

Budget and Planning Committee
Meeting Agenda – Tuesday, Feb. 9, 2016
10:30 – noon
Rm. 610 Haaren

- 1. Approval of Minutes for December 16, 2015, and January 19, 2016.** Proposed minutes are attached for both meetings, with related documents.
- 2. Budget Update.** President Travis
- 3. Implementation of the Strategic Plan.** The planning and financial subcommittees propose the adoption of recommendations (attached) for implementation of the Strategic Plan. The recommendations originated with ad hoc committees appointed to consider implementation of six of the seven goals. The subcommittees made some changes in format and content.
- 4. Update on Professional Studies and John Jay Online.** Associate Provost Anne Lopes
- 5. Tentative: Update on Recruitment Initiatives.** Vice President Bob Troy (due to a meeting conflict, VP Troy may not be able to return to campus from CUNY in time for this report)

Budget and Planning Committee Meeting
Minutes
February 9, 2016

Attendees: President Jeremy Travis, Ned Benton, Jane Bowers, Dara Byrne, James Cauthen, Henry Chan, Lynette Cook-Francis, Angela Crossman, Janice Dunham, Mark Flower, Jay Hamilton, Nikki Hancock-Nicholson, Richard Haw, Karen Kaplowitz, Patricia Ketterer, Lawrence Kobilinsky, Thomas Kucharski, James Llana, Anne Lopes, Sylvia Lopez, Bonnie Nelson, Allison Pease, Lisandro Perez, Douglas Salane, Michael Scaduto, Raj Singh, Charles Stone, Robert Troy, Nancy Velazquez-Torres, Alison Orlando (Recorder)

1. Approval of Minutes for December 16, 2015, and January 19, 2016. Minutes were approved as proposed.
2. Budget update. The President gave an update on the state budget situation. In the state budget, the Governor proposed reducing funding by \$485 million to CUNY with the expectation that the funding will be picked up by the city. The Governor has stated that this shift in funding won't cost the city any additional money. The Governor also proposed that \$240 million of state money will be used to cover collective bargaining. The President explained that the critical date to watch is April 1, which is when the state budget must be enacted. The President then went over two documents he provided: the Chancellor's Testimony on 2016 - 2017 State Executive Budget, and Legislative Findings and Intent. The President opened the floor to questions and comments. B. Nelson said she was struck by the statements about CUNY having high administrative overhead, and wondered about the data behind this statement. The President explained that this information came from IPEDS, and one issue with the data is that it compares things that are not alike. The President went on to explain that there is some good news in the Governor's budget proposal such as five years of modest tuition increases, which will help John Jay. He also talked about CUNY's commitment to support John Jay. He said that financial modeling is being done by Pat K. and Mark F. to see what the tuition increases will mean for John Jay in the out years. He also explained that Jane is working on an academic plan. Tom K. asked whether the College would be poorer relative to other senior colleges when the tuition increases go into effect since a high percentage of John Jay students have TAP waivers. The President said Pat K. is going to update an analysis related to this. Ned B. made the point that graduate students are often negatively affected when tuition is increased, and this is often forgotten. The President agreed that this is a point that often gets lost.
2. Campus Climate Update (not on original agenda). The President then shifted the conversation to the campus climate. He explained that discussions and teach-in's have come to campus on national, CUNY, and John Jay specific issues. Some of the issues raised among others include renaming the college, the union contract, and black lives matter. The President said that he views this as a positive, as the students are talking about the mission and becoming engaged with the institution. He explained that at the Town Hall Meeting tomorrow, the Social Justice Project has been invited to speak.
3. Implementation of the Strategic Plan. Lisandro P. talked about John Jay being an HSI and the wording of Goal Five, which speaks to enhancing John Jay's identity as an HSI. Then Jim L. explained the process behind the recommendations for the implementation of the Strategic Plan. After the Strategic Plan was adopted, Jane B., Karen K. and he appointed workgroups for each goal except goal 3. The workgroups then came up with recommendations for the

