

The City University of New York



The Connected University: CUNY in the 21st Century

***2017-2018 Operating Budget Request
and
Four-Year Financial Plan***

October 24, 2016

The Connected University: CUNY in the 21st Century

The City University of New York has long occupied a critical position in the life of the city and the state and has a unique statutory mission – to provide “a vehicle of upward mobility for the disadvantaged.” CUNY is among the largest, most affordable and accessible universities in the country – 60 percent of the New York City’s high school graduates who attend college come to CUNY -- and we provide exceptional academic quality, as evidenced by the number of students, and faculty, who earn prestigious academic honors and have achieved impressive career successes. CUNY provides a pathway to the middle class for millions of low income, immigrant and underrepresented students, a leading research institution and a deep well of human capital for the City’s and State’s global businesses and industries. New York’s prospects depend on the success of its flagship metropolitan university. But there is a need for CUNY to do more—much more—to position our students and New York for leadership in the 21st century.

We are in a rapidly changing knowledge-based economy, where higher education matters more than at any time in history, and so CUNY is embarking on a process of renewal, transformation and innovation to meet that challenge. Talent is evenly distributed across socio-economic levels, gender, race ethnicity and national origin. But we know from experience that the same is not true of opportunity. The solution for New York: CUNY.

Most promising careers in the knowledge economy require college degrees, so we must significantly increase the number of our students who obtain valuable diplomas. We also know that, because of the demands on the time of our students, many of whom have families and jobs, we need to significantly step up our efforts to deliver education through new and innovative ways. We need to reach many more adult learners, and we need to take aggressive steps to give our bright, ambitious CUNY students a vital advantage that more affluent students often have – the experience and networks to open the right doors in the workplace.

We will equip our students with the skills to compete in the knowledge economy, to attract and retain outstanding faculty, and to be a source of new knowledge and ideas that will improve the human condition, we will re-engineer CUNY for the 21st century. We will do this with new programs to help students be better prepared for college, move students who aren’t prepared through remediation more quickly and successfully, dramatically increase the numbers of students who graduate on time, and help them get internships and career opportunities in much greater numbers. And we will do this with

our own programs, of course, but also by connecting with the public schools, among our colleges, and with employers as never before. CUNY will tap powerful but underutilized resources – its scale, diversity, and natural advantages from being located in the country’s only global megacity. CUNY will reach new levels of achievement through much greater collaboration with its essential partners in government, education and the private sector, in New York, nationally, and worldwide.

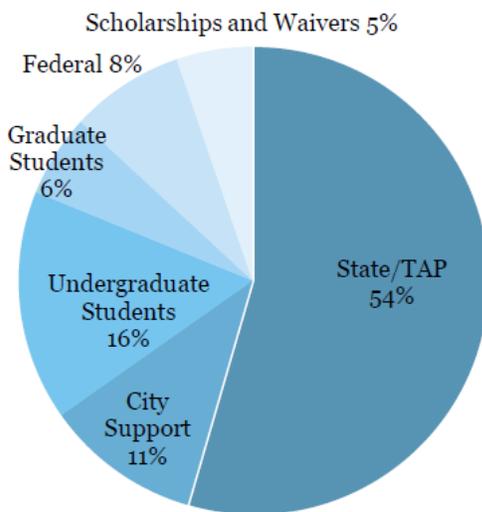
This document includes the University’s four year financial plan, which is directly tied to our four year Master Plan.

