun to expand outreach efforts by meeting with community groups and leaders to map out plans for future research and service.

4.5.c. Quantitative information on the demographic characteristics of the student body, including data on applicants and admissions, for each of the last three years. Data must be presented in table format. See CEPH Data Template L.

Table 4.5.c.1. Demographic Characteristics of SPH Student Body, Including Data on Applications and Admissions for Each of the Last 3 years¹ and Fall 2010									
		AY 2007		AY 2008		AY 2009		Fall 2010	
		M	F	M	F	M	F	M	F
African-American	Applied	4	43	7	55	30	93	29	101
	Accepted	3	26	5	35	11	49	16	51
	Enrolled	3	21	5	28	8	36	10	24
Caucasian	Applied	12	52	8	38	28	141	32	148
	Accepted	11	40	5	28	18	114	19	96
	Enrolled	4	37	4	17	9	65	10	65
Hispanic/Latino	Applied	4	12	5	25	11	37	5	50
	Accepted	2	8	4	12	6	24	3	27
	Enrolled	2	8	4	11	6	18	3	16
Asian Pacific Islander	Applied	2	15	4	21	21	38	14	68
	Accepted	1	11	3	14	13	26	5	37
	Enrolled	1	7	1	8	8	18	4	19
Native American/Alaska Native	Applied	0	0	0	0	0	1	0	1
	Accepted	0	0	0	0	0	1	0	1
	Enrolled	0	0	0	0	0	1	0	0
Unknown/Other	Applied	18	74	26	138	17	31	5	30
	Accepted	11	50	18	105	7	21	4	14
	Enrolled	10	32	15	61	5	10	3	8
International	Applied	12	18	16	24	18	35	4	3
	Accepted	7	13	10	19	12	20	1	2
	Enrolled	2	10	5	14	4	9	1	2
Total (M/F)	Applied	52	214	66	301	125	376	89	401
	Accepted	35	148	45	213	67	255	48	228
	Enrolled	22	115	34	139	40	157	31	134
TOTAL	Applied	266		367		501		490	
	Accepted	183		258		322		276	
	Enrolled	137		173		197		165	

Data on student diversity are shown in Table 4.5.c.1. These figures are based on applicant self-reports which are deemed optional by the university. Between 45% (2008) and 7.5% (2009) of applicants choose not to fill in this information. Still, the available data show that applicant diversity mirrors student diversity and that a majority of students represent racial

¹ Excludes PHN MS/MPH students

and ethnic minorities (52% in AY 2009): 22% African-American, 12% Hispanic/Latino and 18% Asian/Pacific Islander.

From AY 2007 to 2009, there was a substantial growth in the proportion of racial and ethnic minorities: African-American (15.7% v. 22%), Hispanic/Latino (7% v. 12%) and Asian/Pacific Islander (5.7% to 18%) students. The data for fall 2010 are in line with the 2009 data.

The SPH is generally more diverse than SPHs as a whole (See: Table 4.5.c.2.). The SPH has higher proportions of African-American and Hispanic/Latino students than other SPH's. The proportion of Caucasians is lower by almost 20%.

Table 4.5.c.2. Racial/Ethnic Composition of Students at SPH Compared to All Schools of Public Health in the U.S.A			
Racial/Ethnic Group	Number	%	All Schools of Public Health ¹
Caucasian	77	37	56.5
African American	44	21	11.0
Hispanic/Latino	24	11	8.5
Asian/ Pacific Islander	26	12	13.3
Other	0	0	10.1
Unknown	28	13	
International	13	6	
Total	209	100	

4.5.d. Identification of measures by which the school may evaluate its success in achieving a demographically diverse student body, along with data regarding the school's performance against these measures for each of the last three years.

The Dean's Cabinet has set the following recruitment objectives as measures of SPH success in achieving a diverse student body:

- Number of recruitment activities
- Geographic diversity of doctoral applicants
- Racial and ethnic diversity of student body
- Number of pipeline programs (e.g. at community and four-year CUNY colleges) for students to earn bachelor's, joint bachelors-masters or Master's degrees

¹ ASPH, 2008, Annual Data Report

Table 4.5.d. Outcome Measures by Which the SPH Evaluates Success in Achieving a Demographically Diverse Student Body, AY 2007-AY 2009

Outcome Measure	Target	AY 2007	AY 2008	AY2009
Number of DPH/MPH/MS recruitment activities	Increase the number of recruitment events	N/A	15	24
Geographic diversity of doctoral applicants from outside NYS	Maintain or increase the % of DPH applicants from outside NYS	4%	9%	11%
Racial and ethnic diversity of student body	Increase the % of racial and ethnic minorities in the graduate program	African-Amer 16%	African-Amer 19%	African-Amer 22%
		Caucasian 29%	Caucasian 11%	Caucasian 38%
		Hispanic/Latino 8%	Hispanic/Latino 8%	Hispanic/Latino 12%
		Asian Pacific Is 6%	Asian Pacific Is 5%	Asian Pacific Is 13%
		Unknown 30%	Unknown 44%	Unknown 7%
		International 9%	International 10%	International 6%
Number of pipeline programs (e.g. at community and 4-year CUNY colleges) for students to earn bachelor's, joint bachelors-master's or master's	By 2013, increase the number of pipeline programs to two	0	0	0

4.5.e. Assessment of the extent to which this criterion is met.

This criterion is met.

Strengths:

- SPH has a diverse student body.
- The SPH has enrolled higher proportions of African-American and Latino students, two of the nation's more disadvantaged groups, than all U.S. SPHs. In fact, like urban America and a growing portion of the nation as a whole, the SPH has become a "majority-minority" institution, preparing it to meet the nation's public health workforce needs.
- Recruitment efforts to maintain and improve student diversity are a principal goal of outreach. The move of SPH to East Harlem will amplify efforts at recruiting a diverse student body.

4.6 Advising and Career Counseling. *There shall be available a clearly explained and accessible academic advising system for students, as well as readily available career and placement advice.*

4.6.a. Description of the advising and career counseling services, including sample orientation materials such as student handbooks.

Academic Advisement

Academic advisement begins with a prospective student's first contact with the program. Faculty continue offering academic advice throughout the admissions process, through the student's matriculation and beyond. Most SPH faculty are involved in advising students.

MPH, MS and BS degree programs: Academic advisement is available to prospective students, matriculated students, non-matriculated students (for programs that accept such students) and individuals who do not attend the program.

Prospective students:

- Initial student inquiries are handled by the SPH recruiter, who sends the student general program information and an invitation to attend the next information session.
- Information sessions for prospective MPH and MS students are described in Criterion 4.4.a.
- Information sessions for the BS degrees (COMHE and NFS) are held twice a year. Each session is chaired by the faculty member assigned to undergraduate programs.

Matriculated students:

- MPH/MS students accepted for matriculation are sent information packets. Some campuses send a student handbook.
- An academic adviser is assigned to each person who accepts an offer of admission as a matriculant. Ideally, the student-adviser team is maintained until graduation. In some cases, another adviser will be assigned to the student (e.g., the student's area of specialization changes, the faculty member goes on sabbatical, the two are otherwise incompatible).
- Students meet with their advisers at least once per semester to discuss career goals, progress in the program and planning for the following semester. Since students need faculty permission to register for the following semester, they must meet regularly.
- New student orientation sessions for degree programs take place before or during the first week of each semester.
- Most programs have LISTSERV, which provides a way to communicate rapidly with students.
- Required graduate student meetings: Each campus holds a meeting early in each semester during class hours that graduate students and faculty are required to attend. At these sessions, faculty present information about courses to be offered the following semester and planned times for advisement. They also ask for student input on a variety of other

topics, including ease of registering, adequacy of counseling and career advisement, and scheduling of classes. This is done via email for the BS programs.

