

The City University of New York



2015-2016 Operating Budget Request

November 3, 2014

The CUNY Compact – Financing the Request

Fiscal Year 2015-2016 represents year ten of the University’s innovative multi-year financing approach — the CUNY Compact. This strategy offers an economically efficient way to finance CUNY by delineating shared responsibility among partners and creating opportunities to leverage funds. The CUNY Compact calls for additional public resources to cover the University’s mandatory costs and a share of the investment plan. In CUNY’s budget message this year, the University seeks to finance its investment program through a modest increase in public funding. The remaining resources would be generated through continuing budget restructuring and efficiencies, philanthropy, and tuition revenue.

The University’s requested increases to the senior and community college operating budgets total \$204.2 million. At the senior colleges, the request is \$135.7 million, a 6% increase over the 2014-15 adopted level. Of this amount, \$62.9 million is for baseline needs and \$72.7 million is for the investment plan. The State aid share of the \$72.7 million investment plan is \$23.3 million.

At the community colleges, the request is \$68.5 million, an 8% increase over the 2014-15 adopted level. Of this amount, \$18.6 million is for baseline needs and \$49.9 million is for the investment plan. Included in the community college total is a request for an additional \$250 per FTE in State base aid. This would generate \$17.2 million, which would be used for the investment plan. The City’s share of the investment plan is \$9 million.

FY2015-2016 Operating Budget Request Summary (\$ thousands)

REQUESTED USES	Seniors	Communities	Total
Program Needs			
Academic Excellence	43,153	29,862	73,015
Student Success	17,130	20,050	37,180
Economic/Workforce Development & Research	23,950	5,000	28,950
Energy Conservation/CUNY Conserves	500	500	1,000
Total Program Needs	84,733	55,412	140,145
Mandatory Needs			
Fringe Benefits	33,971	12,000	45,971
Energy	10,134	1,376	11,510
Building Rentals	8,240	-	8,240
Contractual Salary Increments	7,859	2,774	10,633
OTPS Inflation	2,721	2,449	5,170
Total Mandatory Needs	62,925	18,600	81,525
Total Request	147,658	74,012	221,670

FY2015-2016 Operating Budget Request Summary (\$ thousands)

FUNDING SOURCES	Seniors	Communities	Total
Mandatory Needs			
State/City Aid	62,925	18,600	81,525
Total Mandatory Needs	62,925	18,600	81,525
Investment Plan			
State/City Aid	23,300	9,000	32,300
Community College State Aid Increase	-	17,166	17,166
Tuition Revenue	49,433	23,746	73,179
Restructuring/Efficiencies	5,000	2,500	7,500
Philanthropy	7,000	3,000	10,000
Total Programmatic Initiatives	84,733	55,412	140,145
Total Funding Sources	147,658	74,012	221,670

The fiscal year 2015-2016 cost of the investment plan and baseline needs to continue services at current levels is \$221.7 million.

- \$81.5 million (37%) of the budget request represents the cost of the University’s mandatory needs, including increases for salaries, OTPS inflation, fringe benefits, energy, and building rentals.
- \$140.1 million (63%) represents the cost of the University’s investment plan. This amount includes \$7.5 million in savings achieved through efficiencies and restructuring and \$10 million in privately raised funds.