Financing the Request

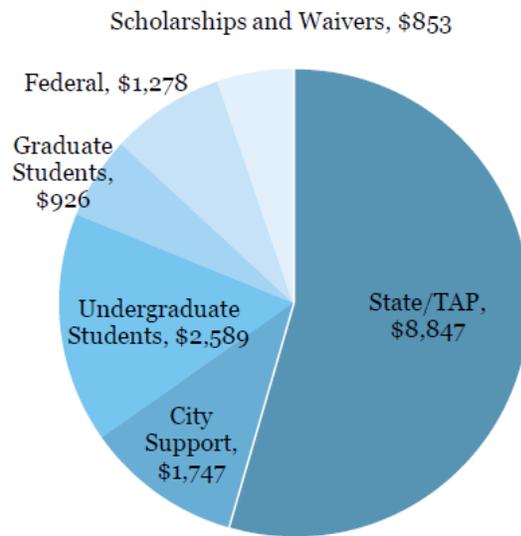
The Current Budget

FY 2017 University Adopted Budget

CUNY Funding Sources



CUNY Funding Sources per FTE¹



Total per FTE \$16,240

¹using Fall 2015 FTE

Multi Year Action Plan

The University has developed a multi year Action Plan to generate resources that, together with the important support from the New York State and City, will fund the priorities in our strategic plan and the outstanding out-year costs of the collective bargaining agreements. CUNY will implement an Administrative Efficiencies Action Plan that will redirect resources to core areas, and will use these savings to leverage State and City support in order to help fund its strategic priorities. The University will continue to ask the State and City to fund mandatory cost increases necessary for CUNY’s continued operation as well as participate in achieving the critical mission of the University.

FY2018-FY2021 Four Year Financial Plan (\$ millions)

	<u>FY2018</u>	<u>FY2019</u>	<u>FY2020</u>	<u>FY2021</u>
Administrative Efficiencies Action Plan	14.2	18.0	19.0	20.0
Previous Funding Commitments	23.4	15.2		
Mandatory Needs	55.8	57.2	89.2	95.6
Increased Tuition and Fee Revenue	34.2	42.4	42.4	42.4
Additional Senior College Operating Support	53.0	20.0	20.0	20.0
Additional Community College Operating Support - Base Aid Increase	10.0	10.0	10.0	10.0
TAP Tuition Credit Phased-In Restoration	10.0	10.0	10.0	10.0
	-			
Total Proposed Funding Changes	200.6	172.8	190.6	198.0
Total New Needs:				
<i>Mandatory Cost Increases</i>				
Fringe Benefits, Contractual Salary Increments, Energy, Building Rentals	55.8	57.2	89.2	95.6
Costs of Collective Bargaining Agreements	68.0	9.0		
Prior City Funding for Fringe Benefits	8.4	1.2		
Prior City Funding for ASAP Expansion	15.0	14.0		
	-			
<i>Master Plan and Strategic Framework Initiatives</i>	-			
Faculty and Academic Program Investment	14.0	27.5	33.9	35.0
Expand Access and Improve College Preparation	7.0	10.0	10.0	10.0
Sharply Increase Graduation Rates/Improve Career Preparation	11.6	26.4	30.0	29.9
Prepare Students for Global Marketplace	3.3	10.0	10.0	10.0
Student Affordability Initiatives	17.5	17.5	17.5	17.5
Total New Needs	200.6	172.8	190.6	198.0

The multi year Action Plan is predicated on the assumption of future funding from University stakeholders. Administrative efficiencies and enhanced revenue streams are important but can only take us so far. Tuition increases and new public support are critical. A snapshot of the current outlook should additional funding not materialize displays significant out-year deficits.

Estimated Four Year Outlook (\$ millions)

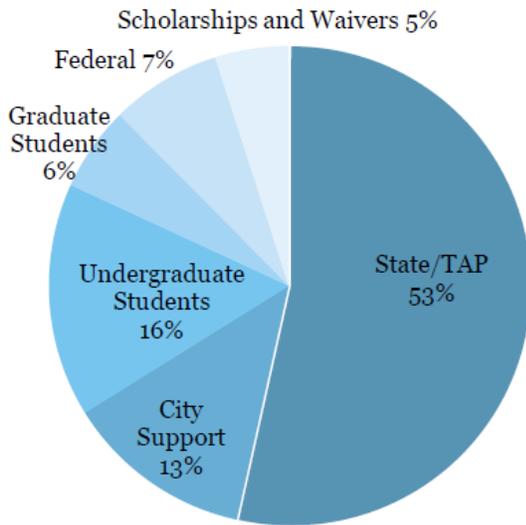
	FY2018	FY2019	FY2020	FY2021
<u>Estimated Future Mandatory Costs</u>				
Unfunded Costs of Current Collective Bargaining Agreements	68.0	9.0	-	-
Projected New Labor Costs	18.9	30.8	31.4	32.0
Mandatory Costs	55.8	57.2	89.2	95.6
Total	142.7	96.9	120.5	127.6