- For MPH/MS students who expect to enroll in fieldwork within the coming year, responsible faculty meet with them to orient them to the requirements and procedure for fieldwork and discuss the availability and suitability of fieldwork assignments and professional practice.

Non-matriculated students:

- In specializations that accept non-matriculated students, the students also may be assigned an adviser. The main purpose of the advisement is to encourage capable students to apply for matriculation, or, in some cases, recommend other courses of action to students who are having trouble meeting academic requirements.

DPH Degree Program

Academic advisement for doctoral students begins with a prospective student's first contact with the program. Information about advisement is available in the graduate student handbook at: http://www.gc.cuny.edu/current_students/handbook/index.htm. With some differences, the procedures for student advisement are the same for the DPH program as they are for the MPH and MS degree programs. In the first semester, students are assigned a faculty adviser. As they move to dissertation, students may change advisers to select a faculty member with appropriate expertise.

Career Counseling

Counseling activities such as resume writing, dressing for success and honing interview skills are offered by the Career Services Office on each campus. In addition, the SPH offers career counseling in the following ways:

- As mentioned above, students receive career counseling from their advisers during their periodic advisement sessions and are encouraged to discuss their short- and long-term professional goals at these sessions. Of course, advisers are available to counsel students during regular office hours.
- Each student is encouraged to join the LISTSERV hosted by the student's degree program and/or specializations. One of the functions of the LISTSERV is to announce position openings, professional meetings and award and grant opportunities, thereby serving as a conduit for career guidance.
- Students are encouraged to become active members of the student committees of the local affiliates of their professional associations, such as PHANYC and the Greater New York Dietetic Association. These associations offer students networking opportunities and advice on career building.
- There are specialized groups that have career counseling as one of their activities. For instance, the Latino Health Fellowship Initiative provides ongoing informational listings of organizations, field placements and employment opportunities and Latino health-related events throughout the year for Latino students and students interested in working with Latino populations.
- Students frequently are invited to attend career fairs that are sponsored by CUNY campuses or by governmental agencies and private organizations.

4.6.b. Description of the procedures by which students may communicate their concerns to school officials, including information about how these procedures are publicized and about the aggregate number of complaints submitted for each of the last three years.

The university recognizes its responsibility to establish procedures for addressing student complaints about faculty conduct that is not protected by academic freedom and not addressed in other procedures. Therefore, in January 2007, the CUNY Board of Trustees adopted a university-wide policy regarding student complaints about faculty conduct that are not protected by academic freedom. All units of CUNY must subscribe to this statement. As such, it appears on the constituent websites¹.

The CUNY Office of Academic Affairs (OAA) maintains an electronic suggestion box at http://www.surveymonkey.com/s.aspx?sm=y2weo5thPTRacDHIIGCIBg_3d_3d, which is designed to enable all CUNY faculty and staff as well as students to share ideas directly with the OAA. Suggestions submitted are forwarded to the appropriate OAA personnel. Students who want a response are asked to include their name and e-mail address, but that information is optional. Some questions and comments may be publicized, with any identifying information removed.

Through college catalogs, student handbooks, orientation materials and individual course syllabi, SPH students are made aware of policies regarding fair and ethical practices. For example:

- During orientation, students are advised to familiarize themselves with college policies, which are described in Criterion 4.6.a.
- Students are advised that if there is a complaint about a faculty member, the issue should first be broached to the faculty member and then in progressive order to the program director and the campus director. At any point, the student may wish to contact the college ombudsman.
- The ombudsman is empowered to investigate complaints and grievances by any member of the college community (student, faculty, staff, or administration) about a problem or condition in the college. When requested and where possible, the anonymity of a complainant will be protected, and names will not be used in any reports the ombudsman may make. When someone feels unfairly treated or unjustly disadvantaged, the ombudsman advises the person of the available appeals procedures, recommends corrective action to be taken by the appropriate college officers or recommends changes in college procedures or regulations that would eliminate such injustices in the future.

¹Brooklyn:

<http://www.brooklyn.cuny.edu/mkframe/mkframe.htm?frontURL=http://www.brooklyn.cuny.edu/bc/info/right.htm/>

Graduate Center: http://www.gc.cuny.edu/current_students/handbook/complaints.htm/

Hunter: <http://www.hunter.cuny.edu/student-services/advising/policies-sub/policies-student-complaints/>

Lehman: <http://www.lehman.cuny.edu/lehman/programs/undergrad-bulletin/1819.htm/>

SPH: www.cuny.edu/sph

- It is a policy of the university that information about grade appeals will appear in every course syllabus. When there is a grade dispute, students are advised to appeal in a progressive order to the instructor, program director and campus director. Students have the right to request in writing that the associate dean for academic affairs appoint a student as a member to the Grade Appeals Committee. This appeal conference should be held within the first five weeks of the semester after receipt of the grade, in accordance with the “College-wide Grade Appeals Procedures” adopted by the Senate in 1985. This information appears in the college catalog.
- Over the past three years, there have been no complaints lodged at the DPH program or the MPH programs at Lehman and Brooklyn. According to the campus director at Hunter College, since July 2006, several complaints from students were received regarding enrollment in filled classes and grading, but these issues were resolved in her office. Similarly, the college ombudsman’s office reports that during the same period, no complaints were received. Since no complaints lodged by students have gone beyond the campus director’s office for the past three years, the Program has no student complaints filed.

4.6.c. Information about student satisfaction with advising and career counseling services.

Academic Advising

Student satisfaction with academic advising and career counseling is gauged by the student exit survey and during the student focus group. In addition, students are given the opportunity during the required student meeting held every semester to express their concerns about advising and career counseling. Most recently, a survey was conducted at a student town hall meeting of the SPH students in September 2010. This survey asked students about their satisfaction with advisement and career counseling.

The findings of the exit survey over the past two years show that the majority of students find advisement either entirely adequate (34% to 39%) or somewhat adequate (16% to 39%). A sizable minority found advising completely inadequate (11% to 21%). The September survey of students found comparable results. During the student focus groups, students made the following comments:

- Students should be better informed of whom their advisers are, especially when advisers are changed.
- Faculty should offer consistent advice and ensure that students receive the same information from different faculty members. Students reported that they received contradictory information from different advisers or when comparing advice received from the same adviser with their colleagues.
- Advisement sessions should be longer than the usual 20 minutes allotted to students during registration periods.
- Not all faculty are as knowledgeable about the courses and course sequencing as they should be. Students complained of receiving contradictory or wrong information.
- Students need earlier and better advising on fieldwork and culminating experience, and the website should provide better information on these courses.

The Dean's Cabinet has responded to these assessments and comments in three ways:

- The associate dean for academic affairs has provided more guidance in advising approaches and content. An advising guidance sheet was prepared and reviewed at faculty meetings.
- The advisement period before student registration has been expanded to one-half hour. Faculty continue to be available to students on an as-needed basis. Faculty members are required to schedule at least three office hours per week.
- The associate dean for academic affairs convened a session with the faculty to review advisement procedures and faculty responsibilities.

Career Counseling

As part of the survey administered during the September town hall meeting, students were asked whether they had ever sought career advice from their academic advisers and whether they were ever offered career advising from them. About 18% said that they had sought or were offered advice from their advisors. Fewer students (about 8%) responded that they sought advice from their college's office of career services or from some other source. Students also were asked about the career services they would most likely take advantage of. The two services that received the highest ratings were job listings and internship opportunities (67%) and career advancement and networking (49%). This latter statistic on job listings is consistent with the fact that anecdotally, students are very pleased with the frequent job announcements on the LISTSERVS. Based on the large number of students who subscribe to them, it is assumed that the electronic communication system is of value.

The Dean's Cabinet has acted quickly upon the results of the survey by ensuring that career advising becomes a part of every advisement session every semester. As mentioned above, SPH leadership has convened advisement-training sessions for faculty and has included a discussion of career advisement as part of those sessions.

