

The City University of New York



2016-2017 Operating Budget Request

November 2, 2015

As the nation's leading public university, the City University of New York plays a central role in the economic, cultural, and educational life of New York City. To help improve service to its students and the broader community, CUNY proposes investment in strategically chosen areas—experiential learning, workforce development, online education, performance funding, and the new medical school—through programmatic initiatives that are poised to increase academic excellence, persistence, and accessibility in the next fiscal year.

Financing the Request

The University requests increases to the senior and community college operating budgets totaling \$167.0 million.

At the senior colleges, the request is \$124.1 million, a 5.3% increase over the 2015-16 adopted budget level. Of this amount, \$43.8 million is for baseline needs and \$80.3 million is for the strategic investment plan. The State aid share of the \$80.3 million investment plan is \$41.3 million.

At the community colleges, the request is \$42.9 million, a 4.8% increase over the 2015-16 adopted level. Of this amount, \$6.6 million is for baseline needs and \$36.3 million is for the strategic investment plan. The City's share of the strategic investment plan is \$10 million. This is in addition to \$32.3 million in FY2017 City funding commitments for the expansion of Accelerated Study in Associate Programs (ASAP) and STEM support expansion.

Mandatory Needs

The University's baseline costs will increase by \$50.4 million in FY2017; \$43.8 million at the senior colleges and \$6.6 million at the community colleges. These amounts include contractually required incremental salary increases, and fringe benefit, energy and building rental cost increases. At the community colleges, the amount also includes funding for additional space to house the planned ASAP expansion.

State and City financing of these fixed mandatory needs will allow existing funding to remain in programmatic areas.

Community College State Aid

The University is requesting a three year community college funding commitment of \$250 per student FTE each year. This increase would generate an additional \$26.3 million in FY2017 and would be used to fund the performance improvement plans and experiential learning initiatives. This request is part of a multiyear effort to restore State funding to a level that will

enable it to adequately support and enhance community college programs. The current base aid level is \$2,597 per FTE, down \$78 in nominal dollars from the FY2009 level of \$2,675 and \$472 in inflation adjusted dollars.

The benefits of multiyear budgeting include:

- the ability for better planning and priority setting
- the ability to develop long term strategies and identify long term trends
- more thorough program evaluation and oversight
- the ability to focus on programmatic policies, goals and objectives

Tuition Revenue and Maintenance of Effort

CUNY supports renewal of tuition legislation for the senior colleges that provides the predictability and stability needed for the continuation of high quality services that move students toward degree attainment. In addition to helping families plan for the costs of higher education and protecting students in need, such legislation ensures that students' investment in their education stays at the University to maximize access and academic excellence. The University is not planning a tuition increase for the community colleges for the 2016-17 academic year.

The FY2011 State tuition legislation requires CUNY to provide Tuition Assistance Program (TAP) waiver credits covering the difference between tuition and student TAP awards. For the fiscal year 2015-16, CUNY will issue \$49M in TAP tuition credits pursuant to this requirement. The University requests State funding to close the gap between the maximum TAP award and tuition.

CUNY also continues its support of revised maintenance of effort legislation that requires the State to fund all mandatory cost increases, including those for fringe benefits, contractually required salary increases, energy, building rentals, and other inflationary increases.

FY2016-2017 Operating Budget Request Summary (\$ thousands)

	Senior Colleges	Community Colleges	Total
PROGRAM NEEDS:			
State/City Strategic Investments			
Medical School ¹	2,800	-	2,800
Performance Improvement Plan	24,000	12,200	36,200
Experiential Learning	TBD	TBD	TBD
Community College Graduates Scholarship Program	2,000	-	2,000
CUNY Service Corps	3,500	3,500	7,000
Public Safety Center Initiative	2,000	-	2,000
SEEK / Student Support	7,000	-	7,000
Sub-Total	41,300	15,700	57,000
Senior College Tuition/Community College Strategic Investments			
Data Analytics	1,500	1,500	3,000
Early Childhood Education	1,500	1,500	3,000
Investment in Faculty	30,000	7,110	37,110
Math Remediation	-	2,500	2,500
Online Education	2,000	2,000	4,000
Urban Innovation Fund	1,000	1,000	2,000
Workforce Development	3,000	5,000	8,000
Sub-Total	39,000	20,610	59,610
Total Program Needs	80,300	36,310	116,610
MANDATORY NEEDS:			
Fringe Benefits	29,450	-	29,450
Energy	4,250	361	4,611
Building Rentals	2,121	3,363	5,484
Contractual Salary Increments	7,963	2,904	10,867
Collective Bargaining	TBD	TBD	TBD
Total Mandatory Needs	43,784	6,628	50,411
¹ Equivalent to State per student contribution for SUNY medical schools			
Total Request	124,084	42,938	167,021