The FY2018 Request

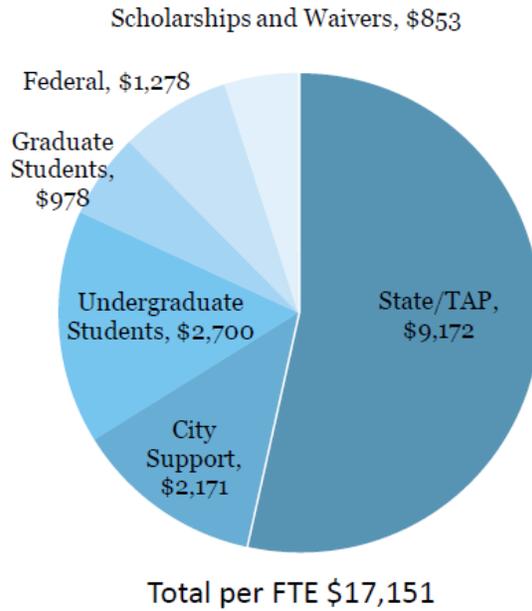
The University’s FY2018 Action Plan for strategic investment totals \$53.4 million. The request to the State and City for mandatory cost increases totals an additional \$55.8 million. While CUNY is continuing its support the of predictable tuition policy, the Action Plan recommends modifications that lower the annual maximum increases as well as the extension term. The University also supports the revised maintenance of effort legislation that requires the State to fund all mandatory cost increases.

FY 2018 Proposed Operating Budget

CUNY Funding Sources



CUNY Funding Sources per FTE¹



¹using Fall 2015 FTE

FY2017-18 Operating Budget Request (\$ millions)

	<u>State</u>	<u>City</u>	<u>Tuition</u>	<u>Total</u>
Fiscal Year 2017 Adopted Budget	1,489.9	357.2	1,472.7	3,319.8
Previous Funding Commitments	-	23.4	-	23.4
Mandatory Needs	50.5	5.3	-	55.8
Increased Tuition and Fee Revenue - Fall 2017	-	-	34.2	34.2
Additional Senior College Operating Support	5.0	48.0	-	53.0
Additional Community College Operating Support - Base Aid Increase	10.0	-	-	10.0
TAP Tuition Credit Phased-In Restoration	-	10.0	-	10.0
Total Proposed Funding Changes	65.5	86.7	34.2	186.4
<i>Total Proposed Percentage Changes</i>	4.4%	24.3%	2.3%	5.6%
FY2018 Proposed Operating Budget	1,555.4	443.9	1,506.9	3,506.2
Total Proposed Funding Changes				186.4
Total New Needs:				
<i>Mandatory Cost Increases/Prior Funding Commitments</i>				
Fringe Benefits, Contractual Salary Increments, Energy, Building Rentals				55.8
Costs of Collective Bargaining Agreements				68.0
Prior City Funding for Fringe Benefits				8.4
Prior City Funding for ASAP Expansion				15.0
<i>Master Plan and Strategic Framework Initiatives</i>				
Faculty and Academic Program Investment				14.0
Expand Access and Improve College Preparation				7.0
Sharply Increase Graduation Rates/Improve Career Preparation				11.6
Prepare Students for Global Marketplace				3.3
Bridge to Completion - Student Affordability Initiative				17.5
Total New Needs				200.6
Shortfall to be Covered by CUNY Administrative Efficiencies Action Plan				(14.2)

Mandatory Needs

The University’s baseline needs will increase by \$55.8 million in FY2017; \$50.1 million at the senior colleges and \$5.8 million at the community colleges. These amounts include contractually required incremental salary increases, and fringe benefit and building rental cost increases. The University is asking the City to provide an additional \$2 million in building rental funding for an expansion of the CUNY in the Heights Program in order to offer degree credit courses.