4.6.d. Assessment of the extent to which this criterion is met.

This criterion is met.

Strengths:

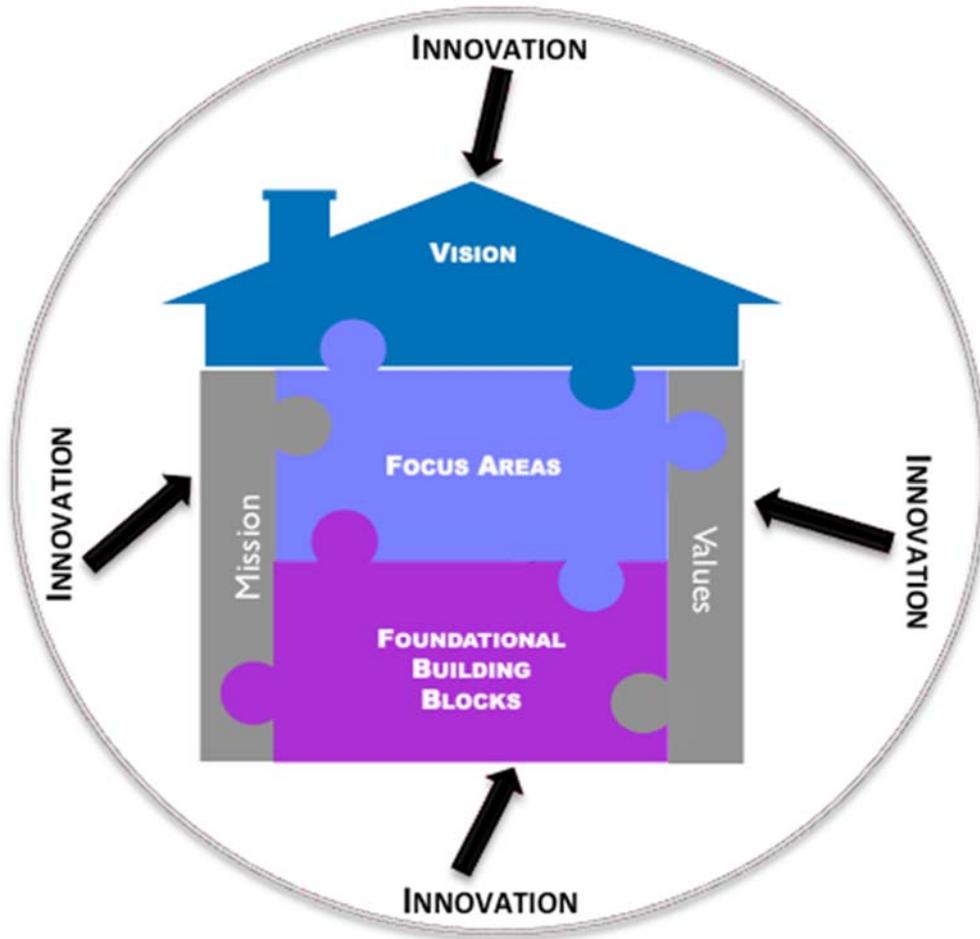
- SPH has well-developed and publicized advising services for students from the time they express interest in the program through graduation.
- There are well-defined and publicized procedures for communicating concerns to school officials and leveling formal and informal complaints.
- The director of student services is working more closely with campus and university career services and alumni offices to enhance career advisement services.

CUNY SCHOOL OF PUBLIC HEALTH

Strategic Plan Framework
(2014-2019)

April 2015

Building for our future



VISION

Promoting health and social justice in NYC and across the globe through innovation and leadership

MISSION

The mission of the CUNY SPH is to provide a collaborative and accessible environment for excellence in education, research, and service in public health, to promote and sustain healthier populations in NYC and around the world, and to shape policy and practice in public health for all

FOCUS AREAS

- Chronic, non-communicable diseases
- Communication, marketing and social media
- Food and nutrition
- Immigrant and global health
- Maternal, child, reproductive and sexual health

INNOVATIVE APPROACHES

- Direct, real-world applications and impact
- Engaging CUNY students and NYC communities as change agents
- Health in all policies
- Using technology to promote population health

STRATEGIC DOMAINS (FOUNDATIONAL BUILDING BLOCKS) AND GOALS

- Evolve our academic programs to the next level of excellence, including distance learning
- Enhance our research productivity and ensure an environment that promotes junior faculty success
- Create a student-centered academic program
- Establish a successful development campaign
- Maximize the efficiency and effectiveness of our governance model
- Develop and implement a world class communication effort
- Engage our community effectively

GUIDING VALUES

- Social justice and equity
- Integrity and excellence
- Stewardship

Focus Areas and Innovative Approaches

Chronic, Non-Communicable Diseases

Communication, Social Marketing and Informatics

Food and Nutrition

Immigrant and Global Health

Maternal Child Reproductive and Sexual Health

Direct, real-world applications and impact

Engaging CUNY Students and NYC communities as change agents

Health in all policies

Using technology to promote population health

SPH Strategic Work Plan (2014-2019)

Strategic Domain	Goal	Objectives
<i>1. Evolve our academic programs to the next level of excellence, including distance learning</i>	Goal 1: Maximize the # of FT faculty, so as to increase the % of courses delivered by FT faculty	1.1.a. By August 2016, at least 70% of SPH courses will be taught by FT faculty
		1.1.b. By December 2015, all curricula (courses) will be mapped to faculty expertise, so that gaps can be identified and future hires can be aligned to fill these gaps
	Goal 2 : Update curricula (course learning objectives and course sequencing and writing and practical skills) to assure that graduates are prepared for effective practice of public health for the 21st century	1.2.a. By December 2015, core and specialization skills required for each MPH program will be identified, based on environmental scans and stakeholder and expert input
		1.2.b. By August 2015, a schedule, format and mechanism will be established to assure cyclical review of all curricula at least once every 5 years
		1.2.c. By December 2015, program competencies will be updated and mapped to courses and course learning objectives for each academic program
	Goal 3: Promote innovative teaching modalities, use of instructional technology and develop online programs and courses	1.3.a. By May 2016, on-line courses in each of the 5 core areas of public health will be offered annually
		1.3.b. By May 2017, 15% of enrolled MPH students will have completed at least one on-line course
Goal 4. Develop an independent CUNY SPH infrastructure so that the school can offer courses, certificates and degree programs	1.4. By December 2016, an infrastructure will be developed for offering on-line credit and non-credit bearing courses, certificates and degree programs	
Goal 5: Establish SPH as a resource for CUNY undergraduate programs in public health	1.5. By May 2016, a needs assessment of CUNY programs interested in undergraduate education in public health will be completed	
<i>2. Enhance our research productivity and ensure an environment that promotes junior faculty success</i>	Goal 1. Create an independent research infrastructure for SPH	2.1.a. By May 2016, a CUNY SPH Office of Sponsored Research will be established, with the capacity to submit and manage research grants and contracts
		2.1.b. By December 2016, a research administrative structure will be created for the SPH (with clear policies and procedures for Human Subjects protection, finance especially for multiple projects, space allocation, indirect cost recovery, course buy-out policies, etc.)
		2.2.a. By February 2015, five focal areas to guide and center SPH research, educational and practice activities will be identified