FY2016-2017 Operating Budget Request Funding Sources (\$ thousands)

	Senior Colleges	Community Colleges	Total
FUNDING SOURCES:			
State/City Aid			
State Support - Mandatory Needs	43,784	182	43,966
State Support - Programmatic Initiatives	31,300		31,300
State Support - TAP Tuition Credit Partial Restoration	10,000		10,000
Community College State Aid Increase (\$250 per FTE)	-	26,310	26,310
City Support - Mandatory Needs	-	6,446	6,446
City Support - Programmatic Initiatives	-	10,000	10,000
Sub-Total	85,084	42,938	128,021
Tuition Revenue			
Tuition Revenue	51,000	-	51,000
Tuition TAP Credit	(12,000)	-	(12,000)
Sub-Total	39,000	-	39,000
Total Funding Sources	124,084	42,938	167,021

CUNY Medical School

\$2,800,000

The University aims to undertake the necessary steps to bring the newly-accredited CUNY School of Medicine in compliance with the requirements of the national accrediting body, the Liaison Committee for Medical Education (LCME). For decades, City College’s Sophie Davis School has conferred bachelor’s degrees in biomedical education to students who go on to accelerated MD programs at partner institutions. Now as a Doctor of Medicine degree granting institution, the school will control the full continuum of CUNY students’ medical education and provide a transformational path to medical students from underserved communities. This program will respond to a nationwide shortage of primary care physicians by educating and training future doctors to practice in New York City and State communities with the highest need for basic medical care and services.

This transition to a full medical school requires a significant commitment of resources dedicated to personnel and facilities in order to comply with LCME’s standards. The necessary costs include recruiting additional faculty and administrative staff; clinical training at off-site locations; purchasing laboratory equipment and technology upgrades; strengthening library offerings; and renovations and maintenance for Harris Hall, including the installation of “smart

classrooms.” CUNY is requesting that the State provide the same per student funding that is provided for SUNY medical schools.

Performance Improvement Plan Funding

\$36,200,000

CUNY requests sustained funding for long-term initiatives that will make fundamental performance improvements in areas of primary importance to the University and the State of New York, including access, degree completion, academic and post-graduate success and services, research, community engagement and experiential learning. To this end, the first phase of CUNY’s Performance Improvement Plan is underway during the current academic year, thanks to New York’s 2016 Executive State Budget that has allocated \$12 million for the senior colleges. CUNY is supplementing these funds with \$6 million for community colleges, and an additional \$2 million from grants and other sources is being allocated flexibly across both sectors. In total, the initiative will distribute \$20 million to CUNY colleges in 2015-16, with specific allocations to individual colleges based on a competitive proposal process.

Additional funding in the next Executive Budget will be necessary in order for CUNY to build on the initial Performance Improvement Plan and measure actual performance and progress moving forward. Next year and in subsequent years, CUNY would allocate a portion of the State’s appropriated funding to colleges based on their performance on the established goals in the preceding year. The remainder would support the implementation of new initiatives which will be funded through a competitive proposal process much like that used for 2015-16 funds.

Experiential Learning

TBD

Expanding access to high quality, meaningful experiential learning opportunities for its undergraduate students has the potential to support improved college retention and timely graduation rates. Such opportunities can also help make clearer connections between classroom learning and the field, and better prepare students for the workplace and for careers. In summer 2015, Chancellor James B. Milliken convened a task force to oversee implementation of the new state law around experiential learning. The task force is now working with the CUNY colleges to gain a baseline understanding of what is currently offered to students, and to plan for a significant expansion of these opportunities, in keeping with the requirements of the law. In doing this, the task force has identified the following areas where there are significant resource gaps: dedicated college-level staffing, resources to support faculty engagement, and resources to support student experiences.