implementation of their appointed goal. These recommendations were then brought to the subcommittees of the BPC where changes were made. The revised recommendations will be discussed today at this meeting, and then the final recommendations will be sent to the President. Anne L. suggested that the recommendations for Goal One: Foundations for Lifelong Success have something explicit that focuses on internships. There was then a discussion about the wording "Central and South America." Anne L. said she used the wording Central and South America because she was referring to specific efforts and initiatives in that area that needed to be expanded upon. Anne L. said she was open to changing the wording to Latin America. Jay H. felt it should be made more general. Ned B. felt it should be changed to promote college initiatives across the world. Jane B. felt that there should be some focus and not a large general statement. There was then a discussion that Goal Two: Faculty Support, was not detailed and should be broken out and be made more specific. Nancy V. spoke about how she felt that faculty development opportunities should be labeled and identified throughout the recommendations because there is faculty development throughout the other goals. Jim C. felt that a draft of this document should go on the website for comments similar to the Strategic Plan. Tom K. spoke about how there should be more in the recommendations on having infrastructure to support faculty research. Anne L. said that we might want to add something about developing research infrastructure. There was a discussion on why are we developing new programs, when we have problems supporting existing programs. Jim C. made the point that if existing programs were supported more they could be large revenue generators. J. Llana noted that the recommendations raised at the meeting today would go to the President through the Strategic Plan Co-Chairs.

New York Education - Article 125 - § 6201

Legislative Findings and Intent

§ 6201. Legislative findings and intent.

1. The legislature finds that in order to meet the state's responsibility to provide post-secondary education in New York city beyond the associate degree level, as it does elsewhere in the state, there should be full state funding of senior college operating and debt service. The governance of the university must reflect increased state responsibility but should preserve the city's participation in the governance of the university it created and developed at city expense.
2. The legislature intends that the city university of New York should be maintained as an independent system of higher education governed by its own board of trustees responsible for the governance, maintenance and development of both senior and community college units of the city university. The university must remain responsive to the needs of its urban setting and maintain its close articulation between senior and community college units. Where possible, governance and operation of senior and community colleges should be jointly conducted or conducted by similar procedures to maintain the university as an integrated system and to facilitate articulation between units.
3. The legislature's intent is that the city university be supported as an independent and integrated system of higher education on the assumption that the university will continue to maintain and expand its commitment to academic excellence and to the provision of equal access and opportunity for students, faculty and staff from all ethnic and racial groups and from both sexes.
4. The city university is of vital importance as a vehicle for the upward mobility of the disadvantaged in the city of New York. The pioneering efforts of the SEEK and College Discovery programs must not be diminished as a result of greater state financial responsibility for the operation of the city and state of New York.
5. Only the strongest commitment to the special needs of an urban constituency justifies the legislature's support of an independent and unique structure for the university. Activities at the city university campuses must be undertaken in a spirit which recognizes and responds to the imperative need for affirmative action and the positive desire to have city university personnel reflect the diverse communities which comprise the people of the city and state of New York. In its urban environment this commitment should be evident in all the guidelines established by the board of trustees for the university's operation, from admissions and hiring to contracting for the provision of goods, services, new construction and facilities rehabilitation.



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February 08, 2016

Good afternoon, Chair Young, Chair Farrell, Chair LaValle, Chair Glick, and members of the Finance and Ways and Means Committees, staff and guests. I am James B. Milliken, the Chancellor of The City University of New York, and I want to thank you for providing what is my second opportunity to meet and share with you why it is such an honor to lead this unique and vital institution. A number of my colleagues are seated behind me, ready to throw me a lifeline if needed.

I want to begin with a particular thanks to you and your colleagues for your continued substantial support for CUNY and its students, attending in record numbers again this year and graduating in increasing numbers. This would not be possible if it were not for the investment the state makes, and we will do everything we can to ensure that we continue to earn your trust and confidence.