SPH Strategic Work Plan (2014-2019)		
Strategic Domain	Goal	Objectives
	Goal 2: Align CUNY SPH strengths and strategic directions with research plans and funding opportunities	2.2.b. By June 2015, implementation plans for each of the five focal areas will be drafted
		2.2.c. By December 2015, research implementation plans will be mapped to faculty expertise, so that gaps can be identified and future hires can be aligned to fill these gaps
		2.2.c. By May 2016, national experts in each of the five focal areas will consult with SPH on developing and implementing research plans
	Goal 3: Establish a formal research mentoring program, pairing junior faculty with senior scholars focused on external research grant submissions and scholarship	2.3.a. By May 2015, at least two mentorship grants will be awarded to pairs of junior faculty and senior mentors
		2.3.b. By May 2017, an on-going formal SPH research mentoring program will be established
	Goal 4. Streamline and formalize policies and procedures for external grant submissions	2.4. By May 2016, SPH research policies and procedures will be finalized
	Goal 5: Increase research productivity, especially among junior faculty	2.5.a. By May 2016, FT faculty will submit average of one external grant proposal per year
		2.5.b. By May 2016, SPH FT faculty will publish an average of two peer reviewed articles per FTE
		2.5.c. By May 2016, SPH faculty will receive an average of \$150,000 in external research funding per FTE
	Goal 6. Increase formal research partnerships with governmental, academic, clinical or other public health entities	2.6. By May 2017, at least ten formal research partnerships will be established between SPH and governmental, academia, clinical or other public health entities
<i>3. Create a student-centered academic program</i>	Goal 1: Establish a school-wide Office of Student Services	3.1. By January 2015, an SPH Office of Student Services will be established, whose staff have clearly delineated roles, authority and responsibilities
	Goal 2: Streamline processes for student recruitment, admissions, enrollment and registration	3.2.a. By August 2015, CUNY SPH will implement the centralized School of Public Health Application System (SOPHAS) for our graduate programs
		3.2.b. By May 2015, at least 6 external recruitment events will be conducted, with at least 9 such events conducted annually thereafter

SPH Strategic Work Plan (2014-2019)		
Strategic Domain	Goal	Objectives
		3.2.c. By August 2015, data-driven criteria will be established and implemented to evaluate recruitment strategies and better predict applications, acceptances and enrollments
		3.2.d. By September 2015, SOPHAS based admissions procedures will be implemented across all SPH graduate programs
		3.2.e. By May 2016, graduate enrollment will increase to 15 students per FT SPH faculty member
	Goal 3. Develop of a Student Workflow and Information Management System (SWIMS)	3.3. By December 2015, a comprehensive integrated information management system will be implemented, tracking students from admission and enrollment through graduation and beyond.
	Goal 4: Support the professional development of CUNY SPH Students	3.4.a. By May 2015, a "boot camp" and on-going student support programs in writing and quantitative skills will be established
		3.4.b. By August 2015, a development and implementation plan for SPH Career Services, with defined phases, budget and timeline, will be completed
		3.4.c. By May 2016, SPH will offer at least one workshop annually on resume writing, interviewing skills and negotiating job offers
	Goal 5: Establish an SPH Alumni Association, with an robust professional development and fundraising capacities	3.5.a. By February 2015, SPH will support at least one alumni event annually
		3.5.b. By December 2015, a development and implementation plan for SPH Alumni Relations will be completed
	Goal 6. Ensure that SPH recruitment, retention and student support services are preparing its graduates to meet the range of health and social needs of New York City's emerging "majority minority" population.	3.6.a. By September 2015, Dean will appoint an Ad Hoc Task Force on SPH Diversity for 2030.
		3.6. b. By December 2015, the Task Force, which will include students, faculty and staff, will complete an assessment of the school's current status on preparing the workforce that will be needed over the next 15 years by December 2015.

SPH Strategic Work Plan (2014-2019)

Strategic Domain	Goal	Objectives
		3.6.c. By Spring 2016, a faculty retreat will discuss the Task Force Report and develop specific recommendations in several domains (e.g., student and faculty recruitment and retention, student support, curriculum) that will strengthen the School's capacity to prepare the public health workforce needed for New York City metropolitan region's 2030 population. its graduates to meet the range of health and social needs of New York City's emerging "majority minority" population.
4. Establish a successful development campaign	Goal 1: Create a development infrastructure for the school, including staffing and a robust fundraising program	4.1.a. By December 2014, advice will be sought from other CUNY institutions with successful development operations about effective fundraising and revenue-generating strategies
		4.1.b. By April 2015, SPH's development consultant will prepare a work plan for the 2015-2016 school year and a 3-year projection for creating a sustainable development infrastructure for the SPH
		4.1.c. By May 2015, a 'menu' of donor categories (clarify) will be developed
		4.1.d. By May 2015, written policies for vetting prospective donors will be drafted
		4.1.e. By September 2015, a Quarterly Report Card of SPH accomplishments, suitable for donor solicitations and for other print and electronic dissemination will be produced
		4.1.f. By December 2015, dedicated development staff will be hired
	Goal 2. Create an SPH Advisory Council to help steer development activities	4.2.a. By October 2014, an Advisory Council will be convened
		4.2.b. By September 2015, sustainable annual fundraising goals (\$200,000 for 2015), with participation from the Advisory Council will be established
	Goal 3: Establish an Annual Fund for the SPH	4.3.a. By March 2015, an individual will be identified to monitor online donations and send 'boosters' (~3x/year) to faculty, staff and other donors and prospective donors to solicit participation in the SPH Annual Fund
		4.3.b. By May 2015, at least two major gifts will be solicited; 20 prospects will be identified, and cultivation plans will be developed.
		4.3.c. By May 2015, a Dean's matching fund for the 2015 Annual Faculty and Staff Fund will be established.
		4.3.d. By December 2015, 75% of FT faculty and staff will contribute to the SPH Annual Fund

SPH Strategic Work Plan (2014-2019)		
Strategic Domain	Goal	Objectives
	Goal 4. Create sustainable revenue streams for the SPH (e.g. tuition, continuing education, indirect cost recovery, entrepreneurial endeavors)	4.4.a. By September 2015, at least one non-credit bearing certificate program will be established
		4.4.b. By September 2016, at least one credit-bearing certificate program
		4.4.c. By May 2016, a faculty consultation arm of the SPH will be established
		4.4.d. By May 2016, a mechanism for indirect cost recovery for SPH will be implemented
		4.4.e. By May 2017, at least one new entrepreneurial product or service, aligned with the mission SPH, will be developed and marketed (e.g. health-related mobile app)
5. Maximize the efficiency and effectiveness of our governance model	Goal 1. Operationalize the 2013 changes to the CUNY SPH Governance Plan (e.g. central staffing, awarding of degrees, and curriculum)	5.1. By June 2015, the organizational structure, roles, responsibilities & authority of SPH leadership, faculty and staff especially for central SPH faculty and staff (including inter-campus relationships and authority) will be clarified
	Goal 2. Streamline the SPH governance plan and bylaws to reduce inefficiencies and duplication in governance processes	5.2.a. By May 2015, SPH By-laws will be revised to address the most pressing governance issues (FSC Faculty Chair; combining Faculty Appointments with Promotion and Tenure Committees; Central SPH faculty reappoints)
		5.2.b. By December 2015, options for optimal SPH structure and governance, (from fully decentralized to hybrid to fully centralized, with relevant domains ~ e.g. admissions, research, curriculum) will be developed and analyzed
		5.2.c. By May 2016, SPH Governance Plan and By-laws will be revised, as needed, to optimize the school's structure and governance
		5.2.d. By October 2016, governance changes will be operationalized
6. Develop and implement a world class communication effort	Goal 1: Establish a consistent and distinctive CUNY SPH brand	6.1. By June 2015, standardized branding materials (e.g. business cards, stationery) will be disseminated and utilized SPH faculty and staff
	Goal 2. Maintain a professional, accurate and timely SPH website	6.2.a. By June 2015, SPH and consortial websites will provide consistent, accurate, timely and accessible information
		6.2.b. By June 2015, an evaluation framework (analytics) for all electronic communication vehicles (e.g. SPH website, Twitter, Facebook, LinkedIn, email) will be implemented