Funding for experiential learning would address these resource gaps, paying for faculty and staff.

Community College Graduates Scholarship Program**\$2,000,000**

Research shows that students who complete their associate degree prior to transferring to a senior college are more likely to successfully complete their baccalaureate degree. Under the transfer scholarship program, students who earn an associate degree from a CUNY community college with a 2.5 grade point average and subsequently transfer to a CUNY senior college would receive a two-year scholarship of \$500 per year to apply toward tuition or other educational expenses.

This new scholarship program would be similar to the highly successful Guttman Transfer Scholarship program, which now provides a \$2,000 annual scholarship for many of CUNY's highest achieving community college students.

CUNY Service Corps**\$7,000,000**

The CUNY Service Corps mobilizes CUNY students, faculty and staff to work on projects that improve the short and long-term civic, economic and environmental sustainability of New York City and of its residents and communities.

The program's goals are: (1) students make a meaningful difference through service while gaining valuable real-world work experience, earning a wage, and where appropriate, receiving college credit; (2) faculty members and staff, through their work with students in the program, have additional opportunities to apply their expertise to addressing many of the city's key challenges; and (3) residents, communities, and project sponsors benefit from CUNY Service Corps projects.

Public Safety Center Initiative at John Jay College**\$2,000,000**

John Jay College helped design and now provides technical assistance to the Gun Involved Violence Elimination (GIVE) New York State-wide project, operated by the Division of Criminal Justice Services (DCJS). The GIVE initiative provides a good focus for a more intensive John Jay Public Safety initiative.

In conjunction with this existing gubernatorial initiative, John Jay can support a broader portfolio of offerings, all of which are now being provided to jurisdictions across the country and could be quickly and efficiently tailored for the GIVE jurisdictions in New York State. The list below begins with possibilities particularly suited to the public and policy concerns of the moment and goes on to a range of related options.

1. Procedural justice curricula for command and line-level police personnel.

2. An annual conference on applied approaches to police/community relations with a focus on procedural justice, implicit bias, reconciliation and operational innovations in crime control.
3. Support for reconciliation work between police and communities at the jurisdiction level, particularly neighborhoods of color.
4. A clearinghouse and technical support for crime control strategies designed to minimize sanction and build legitimacy.
5. County and/or state implementation of swift, certain and fair community corrections.
6. A demonstration project for the expansion of procedural justice reform to prosecutors and courts in partnership with the Center for Court Innovation.
7. Technical support for additional National Network for Safe Communities (NNSC) strategies and site-specific crime control support.
8. Integrating state outreach work with police and other criminal justice actors. As the leadership at DCJS has recognized, the state currently has a confusing portfolio of stand-alone projects that involve funding for street outreach work with criminal justice-involved populations. A collaboration with John Jay could provide an opportunity to formalize these initiatives and integrate them into more broad-based crime prevention strategies.
9. Prison safety and security. The NNSC has developed a variation on its core crime prevention approach designed to reduce violence, create order, and improve staff safety in high-risk prisons. Prison and jail safety and security have been high-profile issues in the state recently, and CUNY is in a position to make a rapid and substantial contribution in this area.
10. A state-wide prosecution/police leadership academy. A few years ago, at the request of the Governor's office, John Jay submitted to DCJS a proposal for a Leadership Academy that would bring together, under John Jay's auspices, representatives of the police and prosecutors' offices from around the state into a professional development initiative. This first-in-the-nation Academy would create new synergies between these critical law enforcement executives around cutting edge concepts such as legitimacy and procedural justice, effective crime prevention strategies, data analysis for crime control purposes, and the importance of cross-sector collaboration.

Each of these items could be implemented quickly in a new collaboration between John Jay/CUNY and the State of New York through the Governor's office and the DCJS and the creation of a new Center for Safety and Justice in New York at John Jay. New York State would benefit from the innovations on crime reduction, policing reform, race and related topics now underway across the country that are overseen by the National Network for Safe Communities at John Jay.