For more than 150 years, CUNY has been the gateway to progress and fulfillment for many New Yorkers who do not begin life with great advantages, particularly those from low-income families, underrepresented groups and immigrants. The support the state provides to these talented young New Yorkers is at the heart of CUNY's and, I believe, New York's, success. We may give our students opportunities, but what they give to CUNY, our communities and our state is unparalleled drive, ambition, talent and creativity. Our graduates have been instrumental in making New York the cultural, financial and business capital of the world, and we are actively strengthening CUNY to ensure that the university and those graduates continue to play a leading role for the benefit of this state.

We are doing that by vigorously executing CUNY's vital, historic mission, although increasingly with new evidence-based strategies and innovations. Affordability and access will always be fundamental to CUNY and its irreplaceable role in the life of the city and state, but we are focused much more than ever on our obligation to ensure that when our students leave our colleges they do so in much greater numbers with diplomas that will change their lives and the competitiveness of New York. We are hard at work now on a new university-wide strategic plan and a new Master Plan with this in mind.

Every day we are guided by the unique mandate established when this body passed the historic legislation creating the modern City University and later when it doubled down, establishing the current governance and structure. The New York State Legislature designed The City University of New York as an institution with a distinctive mission: that the university will be "an independent system of higher education," that it must be "responsive to the needs of its urban setting" and operate as "an integrated system," with close collaboration between the community colleges and senior colleges. This is critical in helping make possible the transfer of so many students from community to senior colleges, a number that doubled in the last decade.

The Legislature also declared that: "The City University is of vital importance as a vehicle for the upward mobility of the disadvantaged in the City of New York." Like you, we are committed to not just carrying out that mandate, but to constantly finding new ways to strengthen it.

About 75 percent of the graduates of New York City's high schools who attend college come to CUNY. Graduates who earned their degrees from CUNY over the past 40 years earn \$63 billion a year, nearly all of that in New York State where they go on to live and work, and that is about twice what they would earn if they held only high school diplomas. Forty percent of CUNY's 275,000 students are the first in their families to attend college, and 40 percent were born in another country. CUNY is home to three-quarters of all Pell Grant recipients in New York City, a critical form of financial aid to our

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neediest and, I can attest, many our most dedicated students. Similarly, New York's remarkable investment in the Tuition Assistance Program or TAP is key to our students' ability to attend college. We are very grateful for TAP, but we also believe with some changes it could be even more effective and the result would be even more college graduates in New York.

The emphasis on access and affordability goes hand in hand with what has long been CUNY's outstanding academic credentials. CUNY graduates have won 13 Nobel prizes. They have won more MacArthur Genius Awards than those from any public university but Berkeley. But, I'll note, we just passed Berkeley as having the highest ranked public interest law program in the country. Our students won 39 coveted Fulbrights in the past two years. I recently met a CUNY Honors College graduate, a brilliant Pakistani immigrant, who was named a Rhodes Scholar and is now in her second year at the Harvard medical school. There are many such examples of students who, when given the opportunity, excel beyond our imaginations.

Our faculty are as impressive as our students, and we are grateful for your support which has allowed us to hire many more needed full time faculty. They earn Fulbrights, MacArthurs, and competitive grants in record number, and they are recognized for their excellent teaching as well as their research and creative activity. They are the reason our colleges are consistently ranked as the best values in the nation. This recognition isn't simply a statement about cost—it is a recognition of CUNY's high quality at a reasonable price. And our faculty are, of course, responsible for that outstanding quality.

That talented faculty has been working without a contract—and at salaries significantly lower than their peers—for more than 5 years now and thus far we have been unable to reach an agreement. Last year when I appeared before you I said we were seeking support from the state and the city for an agreement in line with other state unions. We are unfortunately in that position again a year later. I can say without equivocation that my highest priority as well as that of the Board of Trustees and the college presidents is to get this contract settled and pay the increases to which our over 45,000 thousand faculty and staff are entitled.