SPH Strategic Work Plan (2014-2019)		
Strategic Domain	Goal	Objectives
		6.2.c. By December 2015, an evidence-based annual communication implementation plan (based on survey, analytics, etc.) and budget and aligned with the school's strategic plan (e.g. communications standards and policies and platforms) will be created
	Goal 3. Establish a service oriented information and internal communication systems between CUNY SPH faculty, staff and students	6.3.a. By February 2015, a Culture of Innovation, with a monthly technology-focused Lunch & Learn series will be established
		6.3.b. By December 2015, an accessible, accurate SPH intranet for faculty, students and staff with electronic forms, policies & procedures will be developed
	Goal 4: Create a social media presence for the CUNY SPH	6.4.a. By May 2015, active SPH Twitter, Facebook, and LinkedIn accounts will be maintained
		6.4.b. By May 2015, the SPH Twitter will have at least 1,000 followers; the SPH Facebook page will have a total reach of 3,000; the LinkedIn alumni group will have 200 members.
<i>7. Engage our community effectively</i>	Goal 1. Create a robust practice program for CUNY SPH students	7.1.a. By August 2015, forms used in field placements (e.g., agreements, contact information, preceptor information, etc.) across all consortial campuses will be streamlined through use of online tools
		7.1.b. By December 2015, an online field work database will be pilot tested so that field work sites can post opportunities, students can search and apply for field work placements, and Division staff and fieldwork faculty can track placements and relationships
		7.1.c. By June 2015, field work preceptors will be surveyed to assess their perceptions and recommendations for field work and to explore opportunities for more ongoing placements for students through deepened relationships between organization/agency and CUNY SPH and their insights will be incorporated into implementation
	Goal 2. Establish and implement the CUNY Public Health Exchange (CPHE), an open network of public, community and nonprofit organizations working with CUNY SPH faculty, students and staff on practice and community engagement projects and a forum for intersectoral,	7.2.a. By December 2015, assessments with at least 10 organizations engaged in public health practice and reflecting New York City's diverse communities will be completed to ascertain the potential for common projects with CUNY SPH and develop criteria for selecting partners in other parts of the country and world
	7.2.b. By June 2016, at least five CPHE Open Forums will be hosted by the CUNY SPH, with the goal of exploring with community partners public health problems confronting New York City and its communities	

SPH Strategic Work Plan (2014-2019)		
Strategic Domain	Goal	Objectives
	interdisciplinary dialogues on key public health issues	7.2.c. By June 2016, at least 8 CUNY SPH faculty and 20 SPH students will be substantively engaged in planning and carrying out Public Health Exchange activities.
	Goal 3. Define and establish the role of CUNY SPH in advancing intersectoral approaches to advance health equity and a “health in all policies” approach, in partnership with organizations in NYC and beyond	7.3.a. By September 2016, an issue-focused (e.g., immigration and health) two-year plan that reflects faculty expertise, public health needs and offers an intersectoral approach to complement and expand upon existing efforts in NYC will be articulated and implementation will commence
		7.3.b. By September 2016, a set of “health in all policies” initiatives in at least three sectors, designed to optimize synergy with faculty, student, community, and public sector interests will be articulated and implemented over the subsequent two years
		7.3.c. By December 2016, a specific intersectoral health equity agenda (rather than a population-specific agenda) will be identified for at least three health problems that are SPH priorities (e.g., improving access to healthy food, reducing incidence of chronic diseases, etc.) and implemented over the subsequent next two years, in partnership with faculty, students and relevant partners wherever possible and identify future actions SPH could catalyze in order to advance such an agenda
	Goal 4. Create a space to incubate and support public health practice projects that include SPH students, faculty, and community partners.	7.4.a. By June 2016, an ‘open space’ public health problem-solving initiative with at least two discrete problem-focused sessions over the subsequent year, where faculty, staff and students join with external groups (community, institutional, government) to brainstorm solutions together will be piloted (See also 2b)
		7.4.b. By June 2016, an inventory and clearing-house that can match faculty interests and expertise with the needs and interests of external groups (community, institutional, government) for specific public health practice support will be developed and piloted
		7.4.c. By December 2016, a platform and mechanisms will be established by which the Division can support public health practice projects in which faculty, staff, students, and partners are involved

Macaulay Honors College Seminars

Macaulay Honors College students are required to take four interdisciplinary seminars designed to deepen students' understanding of the institutions and people of New York City. These seminars are: The Arts in New York City, The Peopling of New York City, Science Forward, and Shaping the Future of New York City.

Learning Objectives

Students enrolled in *The Arts in New York City* will:

- Explain the role of the arts in the lives of New York's diverse citizens
- Identify the key features of the different artistic forms studied in the class
- Construct clearly written and well-reasoned analyses of these art forms for multiple audiences (e.g. reviews, arguments, summaries, personal responses, blogs, etc.)
- Analyze artistic forms both for their formal qualities and as artifacts about New York
- Formulate their own individual aesthetic values after having studied the city's wide range of artistic expressions

Students enrolled in *The Peopling of New York City* will:

- Demonstrate a comparative understanding of different populations through research and writing about one or more immigrant groups or about an area of the city and its shifting population across time
- Use qualitative, quantitative, and experiential approaches to studying people in order to come to an understanding of the diversity of people's experience in and of the city
- Increase their understanding of past and present issues of migration, immigration, race, and ethnicity by analyzing current and historical primary and secondary sources and by engaging in debates about those issues

Students enrolled in *Science and Technology in New York City (Science Forward)* will:

- Hone their Science Sense during this course, specifically:
 - Acquire a proper sense of scale and be able to make order of magnitude estimates with reasonable assumptions.
 - Understand and get experience with measurement and data collection through activities in the field (including a BioBlitz common event) and be able to create and communicate their results using graphs and basic statistics.
 - Become familiar with proper experimental design and the practice of scientific inquiry.
 - Understand that science makes progress and changes through time based upon newly available evidence.
- Practice their critical thinking skills and employ reasonable skepticism.
- Communicate science to different audiences through two projects.
- Develop an appreciation for the similar set of skills employed by scientists in seemingly disparate fields of scientific inquiry.
- Recognize that these skills are not only applicable to their coursework, but also to their daily lives.

*Science Forward is a new type of undergraduate science seminar, helping students to see science as a lens on the world, a way of approaching questions and challenges. The course focuses on the critical thinking skills in use across the scientific disciplines, which we have summarized as the "science senses." Starting with critical issues in the contemporary world, from climate change to

Macaulay Honors College Assessment

the social and economic implications of artificial intelligence, the course encourages active learning and inquiry-based instruction. (<http://macaulay.cuny.edu/eportfolios/scienceforward/>)

Students enrolled in *Shaping the Future of New York City* will:

- Use primary sources, both qualitative and quantitative, especially in their research projects, to understand community institutions, the local economy, and the role of government
- Develop an understanding of how power differentially affects New York City's people, its built environment, and its institutions through site visits, case studies, or research projects
- Develop the ability to engage in key contemporary debates that shape the future of the city through in-class discussions, presentations, and colloquia
- Develop an understanding of the formal and informal institutions underlying decision making in the city by analyzing historical and contemporary planning and policy issues

Each seminar addresses its learning goals through the following events and activities:

The Arts in New York City

- Night at the Museum: an event where students browse, observe, think, take photographs of, and record conversations with classmates about their responses to the art they view
- Snapshot NYC: student photographs become part of a student-curated multi-media exhibit of "a day in the life of New York City"
- Technology Fair: a bi-annual event offering technology workshops to Macaulay students (ITF - Information Technology Fellows - driven)
- Visits to exhibits, performances, and artist encounters
- Cultural Passport: free or discounted access to cultural events in NYC
- Course Blogs or Websites