State and City financing of these fixed mandatory needs as well as an additional \$68 million for the costs of our new contract agreements will allow existing funding to remain in programmatic areas.

FY2018 Mandatory Cost Increases (\$ millions)

<u>MANDATORY NEEDS:</u>	
<u>Senior Colleges</u>	
Building Rentals	5.6
Contractual Salary Increments	8.2
Fringe Benefits	36.2
Sub-Total	50.1
<u>Community Colleges</u>	
Building Rentals	2.9
Contractual Salary Increments	2.9
Fringe Benefits	-
Sub-Total	5.8
TOTAL MANDATORY NEEDS	55.8

Administrative Efficiencies

The University will expand on the administrative efficiency program that it began last year. In order to cover mandatory needs shortfalls, the senior colleges were given reallocation targets of 3% in Fiscal Year 2016, and an additional 2% in Fiscal Year 2017. The University’s central office and shared services absorbed a greater share of these reallocations, in order to reduce the burden on the campuses. The targeted goal of 6% percent savings in central office and shared services units in Fiscal Year 2016 was achieved, and a commitment has been made to save an additional 5% percent in these areas for Fiscal Year 2017, for a total of 11% in the last two fiscal years.

FY2016-FY2017 Administrative Efficiency Savings

	(\$ millions)		
	FY2016	FY2017	Total
University Wide Efficiency Savings	51.3	36.6	88.0

The University has engaged with an outside organizational expert, McKinsey & Company, to build on these efforts. With a focus on Strategic Sourcing, Organizational Redesign, Facilities Management, and Revenue Enhancement opportunities, this engagement will identify opportunities for administrative savings and shared services efficiencies. We expect that there will be modifications to our plan, as we continue to engage with campus presidents, administrators and other stakeholders, as well as McKinsey.

Having completed new collective bargaining agreements with all of our labor unions, the University now has the opportunity to work with its employee unions in identifying further productivity savings. These savings will be used for the priorities outlined in our strategic plans, and will directly benefit our employees and students. In all, with the Administrative Efficiencies Action Plan and labor productivity, CUNY estimates it will generate approximately \$75 million in savings, productivity and revenue enhancements through this plan.

Predictable Tuition Policy

Another major financing component of the Action Plan will be a new predictable tuition policy. The policy enacted in 2011 enabled the University to implement modest and predictable tuition increases of \$300 per year. CUNY used the revenues from these increases strategically to directly benefit students; over this timeframe, approximately 1,000 new faculty lines were created. A new, more modest plan through 2021 will enable the University to finance its strategic plan, in addition to being responsive to our continued goal of student affordability. At the senior colleges, the University is asking for a four year predictable tuition policy to align with the four year Master Plan. Increases would be capped at \$250 per year, a reduction from the \$300 annual cap in the last policy so as to be responsive to calls for affordability. In order to support those most in need, it is the University's intent to limit tuition increases at the community colleges to \$100 per year over this four-year period. Even with these increases, CUNY's in-state tuition will continue to be well below the average for public universities in the

country and, combined with New York's Tuition Assistance Program (TAP), it will keep college affordable to all our residents.

CUNY is prepared to freeze community college for the second straight year at current rates if our funding request is met through other sources.

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 2016-17, CUNY will issue \$51M in TAP tuition credits pursuant to this requirement. The University requests City funding to close the gap between the maximum TAP award and tuition. This large gap undervalues true TAP costs, and requires that \$51 million in resources be diverted from CUNY colleges and programs.

Philanthropy and Revenue Enhancement

The University is implementing a new emphasis on its fundraising operations. The plan is to maximize private funds raised at the colleges and at the University level, providing support for strategic priorities to advance the critical CUNY agenda. In addition to philanthropy, the University must maximize its position as the engine of New York City's workforce by developing programs that will provide important business sectors with skilled workers, and we will work to secure private sector funding for these enhancements. We will continue to explain to our elected leaders at the State, City, and Federal levels the ways in which increased funding to finance academic and support services will deliver measurable benefits to our students, the city and the economy.