We know that the knowledge economy increasingly offers its most attractive opportunities to those who attain degrees beyond high school. The share of jobs that require post-secondary education has doubled since I—and perhaps some of you—went to college. Bachelor's degree graduates earn annually, on average, more than \$20,000 more than high school graduates, and their unemployment rate is about half that of those without college degrees. It's important that our students have access to a high quality, extremely affordable education – which is CUNY's signature value – but they will face tough odds in realizing their dreams unless they stay in school, master their disciplines and bring home diplomas. Here's why this is so important at CUNY: nationally, half of all people from high income families have a bachelor's degree by age 25; just one in ten people from low income families do. But here's the good news: when children born into the bottom fifth of income distribution—many of CUNY's students—get a college degree, their chances of making it to the top fifth nearly quadruple. Their chances of making it out of the bottom increase by more than 50 percent. Intel's Andy Grove called CUNY, where he got his engineering degree, the American Dream Machine. I might also call it the best prescription available to reduce income inequality through opportunity.

CUNY is certainly not alone in not performing as well as we would hope in getting our students to graduation. This is a fact at most institutions of public higher education in the country. And a great many of our 275,000 degree seeking students face more challenges than most in making it to graduation. But we are tackling this head on. We have put in place – and are expanding – a number of programs to provide the support that helps thousands more achieve that goal every year. In some instances, the results have been encouraging, in others revolutionary.

For several years we have been gearing up a program for raising what had been low three-year graduation rate at our community colleges, less than 20 percent at some. Nationwide, the three-year graduation rate at urban community colleges is 15 percent. That is simply unacceptable. The students left behind face the prospect of taking on debt and yet still not obtaining the means of improving their future earnings.

To address this daunting challenge, CUNY designed and rolled out a program called ASAP, which is considered one of the most significant outcome improvement initiatives in higher education. The students must commit to studying full-time, they stay in cohorts so they enjoy the benefits of peer support, they receive large amounts of financial aid, they have advisors continually monitoring their performance, they take prescribed courses initially to eliminate the mystery and confusion of trying to enroll in numerous classes. And, modest as it may sound, one of the benefits that the ASAP students say they like best is free metrocards. It means that they can always make it to class.

And, I can tell you, they do. Three-year graduation rates among ASAP students have soared to 55 percent in the most recent class and we feel we may be able to reach 60 percent, more than triple the old level. And now, with generous support from the city and the state, we are scaling up ASAP from 4,000 students last year to 25,000 in three years, including the first full implementation at one of our community colleges and a pilot at a senior college. Eighty-seven percent of those students are black, Hispanic or Asian. ASAP's great success and our rapid expansion is why we would like to ask that you restore \$2.5 million to our requested ASAP budget.

Johnny Lozada can tell you what that success means. By his own admission, he had been in a dead-end job, a result of the fact that he did not have a high school degree. He was jolted one day, as he recalls, when his son said he wanted to be just like Johnny. That, Johnny realized with embarrassment, was the last thing he wanted, and he decided he had to teach by example. He worked hard to get his GED and then entered CUNY as an ASAP student. The close advisory support, the sense of community and ability to focus on and overcome academic weaknesses helped him earn his associate degree. That took him to New York University, where he received a degree in applied psychology.

So Johnny Lozada went from someone who firmly believed, in his words, "I didn't think I was made for college," to his current position; he is an outreach coordinator at La Guardia Community College's Fatherhood Academy, where he mentors and helps young Dads make the transition he did, to college. And now his daughter, who had no interest in college either, is studying at CUNY. She is in ASAP.

There are other programs that deliver important results in our focus on attainment. We provide day care on campuses for about 1,400 children, an essential tool helping our many students with children stay in school and get the degrees so they can build healthy families. We are requesting that you restore a \$900,000 request for our budget to support this care.