The Peopling of New York City

- Web Project/Seminar 2 Encyclopedia: showcases digital projects created by Macaulay Honors students in the seminar
- Museum Visits/Tours
- Oral History Assignment: students interview close relatives or friends who are immigrants asking about their families' decisions to emigrate, how they chose the United States and New York City, and their experiences in their neighborhoods
- Virtual/Walking Tour Project: students create a virtual walking tour and write up an actual 60 min tour based on their virtual creation
- Research Project: focus is on immigrant communities; includes a website/wiki as a component of the final project

Science Forward

- BioBlitz: a 24 species diversity survey of a specific area
- Science Forward Video Series
- Group Video Project: students produce a 2-3 minute video that discusses some part of the science of the BioBlitz for a public audience
- Semester Research Project: students conduct original research using BioBlitz and/or additional data and create a research poster highlighting their work
- Poster Conference: a space where students present their semester research project

Shaping the Future of New York City

- Seminar 4 Conference

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- Course Blogs or Websites
- Research Project

Assessment of Seminars

- Course evaluations of learning goals
 - Course Projects – Research poster
 - Student Presentations at Conferences
 - Students Presentations at Macaulay
 - Student Surveys – student satisfaction with academic and other aspects of Macaulay
 - Content Analysis of Student E-portfolios/blogs, Data analytics on students' use of E-portfolios.
-

MHC Goals & Co-Curriculum Assessment Overview

Goal #1: Enhance student intellectual curiosity, critical thinking skills and research skills

Indicator(s) of Success

- Successful completion of Honors Seminars
- Successful completion of Capstone Project
- End-of-Semester Progress Evaluation of students' academic and co-curriculum requirements
- Engagement in independent research projects and/or research with faculty members
- Presentations of scholarship (e.g. Celebration of Macaulay Scholarship)
- Student participation in National Conference Undergraduate Research
- Self-reported interest in topics beyond the scope of their own major(s)

Assessment Methods

- Evaluation of Celebration of Macaulay Scholarship Symposium research projects¹
- End-of-Semester Review (student progress evaluations)²
- Senior Survey
- E-Portfolio Content Analysis (proposed)

Associated Program Area(s)

- Academic Affairs; Student Activities

Goal #2: Enhance student professionalism, communication skills and leaderships ideals and engagement in activities at Macaulay Honors College, their home campuses and the community at large

Indicator(s) of Success

- Self-reported growth in engagement, leadership experience and skills, and self-confidence
- Meeting or exceeding the college's community service requirement

¹ The Macaulay Scholars Research Expo (previously named the Celebration of Macaulay Scholarship) provides the opportunity for students to share the fruits of their passion, talent and education. A panel of faculty judges awards exceptional efforts in each discipline

² At the end of every semester, student progress is reviewed by Macaulay Academic Affairs staff, campus-based directors and campus-based academic advisors. After the review, students receive formal written and verbal feedback from their advisors regarding their academic progress, areas for improvement, etc.

Macaulay Honors College Assessment

Assessment Methods

- End-of-Semester Review (student progress evaluations)
- Senior Survey
- Number of student run clubs and activities/organized events
- End-of-Semester Student Organization Evaluations (proposed)
- Focus Groups (proposed)

Associated Program Area(s)

- Student Activities, Internships, Community Service

Goal #3: Increased self-awareness and understanding of global cultures

Indicator(s) of Success –

- Students will gain global perspectives from their courses taken abroad
- Students will engage in civic/community service abroad
- Students will engage in learning opportunities beyond the classroom
- Students will learn to communicate appropriately and effectively with individuals from other cultures.
- Students will gain a sense of independence and self-confidence

Assessment Methods

- Senior Survey
- Students study abroad evaluation
- Annual Macaulay Global Experience Conference ³
- Students participation in service learning programs abroad
- Reflection Essay (proposed)
- Focus Groups (proposed)

Associated Program Area(s)

- Study Abroad/Service Abroad; Co-Curricular Activities and Programming

Goal #4: Increase student professionalism (e.g. mastery of interview skills, increased knowledge of the job market, increased workplace skills, graduate school preparation)

Indicator(s) of Success

- Students increased knowledge of interview techniques & workplace skills
- Students participation in internships
- Students Participation in professional development workshops
- Students self-reported satisfaction with employment outcomes
- Students post-graduate experience (graduation school of attendance and employment)

- **Assessment Methods**

³ The Macaulay Honors College Global Experience Conference is an opportunity for students to learn about international opportunities, including global study, service projects, internships, and fieldwork. The event features students who have just returned from international experiences (study abroad, service, internship) share their experiences.

Macaulay Honors College Assessment

- End-of-Semester Progress Evaluation of students' academic and co-curriculum requirements
- Senior Survey, Alumni Survey, Internship Evaluation
- Post-graduate education tracking
- Post-Internship evaluation
- Implementation of Simplicity a comprehensive web-based Career Services solution the will allow us to efficiently manage all aspects of career services, including job postings, on-campus recruiting, post-graduation metrics, and more.
- Employer Survey (Proposed)

Associated Program Area(s)

- Internships; Student Co-Curricular Activities

Goal #5: Increase student understanding and utilization of technology in learning.

Macaulay Honors College students use the latest tools of the digital age--including blogs, wikis, discussion forums and podcasts--to support collaboration, integrative learning, community building, and student-centered pedagogies.

- **Indicator(s) of Success** Self-reported increase in knowledge of and use of technology
- Use of e-portfolios, blogs to collect, reflect on and share work
- Integration of technology in Macaulay seminars

Assessment Methods

- Macaulay E-portfolio Expo⁴
- Senior Survey
- Students evaluation of their technology use
- Content Analysis of E-Portfolios, Blogs (proposed)

Associated Program Area(s)

- Academic Affairs, Macaulay Seminars

⁴ The Macaulay Eportfolio Expo is an annual event where a panel of internal and external judges choose the best in a variety of categories among student submissions of their Eportfolio.

2015 MACAULAY SCHOLARS RESEARCH EXPO

Presentation Scoring Rubric

Judge's Name: _____

Presenter's Name: _____

Presenter Research Category: _____

Score Key:	
0	No attempt
1	Developing
2	Competent
3	Exemplary

Please rate the poster/presenter from 0 to 3 on each of the following (circle one):

1. Statement of Research Problem/Rationale:

- | | | | | |
|---|---|---|---|---|
| a) Effectively explains the justification for and significance of the study | 0 | 1 | 2 | 3 |
| b) Clearly states the hypotheses or question(s) being addressed | 0 | 1 | 2 | 3 |

2. Literature Review

- | | | | | |
|---|---|---|---|---|
| a) Explains why this study is needed to fill gaps or add to existing knowledge (cites existing research if appropriate) | 0 | 1 | 2 | 3 |
|---|---|---|---|---|

3. Methods/Theoretical Framework:

- | | | | | |
|--|---|---|---|---|
| a) Clearly describes the methods that are used | 0 | 1 | 2 | 3 |
|--|---|---|---|---|

4. Results and Discussion:

- | | | | | |
|--|---|---|---|---|
| a) Shows how results or arguments effectively address the question(s) raised | 0 | 1 | 2 | 3 |
| b) Conveys the significance and importance of the findings/arguments | 0 | 1 | 2 | 3 |

6. Presentation Overall:

- | | | | | |
|---|---|---|---|---|
| a) Effective delivery of oral presentation, including materials and Q & A | 0 | 1 | 2 | 3 |
|---|---|---|---|---|

TOTAL: _____ /21

Comments: _____

Seminar 3 - Science and Technology in New York City - Fall 2014

Student feedback is invaluable when assessing course content. Please note this is a SHORT SURVEY of the Macaulay SEMINAR 3 - SCIENCE AND TECHNOLOGY IN NEW YORK CITY, AND NOT THE INSTRUCTOR. Please be as precise as you can in your answers. Please choose "not applicable" for any activity you did not do. You may find one or more questions at the end of each section that invite an answer in your own words. Please comment candidly, bearing in mind that future students will benefit from your thoughtfulness. Remember that this is an anonymous survey. Responses will not be identifiable by student, instructor or section.