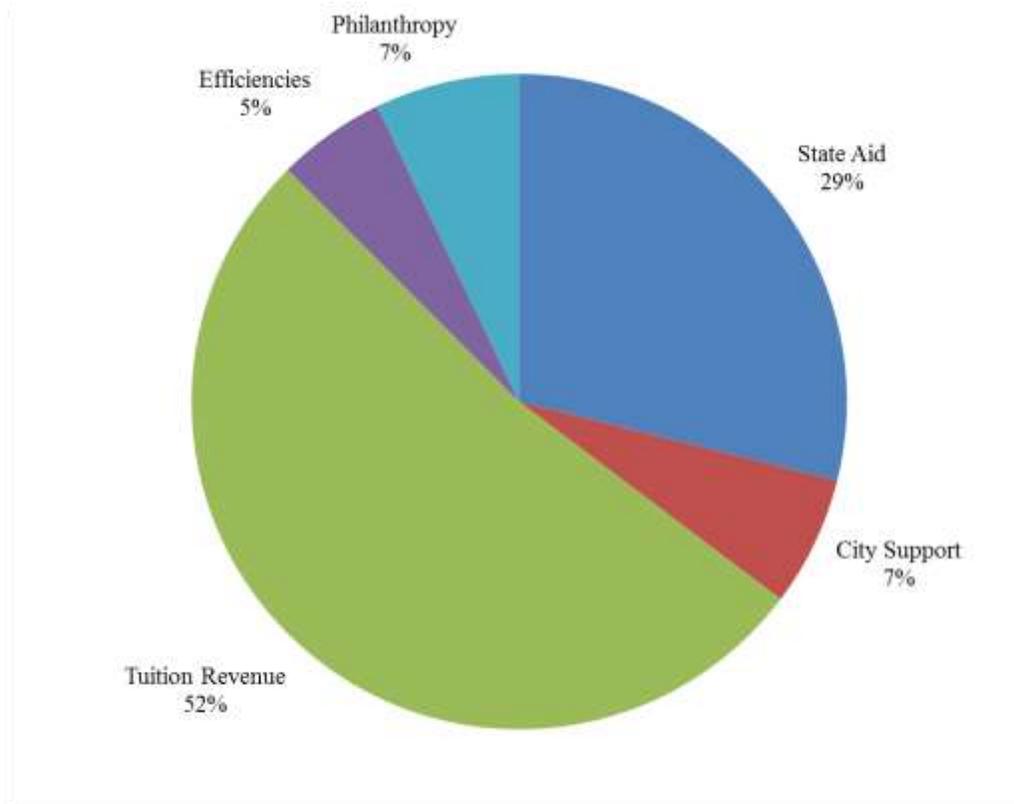
Community College State Aid

The University is requesting a \$250 per student FTE state base aid increase for the community colleges. This increase would generate an additional \$17.2 million and would be used to fund the program increases described on the following pages. This request is part of a multi year effort to restore State funding to a level that will enable it to adequately support and enhance community college programs. The University is calling for a State commitment to increase the community college base aid by \$250 per student FTE for each of the next three years. The community college base aid rate stood at \$2,675 in fiscal year 2008-2009, but it currently stands at \$2,497.

FY2015-2016 Operating Budget Request Details

	Senior Colleges	Community Colleges	Total
Academic Excellence			
Full-time Faculty	32,153	22,362	54,515
Online Education	5,000	2,000	7,000
Academic Advising	3,000	5,000	8,000
International Education and Diversification	3,000	500	3,500
Subtotal	43,153	29,862	73,015
Student Success			
Career Centers	2,000	1,800	3,800
Collaborative Programs	1,500	2,000	3,500
CUNY LEADS/Students with Disabilities	1,500	2,500	4,000
CUNY Start	-	2,500	2,500
Library Services	2,000	2,000	4,000
Single Stop	500	750	1,250
Student Employment/Internships - Matching Programs w/Private Industry	-	7,500	7,500
TAP Waivers	8,630	-	8,630
Veterans' Services	1,000	1,000	2,000
Subtotal	17,130	20,050	37,180
Economic/Workforce Development & Research			
Advanced Science Research Center	20,000	-	20,000
Health and Education Professions	2,500	2,000	4,500
Workforce Development Initiatives	1,450	3,000	4,450
Subtotal	23,950	5,000	28,950
Energy Conservation/CUNY Conserves	500	500	1,000
Programmatic Needs	84,733	55,412	140,145
Mandatory Needs	62,925	18,600	81,525
Total	147,658	74,012	221,670

The FY2015-2016 Investment Plan



Academic Excellence

Full-time Faculty

Researchers have found that full-time faculty members provide the underpinning for high-quality instruction and retention and graduation of undergraduate students. Investing in full-time faculty provides a cost-effective way of enhancing student achievement through graduation. At the same time, faculty cultivate their own scholarly and creative activities and contribute far beyond the classroom. Additional resources will enable the University to continue to hire leading scholars across the academic disciplines who are renowned for their scholarly research and cultural achievements, in addition to their teaching effectiveness. CUNY's world-class faculty members make the colleges lively centers of scholarship and contribute to the productivity of New York State's workforce. The requested increase would fund approximately 500 new faculty.

Online Education

The University is requesting additional funding to expand its online programs. Online education has many benefits. Online degree programs streamline the process of higher education, without substituting any of the benefits found in similar on-campus programs. Because there are no geographic barriers to online learning, students can find a diversity of course material that may not be available to them where they live or work. Online education prepares students for a competitive future. Business, economics, education, and community are becoming increasingly virtual. With CUNY students often times juggling multiple roles as student, worker, and family caretaker, additional online education can provide them with more flexibility while increasing time to completion rates.

Academic Advising

Key to student progress to degree completion is excellent academic advising. To support greater student success, advising needs to be enhanced for all CUNY students. The University needs additional resources to update its advisement technology and expand training for faculty and professional advisors. Colleges need resources to implement early alert systems to identify students facing academic challenges early in the semester, and to provide adequate supports to meet the needs of those students once identified. The University seeks funds in support of these initiatives that would enhance academic advising across the campuses.