New York City Support

We are seeking equitable increases in City funding to our senior colleges. While the City has been supportive of CUNY's community colleges, its level of funding of our senior colleges has remained unchanged for more than twenty years, at \$32.3 million. Simply applying the Higher Education Price Index over that time period would have meant an additional \$28 million in annual, recurring support for the senior colleges. And there are other opportunities to build on the City's important investments in CUNY. Given CUNY's importance to the City's economic health and to opportunity, we will work to secure this additional funding.

Community College State Aid

The University is requesting a three year community college funding commitment of \$250 per student FTE each year. The current base aid level is \$2,697 per FTE, down \$382 in inflation adjusted dollars from the FY2009 level of \$2,675.

This increase, coupled with enrollment changes, would generate an additional \$10.0 million in FY2018 and would be used to fund the strategic goals outlined in this request. This request is part of a multiyear effort to restore State funding and increase it to a level that will enable it to adequately support community college operations and provide funding for strategic investments that will improve student outcomes.

The State base aid increases of the past several years have been very helpful in both stabilizing community college operations and allowing for investments to bolster student success. It is important to not only continue these increases, but to put in place measures to prevent future decline. Therefore, we are also requesting that maintenance of effort legislation be enacted to ensure that base aid cannot be reduced from prior year levels.

FY2018 Strategic Investments

Faculty and Academic Program Investment

New York City serves America as a center for business leadership and innovation in global markets, and CUNY serves New York as an important source of human capital and cutting-edge ideas for making the city more competitive and an engine of prosperity. Investing in faculty and research will help students gain the linguistic, cultural and professional skills needed for operating successfully in a global environment.

Faculty Hiring Initiative

To better serve our students, the University will build its distinguished faculty by hiring, promoting, and retaining an outstanding and diverse faculty; increasing opportunities for faculty to engage in interdisciplinary and collaborative work; and providing professional development opportunities to help faculty integrate more technology, authentic research opportunities, and experiential learning into their teaching craft. The hiring will be focused in areas of demand to both students and New York, including health professions and IT.

Research Programs

CUNY will invest in research programs and creative activity critical to New Yorkers, in areas such as public health, finance, the environment, information technology, the arts, justice, education and energy. This includes positioning the new Advanced Science Research Center as a catalyst for scientific collaboration and innovation across colleges and disciplines; connecting greater numbers of undergraduates with authentic research opportunities in STEM, social and behavior sciences, humanities and other disciplines; building the University's ability to integrate innovation and entrepreneurship; and enhancing the technological capabilities of CUNY's libraries to support broader use of and support for e-resources, mobile platforms, and the university's new and growing open access repository, Academic Works.

Creating Synergies with Public and Private Partners

CUNY will expand its programs for leveraging research and creating activity in partnership with other universities, organizations and the private sector in order to translate ideas into productive economic development initiatives.

Expand Access and Improve College Preparation

Collaboration with NYC DOE

While there are many portals through which students can enter CUNY, the most common is as a graduate of one of the city's public high schools. Sixty percent of all college-going graduates of NYCDOE high schools attend a CUNY college. No other urban area in the country has the level of inter-connectedness that these two systems share. CUNY and the NYCDOE have collaborated closely, especially over the last decade, to create a coordinated Pre-K-16 system that supports the education goals of the city and state, and to improve the college readiness of high school graduates.

In addition to expanding existing Collaborative Programs, CUNY and the NYCDOE will leverage their successful partnership to increase the college-going rates of NYCDOE graduates, particularly their enrollment in CUNY colleges, through initiatives that encourage college attendance. This new collaborative effort aims to make all students with an interest in attending college aware of the opportunity to enroll at CUNY and receive the necessary support to complete the enrollment process. A special focus of this new collaboration is to minimize "summer melt"—the phenomenon in which students, particularly those from low-income backgrounds, apply to college and are admitted, but fail to enroll in college the fall after high school graduation.

One of the new programs is CUNY Connects in which CUNY students are hired to work as peer mentors with 11th and 12th grade students in DOE high schools to support the college access and transition process for students. In many instances, CUNY students will be placed in the high schools from which they graduated, or other schools in their neighborhoods. The CUNY Connect peer mentors will be trained in a range of college access and transition support strategies, and will work a total of 210 hours between November and August. During July and August, the CUNY Connect peer mentors focus on improving enrollment rates among recent graduates (i.e., preventing "summer melt").