SEEK / Student Support**\$7,000,000**

Comprehensive student support services provide that additional assistance that some students need to persist and progress to degree attainment. Counseling services help students with issues that might be an impediment to their academic success and retention. Through individual and group sessions, counselors actively engage students and assist them in identifying and setting goals for achieving personal, academic, and career objectives.

Academic support services strengthen students' basic skills, bolstering their academic success in all upper level college courses, and maximize their retention and persistence through to graduation. These services include supplemental instruction and tutoring support offered in individual, group, and classroom settings.

These valuable support services are provided through the University's SEEK program, the Black Male Initiative (BMI), and academic advisement initiatives. An increase in funding will enable the University to serve additional students.

Data Analytics**\$2,000,000**

Building on progress made through CUNY's Decade of Science as well as its continuing efforts to expand education and workforce training in Science, Technology, Engineering, and Math, the University strives to become a data analytics hub in New York City by investing in data and computer science education and research and by hiring data scientists across many disciplines (e.g. transportation, economics, public health, and structural biology). Capitalizing on the success of the School of Professional Studies' new M.S. in Data Analytics and leveraging the High Performance Computing Center at the College of Staten Island as well as recent upgrades in the speed of its fiber network, CUNY aspires to create additional academic programs at all levels, using a variety of instructional delivery methods. The new programs would offer instruction in data analytics, data visualization, cybersecurity, and healthcare informatics.

Early Childhood Education**\$2,500,000**

Investments in students at the earliest ages lead to long-term benefits for individuals and society. To address the quality of Early Childhood Education for children from birth through age eight, CUNY will strengthen the pool of strong, diverse teacher candidates and ensure their success through multiple academic pathways. A range of supports designed to ensure timely degree and State certification completion will include a summer skills institute. Transition protocols will be developed and integrated to ensure successful transfer for students making the shift from community colleges to senior colleges. Comprehensive induction activities will be

provided to new teachers in their worksites, improving the quality of early childhood programs in both classrooms and colleges.

The initiative will also support the professional development and performance of faculty and create a stronger research agenda throughout the city and state. A scholarship of teaching and learning with school-based interventions are central to this effort. Faculty will be supported to deepen their knowledge base by participating in a CUNY research network to encourage interdisciplinary and inter-campus research opportunities.

Resources provided in these areas will bolster the investment the Governor has made to support a comprehensive Early Childhood agenda in New York State. As a leading producer of teachers for New York City, CUNY is well poised to increase its capacity for preparing high quality, dedicated and passionate teachers who set the foundation for their students' lifelong learning.

Math Remediation

\$2,000,000

Enhanced support for students in need of math remediation is essential to improve rates of exit and continued progress on their academic paths. Over the last several years, the proportion of students in need of remediation has grown, and today approximately three-quarters of all first-time associate degree freshmen are assigned to developmental courses. Placement in remediation has proven to be a significant obstacle to degree progress and completion. To address this problem, CUNY has created a task force on remediation to review the policies and practices now used to determine whether students are prepared for credit course work, both upon entry to CUNY and after having received remedial instruction. The task force is also considering the formats of remedial instruction, pedagogical strategies, and resources provided to support this instruction with the goal of improving educational overall outcomes. The findings of this task force will dictate important next steps toward reforming remediation across CUNY.

Resources will be necessary to act on the recommendations of the task force. It will be essential to increase instructional support for math students, such as tutoring, supplemental instruction for students who are mainstreamed into credit courses, and self-paced instructional software for instructional laboratories. Also, the University will need to enhance information and preparation for students who take the CUNY skills assessment tests, and will also need to develop placement algorithms that improve upon current tests and resulting placements.

Online Education and Digital Resources

\$3,000,000

Investing in online education as an academic service is crucial to CUNY's student population. With a quarter of a million commuting students—including huge numbers who are simultaneously working full time jobs—online courses are an important and impactful way that CUNY can increase accessibility and accelerate academic progress. Further, online education supplies students with the digital literacy they need to be successful in today's workplace that relies so heavily on fluent interaction with online environments.