International Education and Diversification

Tremendous advances in digital communications technology have brought the world ever closer to the “global village” prophesied nearly 50 years ago by iconic media theorist Marshall McLuhan. Businesses, financial markets and non-governmental organizations all operate in a world without borders. In light of these developments, CUNY requests funding for an international education initiative aimed at instilling in students an awareness of both their opportunities and obligations as 21st-century global citizens. This funding will enable students to study abroad, as well as seek out internships in foreign countries. The funding will also provide CUNY faculty with opportunities to initiate collaborative research projects with international colleagues of high-standing. To compete and thrive in the transnational environment, it is no longer a luxury, but a necessity, to bring CUNY to the world and the world to CUNY.

Student Success

Career Centers

The exposure of students to a wide range of career possibilities is an important aspect of the education process. Campus Career Development Centers provide students with a comprehensive set of services and resources that enable them to discover their strengths and skill areas and connect them to potential careers. As a result, New York State and City are better able to retain alumni brainpower that is vitally needed and integrally tied to the maintenance and enhancement of the State and City tax base. Additional funds would enable the University expand and enhance services including fostering and promoting internship experiences as well as certificate and licensure opportunities, and building public-private partnerships with companies and city agencies to create pipelines for employment.

Collaborative Programs

CUNY will work with the New York State Education Department to expand and develop programs that will help students prepare for college level work and progress efficiently toward degree completion. Programs include a Mathematics Proficiency Initiative to ensure students are prepared for college level mathematics and STEM courses and a Baccalaureate Graduation Initiative to provide additional services to students including, academic, social and financial support, to foster quicker degree completion.

CUNY LEADS/Students with Disabilities

The CUNY Linking Employment, Academics, and Disability Services (CUNY LEADS) program is a unique program that was established to provide students with disabilities academic support, career readiness, and job placement services. By transitioning students with disabilities from benefits-dependence to competitive employment, CUNY LEADS yields tremendous savings to the State. The University needs additional funding so that all eligible students can receive disability services. Funding will also be used to provide sign language interpretive services and additional assistance through computer adaptive technologies.

CUNY Start

The CUNY Start program provides intensive pre-matriculation instruction for students admitted to CUNY with significant remedial needs in reading, writing, and math. CUNY Start seeks both to minimize the amount of required remedial coursework students must take and to foster higher levels of persistence and graduation once students matriculate into associate degree programs.

All students also participate in a college success seminar and receive personalized advisement to support them while they are in the program and with the transition into a degree program. CUNY Start students also pay only \$75 per semester, thereby preserving their financial aid eligibility. The program has a proven record of success: CUNY Start students achieve proficiency at a significantly higher rate than similar students who matriculated into a degree program. Funding is needed to provide the program to all eligible students.

Library Services

Recent studies have shown a strong correlation between student access to and use of library resources and student success. The University continues to build strong collections to support teaching and learning as well as research. CUNY libraries are being redesigned to support a variety of instructional modes and the installation of tools that allow for easy access by students and faculty, whose use of mobile devices such as smart phones, notebook computers, laptops, and tablet computers is increasing. However, CUNY's libraries continue to be challenged by price increases that outpace inflation, and students continue to struggle to purchase necessary textbooks and course materials. CUNY's libraries have the capacity to help students in this regard, and with sufficient funding would be well positioned to invest in costly textbooks for course reserve and to purchase electronic texts.

Single Stop

The Single Stop program connects low-income, degree seeking students with government benefits and services they and their families are entitled to but not receiving, with a goal of the increasing retention. The expectation is that with added resources, students' academic plans won't be derailed in the event they or their families are faced with a financial setback. The program has been enormously successful. Between 2009 and September 2012, CUNY Single Stop sites at six community colleges served over 31,000 students and have accessed benefits, legal services, financial counseling, and tax refunds valued at \$66 million. The impact on retention is promising. A study at one college showed students who received Single Stop services are 17% more likely to persist. Funding is needed to expand the program across all colleges.

Student Employment/Internships – Matching Programs with Private Industry

A wide range of activities can provide college students with meaningful work experiences that better prepare them for jobs and careers. These activities range from career panels with professionals, job shadowing and site visits, to supported field experience, to part-time paid jobs on campus and off. Implementing meaningful work experience during college requires strong

partnerships with industry. Positive outcomes of student work experiences during college can include a greater understanding of how and why strong academic skills (reading, writing, computational, problem-solving and strong conceptual thinking) translate into greater career success, knowing how to successfully navigate and succeed within a given work culture, developing contacts and relationships that can form the basis for finding jobs over the course of a career, and exposure to career options, which leads to better decision-making about majors and identifying a potential career trajectory. Funding is needed to develop and establish internships at the campuses and with private industry.