Developmental Education

Although the NYCDOE has raised its graduation rates substantially since the turn of the century, many new graduates are not yet ready for the academic rigor of college courses. Fewer than 50 percent of the city's class of 2015 graduates met the NYCDOE's College Readiness standard (which is based on CUNY's standard), and CUNY enrolls a disproportionate share of students who do not meet this benchmark. While all students who have been able to attain a high school degree or a GED have a place at CUNY, true access is impeded by the inability of many of them to begin taking credit-bearing courses.

CUNY is committed to improving our remediation programs using innovative, evidence-based best practices. As CUNY refines its approach to developmental education, it will work closely with NYCDOE leaders, policymakers, and school-level staff to ensure that the new approaches are understood by students and those who support them.

Improving the effectiveness and rigor of developmental instruction and thereby eliminating some barriers to degree completion will be a major area of focus in the years ahead. CUNY has a long history of innovative practice and continues to engage in research that is leading to significant pedagogical and curricular improvements.

Outcomes from these educational innovations in developmental instruction have garnered national attention and adoption of CUNY-created programs across the nation.

Online Education

Online instruction offers a key point of access for many current and potential students and will be a major priority for the university. Online instruction is widely viewed as an area where the university stands to dramatically expand access to its rich educational resources as a way to transform opportunities for access and completion for many New Yorkers. Online and hybrid learning platforms are essential to CUNY's mission in the years to come. Reducing barriers of time and distance, online and hybrid courses and programs can potentially increase access and improve degree completion rates, contribute much needed revenue to CUNY's colleges, and help mitigate constraints of physical space.

Online instruction will expand access as it presents an opportunity to attract students who might not otherwise enroll at CUNY or in higher education at all, such as adult students and others who work when most in-person classes are offered, or who have family obligations and schedules that make it challenging to attend classes on campus or keep to a regular schedule. CUNY's plans to expand online education, not only as a mechanism for expanding access, but also to accelerate degree progress.

Adult Learners

New York State has 1.8 million adults between the ages of 25 and 64 with some college experience who have not earned degrees, and an additional 2.6 million adults with high school credentials but no college credits. Clearly these learners represent a largely untapped enrollment pool for CUNY, but more importantly, they are also a key student constituency, and serving them is a part of the university's mission.

CUNY has a long history of serving non-traditional students, including those who delay entry to college to enter the workforce or military or to raise a family, or who started but did not complete a college degree. Even though adult students currently represent only a minority of CUNY's undergraduates (26 percent are 25 years old or older), this segment

of the CUNY population is nonetheless substantial. Some CUNY programs that primarily serve working adults include: the Center for Worker Education at City College, the Joseph S. Murphy Institute for Worker Education and Labor Studies, Lehman College's Professional Studies/Adult Degree Program, Queens College's Adult Collegiate Education (ACE) and Labor Education Advancement Project (LEAP).

The University will increase access and improve success rates for adult students, including those pursuing graduate degrees or looking to start a new career, and will increase the number of new adult learners in New York by more than 20 percent by 2020.

Sharply Increase Student Graduation Rates and Improve Career Preparation

Graduation Rates

Increasingly, the key that opens doors to success in the knowledge economy is a degree. Every New Yorker who desires a college education deserves the opportunity to earn a CUNY degree. The obstacles faced by any given student on the path to graduation are complex, personal, and real. It is the university's responsibility to anticipate challenges and identify solutions, in order to uphold its mission and empower its students to succeed academically and find work that will advance their earning ability and job satisfaction. With the array of programs that CUNY has developed over time, and with an ongoing commitment to remaining inventive and nimble, there exists strong and exciting potential for increasing graduation rates in the years ahead.