Mary Pearl
Associate Dean and Chief Academic Officer
Macaulay Honors College

If you have any questions or difficulty with this survey, please contact Diane Phillips, Director of Institutional Research, Macaulay Honors College at diane.phillips@mhc.cuny.edu

1. Your understanding of class content.

As a result of your work in this class, what GAINS DID YOU MAKE in your UNDERSTANDING of each of the following?

	no gains	a little gain	moderate gain	good gain	great gain	not applicable
The main concepts explored in the class	<input type="radio"/>					
The relationships between the main concepts	<input type="radio"/>					
Science as a way of knowing	<input type="radio"/>					
Science in New York City	<input type="radio"/>					
How ideas from this class relate to ideas encountered in other classes within this subject area	<input type="radio"/>					

Please comment in the box below on HOW YOUR UNDERSTANDING OF THE SUBJECT HAS CHANGED as a result of this class.

2. Increases in your skills.

As a result of your work in this class, what GAINS DID YOU MAKE in the following SKILLS?

	no gains	a little gain	moderate gain	good gain	great gain	not applicable
Finding articles relevant to a particular problem in professional journals or elsewhere	<input type="radio"/>					
Critically reading articles about issues raised in class	<input type="radio"/>					
Identifying patterns in data	<input type="radio"/>					
Recognizing a sound argument and appropriate use of evidence	<input type="radio"/>					
Developing a logical argument	<input type="radio"/>					
Writing documents in discipline-appropriate style and format	<input type="radio"/>					

Please comment in the box below on what SKILLS you have gained as a result of this class.

3. Class impact on your attitudes.

As a result of your work in this class, what GAINS DID YOU MAKE in the following?

	no gains	a little gain	moderate gain	good gain	great gain	not applicable
Enthusiasm for the subject	<input type="radio"/>					
Interest in taking or planning to take additional classes in this subject	<input type="radio"/>					
Confidence that you understand the material	<input type="radio"/>					
Your comfort level in working with complex ideas	<input type="radio"/>					
Your willingness to seek help from others (teacher, peers, TA) when working on academic problems	<input type="radio"/>					

Please comment in the box below on how has this class CHANGED YOUR ATTITUDES toward this subject.

4. Integration of your learning.

As a result of your work in this class, what GAINS DID YOU MAKE in INTEGRATING the following?

	no gains	a little gain	moderate gain	good gain	great gain	not applicable
Connecting key class ideas with other knowledge	<input type="radio"/>					
Applying what I learned in this class in other situations	<input type="radio"/>					
Using systematic reasoning in my approach to problems	<input type="radio"/>					
Using a critical approach to information and arguments I encounter in daily life	<input type="radio"/>					

Please comment in the box below on what you will CARRY WITH YOU into other classes or other aspects of your life.

5. The Class Overall.

HOW MUCH did the following aspects of the class HELP YOUR LEARNING?

	no help	a little help	moderate help	much help	great help	not applicable
The instructional approach taken in this class	<input type="radio"/>					
How the class topics, activities, reading and assignments fit together	<input type="radio"/>					
The pace of the class	<input type="radio"/>					

Please comment in the box below on how the instructional approach to this class helped your learning.

6. Class Activities.

HOW MUCH did each of the following aspects of the class HELP YOUR LEARNING?

	no help	a little help	moderate help	much help	great help	not applicable
Attending class	<input type="radio"/>					
Trips	<input type="radio"/>					
Presentations at Macaulay	<input type="radio"/>					
Hands-on activities	<input type="radio"/>					

Were there any particular things about the format of the course (such as lecture, discussion, laboratory, readings, projects, etc.) that you found especially helpful in learning about the material presented in the course?

7. Assignments, graded activities and tests.

HOW MUCH did each of the following aspects of the class HELP YOUR LEARNING?

	no help	a little help	moderate help	much help	great help	not applicable
Graded assignments (overall) in this class	<input type="radio"/>					
Specific graded assignments	<input type="radio"/>					
The number and spacing of tests	<input type="radio"/>					
The fit between class content and tests	<input type="radio"/>					
The feedback on my work received after tests or assignments	<input type="radio"/>					

Please comment in the box below on how the GRADED ACTIVITIES helped your learning.

8. Class Resources.

HOW MUCH did each of the following aspects of the class HELP YOUR LEARNING?

	no help	a little help	moderate help	much help	great help	not applicable
Books	<input type="radio"/>					
Other reading materials	<input type="radio"/>					
Other class resources	<input type="radio"/>					
Online notes or presentations by instructor	<input type="radio"/>					

Please comment in the box below on how the resources in the class helped your learning.

9. Information Provided.

HOW MUCH did each of the following aspects of the class HELP YOUR LEARNING?

	no help	a little help	moderate help	much help	great help	not applicable
Explanation of how the class topics, activities, reading and assignments related to each other	<input type="radio"/>					
Explanation given by instructor of how to learn or study the materials	<input type="radio"/>					

Please comment in the box below on HOW the INFORMATION YOU RECEIVED about the class helped your learning.

10. Support for you as a learner.

HOW MUCH did each of the following aspects of the class HELP YOUR LEARNING?

	no help	a little help	moderate help	much help	great help	not applicable
Interacting with the instructor during class	<input type="radio"/>					
Interacting with the instructor during office hours	<input type="radio"/>					
Working with ITFs outside of class	<input type="radio"/>					
Working with peers outside of class (e.g., study groups)	<input type="radio"/>					

Please comment on how the SUPPORT YOU RECEIVED FROM OTHERS helped your learning in this class.

11. If you could change any aspect of this course as an honors course, what would it be?

12. What did you learn in this science course that was different from what you've learned in other science courses?

**Macaulay Honors College
Performance Management Process Goals
2014-15 Academic Year**

Colleges are responsible for making annual progress on the nine university goals (section A), the relevant sector goals (section B), and a set of focus area goals to be determined by each college (section C). Beneath each numbered goal in sections A and B are the indicators which will serve as the standard measures of progress for that goal. Standard indicators that do not apply to a particular college will be replaced by alternate metrics to be developed by the college in collaboration with the central office. Standard metrics will be prepared by the Central Office of Institutional Research and Assessment (OIRA). Alternate metrics and other college-specific evidence are to be provided by the college.

A. University Goals

- 1. Increase opportunities for students to be taught by full-time faculty¹**
 - a. Percentage of instruction delivered by full-time faculty
 - b. Ratio of Student FTEs to Full-time Faculty
n/a
 - 2. Increase faculty scholarship and research impact²**
 - a. Average number of publications and creative activities (3-year weighted rolling average)
 - b. Number of funded research grants
 - c. Total dollar amount of research grants (3-year weighted rolling average) n/a
 - 3. Ensure that students make timely progress toward degree completion**
 - a. Average number of credits (equated credits) earned in one year
 - b. Percentage of students who earn 30 credit (equated credits) per year
 - c. One-year retention rate of first-time freshmen (actual and regression-adjusted) n/a
 - 4. Increase graduation rates**
 - a. Four-year graduation rate of first-time freshmen (actual and regression-adjusted)
 - b. Six-year graduation rate of first-time freshmen

Conduct a study of students who graduate in more than 4 years.
 - 5. Improve student satisfaction with academic support and student support services**
 - a. Even years: Colleges will report on policies, practices, and activities intended to increase student satisfaction with academic and student support services
 - b. Odd years: Student satisfaction with Academic Advising Effectiveness and Campus Support Services as measured by Noel-Levitz SSI
*Macaulay will report on College Key indicators.
Develop Student Opinion Survey to identify campus climate indicators for the College.
Design options for residential learning that are alternatives to the GI plan.
Successfully incorporate 2 new advisors, conduct monthly skills-building seminars for advisors, and present at NCHC papers on multi-campus honors advisement*
-

