

THE CITY UNIVERSITY OF NEW YORK

FY 2002-03 to FY 2006-2007 CAPITAL BUDGET REQUEST

Last month, the City University of New York faced the task, as did colleges and universities across the nation, of teaching, researching, and providing service in the wake of September 11th's terrorist attacks. Unlike many other American universities, however, CUNY's solidarity with, and compassion for, the victims, their families, the extraordinary rescue workers, and the threatened vitality of the City of New York had a very real, material basis. The University lost students, faculty, and alumni—more than 100 at John Jay College alone. It lost a building at the Borough of Manhattan Community College, which housed 250 classes, as well as the CUNY Research Foundation and the New York TeleMedia Accelerator, the cornerstone of the University's Business Incubator Network. CUNY confronted an anticipated loss of tuition revenue from students whose academic aspirations had to be put on hold because of military duty, residential displacement, job relocation, financial exigency or, simply put, the psychological effects of tragedy. And it tackled the challenge of diverting many hours of staff time to issues related to September 11th while moving forward with the University's core academic functions.

As they coped with these extraordinary losses, CUNY faculty, students, and staff nevertheless rose to the occasion of the difficult question put to them: what were their responsibilities, as members of an *academic* community, to the events of September 11th?

Teach-ins, memorials, grief counseling, an employment clearinghouse, and a temporary home for displaced Wall Street commodities brokers were among the many responses offered by the University. A panel discussion for faculty at Brooklyn College suggested classroom strategies to address emotional reactions to the World Trade Center attack. Across the University, there were serious discussions of history, politics, and ideology, as well as the most pressing concerns of many CUNY students: the future of civil liberties at home and the impact of military action abroad. At Baruch College's Subotnick Financial Services Center, the virtual trading floor became a real place of business, with extra phone lines installed to enable Wall Street brokers left without offices downtown to carry on trading. Within hours of the attack, the Hunter College Center for Analysis and Research of Spatial Information (CARSI) helped city officials map the shifting terrain and smoldering fires of "ground zero" and warn firefighters and rescue workers of danger zones. At New York City Technical College, hospitality management students worked with the WTC Food Assistance Spirit to feed thousands of rescue workers at Ground Zero 24 hours a day. More than 100 CUNY faculty, licensed in psychology, social work, and counseling, staffed the CUNY Help Line, offering counseling to over 700 students seven days a week for over two weeks. And CUNY joined with the Consortium for Worker Education, the New York City Partnership and the New York City Central Labor Council AFL-CIO to assist in providing temporary employment for workers who lost their jobs in the World Trade Center attack.

This was to have been a year of celebration. The University posted major increases in freshman and transfer enrollment while significantly increasing admissions standards and phasing out remedial coursework at City, Lehman, York, and Medgar Evers Colleges. The Law School increased enrollment by 15%. Among the community colleges, Borough of Manhattan and Kingsborough brought more than a thousand new students to the University. Prominent scholars, including seven recruited at the Graduate Center from prestigious universities in the U.S. and abroad, joined our faculty ranks. Among them were André Aciman author of *Out of Egypt*, Sergei Artemov, recipient of the coveted Russian President Award, Robert Reid Phar, a scholar of African-American literature, David Savran, one of the country's leading experts on theatre, and Domna Stanton, a renowned scholar of seventeenth century and early modern French studies. Baruch College opened its new Vertical Campus and Brooklyn College saw progress on the home of its new electronic library. The University welcomed 214 academically talented freshmen to its new Honors College: University Scholars Program with private funding from the Mellon Foundation, Starr Foundation, New York Life Foundation, McGraw-Hill Foundation, Verizon, I.W. Foundation, Cisco, Computer Associates, and others. We received major grants from the New York Science, Technology and Academic Research office for technology transfer, enhancement of our Center for Advanced Technology in photonics, and a new STAR Center related to the Center for Structural Biology at City College. We also received grants and contracts from State and City agencies for nearly \$30 million.

The mood now is somber. We still are intent on achieving the goals outlined in the University's Master Plan, approved last year by the New York State Board of Regents. But we fully understand that the context for requesting resources to fulfill our ambitions has changed. We believe, nevertheless, that our record over the past year of responsible use of public funds, our aggressive pursuit of new revenue streams, and our extraordinary success in attracting students who clamor for exposure to our faculty, facilities, and coursework make us a sound investment in the future of New York. Indeed, investment in CUNY is investment in the world's most capable experts in urban planning and systems, transportation, communications, financial services, and healthcare—intellectual resources critical to rebuilding New York. Investment in CUNY is also an investment in individuals who, through the education and workforce training we provide, will be the mainstay of a vital economy.

Thus our budget request for 2002-2003 focuses on maintaining the University's core academic strengths while participating fully in the rebuilding of our City. We speak, in the following pages, of the themes that have become our hallmark: creating a flagship environment, student success and academic achievement, educational technology, economic development, upgrading management information and infrastructure. But we speak of these themes with a new sense of urgency. Thanks to public and private support for our initiatives, our campuses house facilities and sophisticated instrumentation and equipment to support research and development in areas critical to the City's physical infrastructure. We have programs that focus on understanding the government and history of our own country as well as those around the globe, and that study peace as well as violence. To sustain these capacities, we need continued support from our funding partners.

A university is a place where knowledge of the ages is passed on, but it is also a place where new knowledge is created. In the best of circumstances the old and the new can be brought to bear on the needs of a populace and a context. The City University has always been available to the people of New York; in adhering to its mission it has risen to every occasion. As always, we stand ready to address the needs of the City and the State in the way we know best—with the knowledge and competence that is a blend of the possible and the practical.