CUNY's nationally acclaimed Accelerated Study in Associate Programs (ASAP) is the University's most successful initiative to raise degree completion rates. ASAP offers comprehensive support services and financial resources that remove barriers to full-time study, build student resiliency, and support timely graduation. ASAP's results have been remarkable. To date, the average three-year graduation rate among ASAP students is 53 percent compared to 23 percent for similar students. The national urban community college three-year graduation rate is 16 percent. Seven years after beginning, 64 percent of ASAP students had earned an undergraduate degree (associate and/or bachelor's degree) compared with 42 percent of similar students.

CUNY has ambitious new targets to raise its graduation rates so that more students can reap the rewards of increased career options and earning potential. Through new coordinated initiatives to improve support and build academic momentum, CUNY seeks to significantly raise graduation rates in its associate and bachelor's degree programs.

The goals are to double the three-year graduation rates in associate degree programs by 2022 and raise by ten percentage points the graduation rates in bachelor's programs by 2022.

Academic Advisement

As evidenced by Accelerated Study in Associate Programs (ASAP), academic advisement is essential to maximizing college completion. When advisor-to-student ratios enable a measure of personal connection, students more often take the right courses at the right time making academic careers more efficient. In recent years, CUNY has been able to upgrade its advising corps in the community colleges through the expansion of ASAP (with its high advisor-to-student ratio) and by hiring new advisors outside of ASAP. At the same time, colleges have improved advisor training to ensure that academic advisors are well prepared to help students navigate the curricula of all degree programs, particularly those in the STEM fields.

Lowering advisement caseloads helps to ensure that students can get quality, in-person academic advice when they need it, but in the foreseeable future CUNY will be challenged to provide a sufficient in-person advising corps. New technology exists that can play a vital role in supporting in-person academic advisement. CUNY will significantly increase the number of advisors across CUNY and take advantage of available technology in support of student success.

Academic Momentum

Simple arithmetic tells us that for most undergraduates to complete their degree on time, they must successfully complete an average of 15 credits per semester, or 30 credits per year. For most students entering associate degree programs, this is a difficult goal because so many must take at least some non-credit developmental course work, slowing their degree progress. Another issue, though, is the tendency for many capable students to take less than a full 15-credit course load.

CUNY must significantly increase graduation rates with new commitment, funding incentives, and innovative programs. In the past few years, several CUNY colleges have begun information campaigns to encourage students to take 15 credits per semester or 30 credits per year. For example John Jay College began a *Finish-in-Four* campaign and published *Finish-in-Four* templates for each of its majors, providing students with semester-by-semester sample curricula that would enable them to complete their coursework within four years. Hunter College implemented a *Take 15* campaign that has helped to raise the percentage of full-time students who take 15 credits by about 10 percentage points over five years to 48 percent. The College of Staten Island piloted a

CUNYfirst pop-up message to motivate eligible students registering for 12 credits to increase their credit load. As a result, 34 percent of matriculated in-state students with a GPA of 3.0 or higher added more courses to their schedule after seeing the pop-up.

Going forward, CUNY will build on these initiatives by promoting policies and, as important, a culture that encourages full-time students to take 30 credits per year. One such initiative is to create degree maps, that is, semester-by-semester plans for all majors in a given college for full-time and part-time courses of study. They will make the actual path to a degree transparent to both students and administrators by demonstrating how the core curriculum, major requirements, and any pre-requisite requirements can fit together on an actual semester-by-semester schedule.

Single Stop

A particularly effective support program, now in place at CUNY's seven community colleges and at John Jay College, is Single Stop. The program, which is free to students, was initiated at CUNY in 2009 to increase the retention of degree-seeking, low-income students by connecting them and their families to untapped government benefits and services for which they are eligible. Counselors use a computerized screening tool that condenses thousands of pages of eligibility rules into a 15-minute question-and-answer session. Single Stop counselors interview students and provide them with information about which federal, state, or local benefits they are eligible to receive. They use a software program that screens for more than 40 public benefits—health insurance programs, nutrition programs, housing assistance, subsidies for childcare, energy assistance—as well as tax credits. The campus-based Single Stop counselors then use this information to guide students through the process of applying for benefits. In addition, Single Stop provides free, on-site tax preparation services during tax season (January through April); one-on-one financial counseling throughout the year; and legal services. Between 2009 and 2015, CUNY Single Stop sites served almost 75,000 students and accessed benefits, legal services, financial counseling, and tax refunds valued at \$178 million. CUNY seeks to extend the Single Stop program to more senior colleges.