Another item I hope you will consider including is funding for the newly accredited CUNY School of Medicine at City College, which opens its doors next fall. This new college will build on 40 years of success of the Sophie Davis School of Social Medicine and is uniquely designed to serve the important mission of CUNY cited earlier. Almost half of the students will be from underrepresented groups—many times the national rate, and most of our graduates will practice in federally designated underserved areas. It's a natural for CUNY and New York, and we're asking only that the School receives the same per student funding now provided for SUNY medical schools.

I want to turn now to the items included in the Governor's Executive budget. The eye-catcher was, of course, the suggested shift in CUNY funding, proposing that New York City assume responsibility for 30 percent—or \$485 million—of operating costs and debt service. The proposal was accompanied by an investment of \$240 million to help settle our bargaining agreements, which was a most welcome recognition of the importance of this resolution. Determining the appropriate level of state and city support for CUNY is an important responsibility of our elected leaders, especially in this body. My obligation, I believe, is to convince you that a strong CUNY is vital to the future of the state and those New Yorkers who need opportunity the most. I would argue there is a need for greater overall investment in an institution that is responsible for 500,000 students every day. To serve them and the state well, it is essential that the investment in CUNY be stable, secure and adequate; that, in my mind, should be the discussion we have. Of the many investments the state is asked to make, I am convinced that higher education produces one of the highest returns on investment you can achieve, and its one that changes the trajectory of generations.

The Governor has recently expressed concern about costs in higher education, at both SUNY and CUNY. CUNY has a strong record of consolidating operations, sharing services and seeking efficiencies. Just this year we cut \$50 million in costs through a series of steps including hiring freezes, purchasing reductions, reductions in temporary employees and more. And CUNY has been a national leader in consolidating back office functions and implementing shared services in many areas such as information technology, human resources, admissions and financial aid, security and more. But we embrace our role as stewards of public funds, and we know we can always improve. We will continue to look at ways to shift expenditures to those areas directly affecting the outcomes of our students.

In his Executive budget Governor Cuomo provided support for a number of important programs, and we very much appreciate his recognition of the importance of those investments. The Governor has proposed a renewal of a predictable tuition policy in his budget, which has for the last five years provided an important opportunity for the university to make thoughtful investments and has allowed students to be in a position to plan ahead for moderate increases, avoiding the kinds of spikes we saw before the 2011 plan was adopted. No one likes to increase tuition, and especially at CUNY. I am very sympathetic to our student leaders who oppose tuition increases, but the truth is we have one of the lowest tuition levels in the country and today approximately 80 percent of our associate and bachelor's degree graduates leave with zero federal debt. And we must be in a position to continue to invest in new faculty, academic advisors, and more to offer our students a high quality education and the opportunity to graduate on time.

Because of this policy, during the last four years we were able to add about 1,000 new full-time faculty and increase student success significantly. Access does not seem to have been restricted; our enrollment grew during this same period by over five percent or 13,000 students, essentially the size of a new campus, and this year we have our largest enrollment in history. During this same time, graduation rates went up at both senior and community colleges, 20 percent more degrees were awarded annually, and more credits were earned and skills proficiency achieved during the freshman year. We have committed to freezing community college tuition next year—thus 100,000 of our students will see no change. To help us make good on that commitment to our students who need it most, we are seeking an increase in base aid of \$250 per student. And for the senior college students, we commit to carefully reviewing our needs each year and proposing to our Board thoughtful, required increases, not automatically charging the maximum authorized.

The continuation of the Governor's performance funding program is also a welcome investment in innovative programs to support our students. Each of our colleges received funding to support new initiatives related to our performance measures and student success. The continuation of funding will position us to make sustainable investments that will lead to improved outcomes over time.

The Governor's support for the DREAM Act is a priority CUNY strongly endorses. We have been more successful than any university in the country in attracting private funds to support scholarships for dreamers, working closely with the TheDream.US Foundation.