- 6. Improve student satisfaction with administrative services³**
 - a. Even years: Colleges will report on policies, practices, and activities intended to increase student satisfaction with administrative services
 - b. Odd years: Student satisfaction with *Recruitment and Financial Aid Effectiveness*, *Registration Effectiveness*, and *Service Excellence* as measured by Noel-Levitz SSI

Increase the number of internships posted and company visits by 10%. Increase participation in professional development workshops by 10%
- 7. Increase revenues**
 - a. Voluntary contributions (3-year weighted rolling average)
 - b. Grants and contracts (3-year weighted rolling average)
 - c. Alternative revenues (e.g., rentals, licensing, ACE) (3-year weighted rolling average)
Increase fundraising by 10%
- 8. Use financial resources efficiently and prioritize spending on direct student services**
 - a. Spending on instruction, research, and student services as a percentage of tax-levy budget
 - b. Percent of budget in reserve (colleges should target 1-3%)
Budget priority given to instruction, research and student services, linked to the PMP & Strategic Plan with an increase over last year's percentage.
- 9. Increase the proportion of full-time faculty from under-represented groups⁴**
 - a. Percentage of full-time faculty from under-represented groups (total minority, women, Italian Americans) n/a

B. Sector Goals

- 1. Increase faculty satisfaction**
 - a. COACHE satisfaction measures n/a
- 2. Increase enrollment in master's program's**
 - a. Total enrollment in master's programs n/a
 - b. Recruitment for new master's programs n/a
 - c. One-year retention in master's programs n/a

C. College Focus Area Goals

Our areas of focus are in line with our strategic plan emphasis on four areas: student achievement, building Macaulay community, recognition for the college, and fundraising. Many of these initiatives address more than one area.

1. Community/Achievement: More value to the students and College from the Opportunities Fund

⁴ University Goal 9 does not apply to the Macaulay Honors College.

The Opportunities Fund is the most differentiated and expensive benefit offered to Macaulay students, other than tuition. It is used primarily for study abroad. In 2013, we began a strategic shift to position the Opportunities Fund from individual choices of study abroad programs to group travel. The shift will accomplish two goals: a) strengthen Macaulay community by providing a way for Macaulay students to live and work together; b) build on our NYC seminars to give our students a global perspective on 21st challenges. Our programs will be built in partnership with CIEE, one of the largest international study providers.

Goal: Shift a majority of student travel to CIEE programs over 3 years. Building on our successful pilot in 2013, we plan to serve approximately 100 students with group travel in 2014.

2. Achievement: Increase availability of high quality faculty for classroom teaching and research.

Macaulay promises students that they will have access to top CUNY faculty but the reality has been very different. Almost all faculty assignments are made by the campuses, which have to balance conflicting priorities of serving honors students with small seminars and their overall staffing needs. The only exceptions were limited faculty lines made available specifically for Macaulay faculty. Even here, the choice of faculty reverted to the campuses.

Goal: Present a comprehensive faculty plan to the Chancellor, with dedicated lines for Macaulay teaching and research assignments. Appoint replacement faculty for 1 Visiting Professor and 1 Distinguished Lecturer.

3. Sustainability: Increase college endowment and private philanthropy for the Opportunities Fund and other strategic priorities.

Macaulay's development activities have been increasing every year, and with the addition of its first Vice President as of July 2014, we expect to accelerate our progress. Our fundraising challenges include a small Foundation board and young alumni. However, our base of donors has been growing and our Foundation board has approved a capital campaign, which will coordinate with the 15th anniversary of the founding of the College and the 10-year anniversary of our first graduating class.

Goal: We will increase our fundraising by 10%.

4. Community: Improve student satisfaction with Macaulay community.

In our annual surveys, students express an extraordinary level of satisfaction with their education, with almost all of the Class of 2014 stating that they would make the same college choice again.

However, on the question of community, students were less positive. This is not particularly surprising, given a student body that is largely commuters to five boroughs and eight different campuses. A residential college would yield the ultimate sense of community, but at the highest

capital cost. We have tasked ourselves with improving the sense of community without relying on a traditional residential college, and at least matching the satisfaction level the students attribute to their home campus. One approach will be the Opportunities Fund strategy described above, but we will also be testing a number of other approaches.

Goal: Increase satisfaction rate over two years to match or exceed home campus percentage of 67% (currently 46%).

5. Achievement: Increase success in pre-health careers.

More than 50% of our entering students hope to attend medical school, in keeping with their ambitious and sometimes narrowly defined career aspirations. This year, we will move ahead on a long-anticipated expansion of our Macaulay-specific advising program to counsel our students on a wider range of health-related and STEM careers, and will offer more customized advising for our most successful pre-medical applicants.

Goal: Establish benchmarks for student and alumni satisfaction with current pre-health advising. This research will shape the job description and agenda of our pre-health adviser, who will work in partnership with pre-med advisors at the campuses.

Appendix
Section Six

THE
GRADUATE
CENTER

CITY UNIVERSITY
OF NEW YORK

JUNE 1, 2015

**SPS Strategic Plan
Short Term Goal Data Points**

Investments in New Degrees			
	Title	Hire Date	Salary
FACULTY INVESTMENTS			
	ASST PROFESSOR	Fall 2013	\$74,133
	ASST PROFESSOR	Fall 2014	\$76,395
	PROFESSOR	Fall 2013	\$116,364
	PROFESSOR	Spring 2014	\$128,000
	DISTINGUISHED LECTURER	Fall 2012	\$95,000
	CLINICAL PROFESSOR	Summer 2014	\$75,000
		6 Positions	\$564,892
SUPPPORT STAFF INVESTMENTS			
	HIGHER EDUC ASST	Spring 2014	\$59,608
	ACADEMIC PROGRAM SPECIALIST	Fall 2014	\$68,024
		2 Positions	\$127,632
	TOTAL INVESTMENTS IN NEW DEGREES	8 Positions	\$692,524
Investments in Improving Retention / Graduation			
	PROF SCHOOL ASST DEAN	Spring 2014	\$117,500
	ASST TO HEO	Fall 2012	\$55,126
	ASST TO HEO	Spring 2013	\$55,126
	ASST TO HEO	Spring 2013	\$53,241
	ACADEMIC ADVISOR	Spring 2013	\$55,126
	HIGHER EDUC ASST	Spring 2014	\$61,903
		6 Positions	\$398,022
Investments in Curricular Changes to Support General Education / Pathways			
Instructional Technology Fellows		Fall 2012 / Spring 2013	\$61,902
Summer Hours (Faculty, ITF's)		Fall 2012 / Spring 2013	\$13,863
Course Copyright Agreements		Fall 2012 / Spring 2013	\$63,000
Workshops		Fall 2012 / Spring 2013	\$2,000
Equipment		Fall 2012 / Spring 2013	\$500
Communication: Web, Catalog, Marketing, Social Media		Fall 2012 / Spring 2013	\$8,735
		Pathways Budget Allocation (FY2013)	\$150,000
Investment in Orientation via Grant			
Project Coordinator		Spring 2014 / Fall 2014	\$20,000
Lead Data Analyst		Spring 2014 / Fall 2014	\$33,750
Non-Instructional Support (Facilitators, Mentors, Media Development, Instructional Designer)		Spring 2014 / Fall 2014	\$78,750
OTPS		Spring 2014 / Fall 2014	\$3,500
SPS Indirect (Overhead)		Spring 2014 / Fall 2014	\$13,600
		Orientation Allocation (FY2014)	\$149,600
Investment in Fundraising Efforts			
	ASSOCIATE ADMIN	Fall 2013	\$104,000
	COLLEGE ASSISTANT	Fall 2013	\$19,335
		2 Positions	\$123,335