Veterans' Services

Veterans encounter considerable challenges to their transition from military to college and civilian life that make them high-risk for attrition. They must adjust to college culture; they must endure the academic and social disruption of being called to active duty; they often must manage the impact of significant service-related disabilities, including post-traumatic stress disorder and other psychiatric disabilities; and they must navigate through complex bureaucratic structures in order to receive crucial veterans' benefits. Funding is needed order to establish a full-time, trained student affairs professional on each campus.

Economic/Workforce Development and Research

Advanced Science Research Center

CUNY is opening the Advanced Science Research Center (ASRC) at City College this fall. The ASRC brings to CUNY and New York City an innovative research center that takes an unusually expansive and collaborative approach to the pursuit of world-class science with real-world impact. The ASRC focuses CUNY initiatives in five of the most energized areas of global research, creating unique opportunities for collaborations among laboratories in the areas of Nanoscience, Photonics, Structural Biology, Neuroscience, and Environmental Sciences. The ASRC, along with other science efforts across the university, is central to CUNY's drive to foster entrepreneurship. These endeavors include training faculty in best practices to bring their discoveries to the marketplace. Entrepreneurship training will enable inventors to write business plans and perform market research, initiate spin-off companies, apply for Small Business Innovation Research grants, and spur job creation and economic development by encouraging and supporting the creation of start-up companies. Funding is needed to operate the ASRC.

Health and Education Professions

Health care employment is a leading economic engine in New York and the nation. In New York City 440,000 people are employed in public and private sector jobs in the health care industry. Twelve percent of all jobs in New York City are in the health sector. Quality health care is dependent on the availability of an educated and well-trained workforce and the health care industry relies on CUNY to provide the workforce it needs to carry out its mission. Developing new health professions programs and improving existing ones is a costly enterprise. CUNY requires additional resources to continue to align its programs with professional trends and to be responsive to the needs of the health care industry.

CUNY is a leader in educator preparation and is currently engaging in groundbreaking work to enhance its preparation programs. As part of its efforts, CUNY received \$3.5 million in Race to the Top (RTTT) funds from the State Education Department for faculty professional development. Educator preparation is enhanced also by selectivity in admitting candidates to preparation programs. CUNY's admission standards for its graduate programs in education meet the highest national standard. CUNY is also working with the NYC Department of Education to track the job performance of over 30,000 of its graduates working in the NYCDOE. CUNY will be using the data to make program improvements. Funding is needed to continue and expand these efforts.

Workforce Development Initiatives

CUNY continues to play a crucial role in helping individuals prepare for current jobs and the jobs of the future, and helping employers to find qualified workers. Workforce development programs at the University support individuals studying for degrees, industry licenses, and certifications, as well as those who are improving their basic literacy or seeking to earn a General Equivalency Diploma (GED). These programs also connect directly with employers and unions, filling vacant positions and upgrading current workers' skills. The University requests additional funding to expand and enhance these programs.

Energy Conservation/CUNY Conserves

CUNY plays a transformational role in a sustainable future and is dedicated to integrating sustainability into the University, the City and the State. The University carries out its responsibilities to its students and the broader citizenry of NY City and State by using lessons learned through the study of sustainability to improve their lives and promote economic development opportunities for the future. CUNY engages the broader community through efforts that include curriculum development, policy work, research, capital projects, workforce development and economic development activities. Sustainable CUNY Conserves provides a

platform for shared ideas on best practices, training, data and analytics, software assistance. The University requests funds to continue and expand these efforts, including achieving the Governor's goal to reduce energy consumption by 22% by 2020.

2015-16 Operating Budget Request
(Subject to Availability of State & City Appropriations)
Funding Sources
(\$ thousands)

	FY2015 Adopted Budget	FY2016 Mandatory Changes	FY2016 Program Changes*	Total Request	Total Change	% change
Senior Colleges						
State Aid	1,200,098	62,925	23,300	1,286,323	86,225	7%
City Support	32,275	0	0	32,275	0	0%
Tuition and Other Revenue	1,025,568		49,433	1,075,001	49,433	5%
Total Senior Colleges*	2,257,941	62,925	72,733	2,393,599	135,658	6%
Community Colleges						
State Aid	224,980	0	17,166	242,146	17,166	8%
City Support	273,000	18,600	9,000	300,600	27,600	10%
Tuition and Other Revenue	350,800	0	23,746	374,546	23,746	7%
Total Community Colleges	848,780	18,600	49,912	917,292	68,512	8%
University-wide						
State Aid	1,425,078	62,925	40,466	1,528,469	103,391	7%
City Support	305,275	18,600	9,000	332,875	27,600	9%
Tuition and Other Revenue	1,376,368	0	73,179	1,449,547	73,179	5%
Total University	3,106,721	81,525	122,645	3,310,891	204,170	7%

Numbers may not add due to rounding

*Does not include self financing amounts.