We have a number of important capital requests, beginning with the need for adequate investment in our critical maintenance. We are grateful for the \$103 million in the Executive Budget, but our needs are greater. The average CUNY building is more than 50 years old, and some are more than 100 years old. Our aging building stock and a history of deferred maintenance are among the most urgent capital issues facing CUNY. Many of our labs are dated and need to be modernized with the latest teaching tools our students deserve. In 2007, in partnership with SUNY, we conducted a study to see what it would take to bring our campus facilities to a state of good repair. The need was \$3.2 billion, which was expected to double if not addressed over the following decade. The study was updated in 2012, and while progress has been made, the backlog was still estimated at \$2.4 billion.

Our campuses are open seven days a week, with classes scheduled throughout the day and most evenings. We have 28 million square feet of space, but we need considerably more. There are 55,000 more CUNY students using our buildings than there were a decade ago—in other words, the

equivalent of adding a university larger than Michigan using already stressed facilities. Our request includes important priorities at Baruch, Hunter, Medgar Evers, Brooklyn College, CSI, Lehman and more. Many of these are science and health professions buildings that are necessary not only to provide opportunities to our students but to meet health medical, science and technology needs in New York.

I look forward to discussing CUNY's budget request and any other issues, and I once again offer my thanks for your continued support for public higher education and CUNY specifically. The Legislature has given CUNY a challenging and critical mandate, and in embracing this role, the university has responded with outcomes that have served the state well. We will continue to do all we can to see that the mission we share, which means so much to so many, is successful.



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**Recommendations for Implementation of Strategic Plan
Strategic and Financial Planning Subcommittees
January 28, 2016 (Revised 2/2/16)**

Goal 1: Foundations for Lifelong Success

1. Ensure that John Jay graduates have a significant experiential learning component that will deepen their understanding of the major and illuminate pathways into post-graduate study and/or employment.
2. Ensure that John Jay graduates are able to communicate clearly and cogently, in writing and orally in a form appropriate to the intended audience.
3. Provide John Jay students with opportunities for significant mentoring relationships with faculty, staff, other students, alumni, and professionals in the field.
4. Enhance instruction and learning in Quantitative Reasoning across the curriculum with the goal that graduates will be able to frame problems and their solutions in quantitative terms and to understand quantitative analyses and presentations.
5. Develop workshops and other activities through the Center for the Advancement of Teaching to make problem-solving, teamwork, and other forms of active learning an important part of pedagogy across the campus.
6. Expand research opportunities for all students, including research-intensive courses and faculty-guided research.
7. Expand the use of digital portfolios to document students' learning and planning under the formal and informal advisement of faculty, staff, peers, and external mentors.

Goal 2: Faculty Support

Faculty Development

1. Create a faculty development fund of \$2 million and use the revenue generated to support one course of reassigned time for faculty development for all tenured faculty.
2. Offer semester-long faculty seminars on issues in teaching, assuming faculty will get reassigned time (as in first recommendation) or compensation to attend.
3. Invite part-time faculty to professional development programs offered to full-time faculty.
4. Increase support for the Center for the Advancement of Teaching, commensurate with its added responsibilities for professional development specified at various places in the Strategic Plan.

Support for Faculty Productivity

1. Create and sustain a culture of professional success across the career trajectory, from initial appointment to promotion to full professor.
2. Streamline the system of annual personnel reappointments.
3. Reduce paperwork where possible, develop means to respond in a timely way to faculty questions, and support faculty as they prepare their personnel files and seek support for grants and other awards.

Goal 4: John Jay Online

1. Identify effective practices for design and development of all online courses and disseminate them through faculty training and development opportunities offered by the Center for the Advancement of Teaching (CAT) and John Jay Online.
2. Develop outstanding infrastructure to support development of quality online courses.
3. Identify and create incentives to attract greater numbers of faculty to learn about online course development.
4. Sponsor an annual symposium for faculty on pedagogical innovation and strategies for online teaching and learning to sustain faculty development beyond initial experiences.
5. Make a complete list of online courses on the College website.
6. Develop a comprehensive marketing plan for online options at John Jay.
7. Require a student orientation to online learning before students enroll in an online course.
8. Develop and provide ongoing support for outstanding marketing, recruitment, and student service capacity at John Jay Online.
9. Consider all new master's degree programs for online delivery.
10. Launch online degree completion program for students with an Associates degree.
11. Consider a General Education program online and one accompanying undergraduate program.