The University proposes three investments that would allow it to meet projected demand for online education:

1. A single, searchable portal for online courses. The portal would be easily accessible, aggregate offerings from all campuses and departments, and link directly to registration.
2. Instruction designers at each college to assist faculty in putting their courses online, adding a layer of support and expertise that would be of great value to many mainstream faculty.
3. A university-wide faculty development program to ensure the necessary changes in pedagogy and student support to scale up online education.

In addition, CUNY seeks to enhance its digital infrastructure and expand access to and use of online resources for student academic support, particularly those related to academic advisement, including but not limited to early alert and program planning.

Urban Innovation Fund

\$1,500,000

Following the model of the nation's land grant institutions, which were originally designed to support their communities particularly through agricultural education and research, CUNY seeks to leverage its faculty resources through an innovation fund to address challenges particular to the urban setting such as the built environment, transportation, sustainability, urban design and planning, social work, community health, education, public safety and criminal justice, economic development, disaster planning, and demography.

CUNY is home to an incomparable concentration of faculty, scholars and practitioners with expertise in these and the other relevant areas who can provide services to the City's communities, CBOs, and policymakers. Services could be provided directly, and also electronically, via a portal, by maintaining a database of faculty expertise.

The Innovation Fund could serve as a conduit to faculty expertise, facilitate interdisciplinary and cross-campus collaborations focused on urban problems, coordinate grant applications, and raise CUNY's national and international profile as a source of urban expertise. The Fund could

also serve as vehicle for connecting students to service and experiential learning opportunities throughout the City. Although the initial focus of the Fund will be New York City, resources of would be available to other urban areas in New York State and the nation. Funds would pay for a staff of five, summer salaries to support faculty research, and paid experiential learning opportunities for students.

Workforce Development

\$8,000,000

The development of up-to-date, industry-relevant curricula will improve job and career outcomes for CUNY students and graduates. CUNY’s relationships with industry sectors that have strong New York City roots are essential to enhancing the university’s role as a pipeline for highly skilled, ready-to-hire graduates. This is particularly true in fast-growing areas of technology, where need extends across many sectors.

CUNY recommends investing in multiple initiatives to increase engagement with key sectors and better equip colleges to support real-world learning opportunities for students. These initiatives would include providing partial subsidies for 1,000 private sector student internships that would incentivize New York City employers to hire CUNY students and graduates. It would also include working with employers to develop a co-operative education program that integrates classroom and on-the-job learning and awards credit for time spent in the field. Resources would also support curriculum development, industry-focused career advisement, and the training of existing staff in practices that effectively connect students to paid internships and jobs. Further, CUNY aims to develop degree and certificate programs in cyber security, data analysis, and other in-demand, tech-related areas. The university would also invest in the analysis of career pathways to provide up-to-date information on projected wages in specific majors, career paths by industry, and actual career outcomes for CUNY graduates.

2016-17 Operating Budget Request
(Subject to Availability of State & City Appropriations)

Funding Sources
(\$ thousands)

	FY2016 Adopted Budget	FY2017 Mandatory Changes	FY2017 Program Changes	Total Changes	FY2017 Commitments	Total Request
Senior Colleges						
State Aid	1,217,247	43,784	41,300	85,084	0	1,302,331
City Support	32,275	0	0	0	0	32,275
Tuition and Other Revenue	1,086,368	0	39,000	39,000	0	1,125,368
Total Senior Colleges*	2,335,890	43,784	80,300	124,084	0	2,459,974
Community Colleges						
State Aid	234,198	182	26,310	26,492	0	260,690
City Support	289,024	6,446	10,000	16,446	32,252	337,722
Tuition and Other Revenue	375,035	0	0	0	0	375,035
Total Community Colleges	898,257	6,628	36,310	42,938	32,252	973,447
University-wide						
State Aid	1,451,445	43,966	67,610	111,576	0	1,563,021
City Support	321,299	6,446	10,000	16,446	32,252	369,997
Tuition and Other Revenue	1,461,403	0	39,000	39,000	0	1,500,403
Total University	3,234,147	50,411	116,610	167,022	32,252	3,433,421

Numbers may not add due to rounding