Goal 5: Enhancing Identity as HSI

1. Develop a Faculty and Administration Diversity plan to set targets and recommended strategies for 2020.
2. Ensure that Latina/o participation in Peer Mentoring programs reflects the proportion of Latina/o students being served.
3. Make every effort to establish stronger relationships with the Hispanic community through the creation of Spanish-language programs at Orientation and Open House, the translation of key documents into Spanish, the inclusion of the HSI designation in all major communications, and the development of pipeline programs with local secondary schools with majority Hispanic populations.
4. Encourage Latina/o content in general education, introductory, and survey courses across departments at the college to create a comparative and cross-cultural emphasis with Latina/o topics and subjects.
5. Facilitate Hispanic-centered academic and cultural events and activities throughout the year with special attention to Hispanic Heritage Month.
6. Establish a web-based resource and information center for Hispanic students, faculty, and staff.
7. Offer staff workshops through Human Resources on Hispanic cultural sensibilities.
8. Include keynote speakers at programs on teaching and learning who reflect the student population we teach and issues facing an urban/commuter HSI.
9. Develop a Latina/o faculty mentoring program led by senior scholars directed at preparing faculty for tenure and promotion.

10. Provide professional development opportunities for Latina/o faculty that foster the skills needed to fulfill administrative positions such as Department Chair or Dean. Models include ACE (American Council on Education, Spectrum Executive Leadership Program), HACU-Kellogg Leadership Fellow Program, and AAHHE's The New Leadership Academy.
11. Sponsor discussions and offer a series of workshops on Culturally Responsive Teaching through the Center for the Advancement of Teaching in order to increase awareness of Hispanic student needs, cultural sensibilities, and learning styles.
12. Collect data on Hispanic faculty, their needs, and experiences in order to build support network.
13. Collect data systematically on Hispanic student success and needs in order to build appropriate services, academic support, and programming.

Goal 6: Pre-Health Advising and Health-Related Curriculum

Comprehensive Pre-Health Advising

1. Develop informational website for students interested in healthcare careers and provide advising services to 50+ pre-health students.
2. Develop and implement an orientation for incoming pre-health freshmen and create a "Pre-Health Society" student organization.
3. Hire full-time Pre-Health Advisor to start summer 2017.
4. Create year-round extracurricular programming for pre-health students in collaboration with student organizations.
5. Establish a "Clinical Shadowing" or "Clinical Experiences" program as part of a College-supported "Clinical Preparation/Practicum Experiential Learning Opportunities" program with clinical partners.
6. Evaluate need for Post-Bac program and implement if warranted.

Public Health Programs

1. Build awareness around field of public health with an informational website, prior to adoption of baccalaureate degree in Public Health.
2. Develop proposal for bachelor's degree in Public Health.
3. Hire faculty to staff proposed public health program.
4. Launch advanced certificate on Health Care Delivery Inspection and Oversight.
5. Develop active relationship with CUNY School of Public Health at the undergraduate level.
6. Seek articulation agreement with CUNY SPH and with other master's institutions in public health.

Goal 7: Global Citizenship

1. Increase the population of international students from 140 currently to 320 by 2020.
2. Increase participation in study-abroad to 300 students annually by 2020.

3. Make financial aid for study abroad commensurate with the increasing student targets.
4. Promote online international learning through joint teaching with faculty in other countries.
5. Develop infrastructure to support international students and visiting scholars.
6. Institutionalize orientations and general support programs in the Office of International Student and Scholar Services.
7. Encourage curricular and co-curricular design to reflect international perspectives.
8. Expand strategic initiatives for justice-related projects in Central and South America.