Associate to Baccalaureate Transfer

The transfer pathway is a critically important portal to a baccalaureate degree for a substantial number of students each year at CUNY and across the country. Nationally, the vast majority of community college students aspire to a baccalaureate degree (about 80 percent), but only a small proportion ever earn one. Research indicates that students who enter a baccalaureate program from a community college are less likely than those who enter as first-time freshmen to obtain the bachelor's degree. CUNY's own analyses

show that even after controlling for background characteristics including high school grades, transfers are less likely to earn a baccalaureate degree than are native students.

As an integrated system with colleges in close proximity and with a growing number of community college programs that articulate with those at the senior colleges, CUNY will always have significant numbers of students who move from one campus to another over the course of their college career. The path from a community college to a senior college is particularly well traveled, but at CUNY, students transfer in all directions—up, down, and laterally.

In fall 2015, CUNY inaugurated a university-wide “reverse transfer” process, whereby students who transfer from an associate program to a bachelor’s program without the associate degree in hand, will be able to transfer courses back and be awarded the associate degree. The new reverse transfer program will help students obtain a credential that they have, in fact, earned, and which could be of professional and academic value to them. Further, reverse transfer could lead to improved graduation rates at the community colleges, and would allow for greater recognition of the educational opportunities these colleges provide. CUNY seeks to expand this program.

Facilitate Course Taking

A significant barrier to timely graduation for too many CUNY undergraduates is a shortage of space in high-demand courses that are required for their degree programs. It is not uncommon to hear about students who are closed out of required courses that are offered infrequently, forcing them to register for a less desirable alternative to retain eligibility for TAP, and delaying their degree progress. For CUNY to truly address barriers to student success, students should be able to take the courses they need, on time and across the CUNY system, especially given the geographic proximity of CUNY’s campuses and access afforded via New York City’s public transit system.

Going forward, CUNY will pursue a number of strategies to address this problem. Part of the solution is better information about course shortages and better planning to insure that sufficient sections of high demand courses are offered at the right times, including in the evening and on weekends. Investments in course planning and scheduling software will assist departments and the academic administration of the individual colleges to match capacity with demand. The university will also leverage the intellectual resources of the CUNY system so that students can take courses within the university at colleges other than their home institution. This plan consists of three closely related components: facilitating university-wide course taking by improving the permit process, creating a university-wide, searchable online course catalogue, and

expanding online course offerings. This strategy is one more way in which CUNY can become better connected to better serve its students.

Strategic Partnerships

There are areas in which CUNY needs to revamp its curriculum and pedagogy to better prepare students for the modern world. These need to be aligned with advances in knowledge and practice, labor market needs, and 21st century skills and perspectives. This can only be done in partnership with the private sector and other employers.

A new CUNY initiative was launched in 2016 to build private sector partnerships, particularly in the tech sector, for the benefit of CUNY students and graduates. This work has led to Women in Technology and Entrepreneurship in NY (WiTNY), a promising new program in partnership with Cornell Tech, Verizon, Accenture and other companies, designed to increase the number of CUNY computer science majors, with emphasis on closing the significant gender gap and providing students with privately-funded scholarships, enhanced curriculum, and internships. Also, a new CUNY Tech Meetup already has attracted about 1,000 members and has provided students with opportunities to meet industry professionals during panels and networking sessions at Google, Facebook, Etsy, and Bloomberg, among others. The CUNY IT Internship program, a long-standing public sector internship placing computer science students in public schools and agencies, was leveraged to create a new private sector internship program that has already placed 100 students in paid internships and will expand to serve hundreds more. Finally, with philanthropic support, the university recently convened the CUNY Tech Consortium, a forum for collaborative planning and implementation of programs that prepare CUNY students for tech industry jobs.

CUNY a new office to coordinate strategic partnerships with leading private sector organizations, and establish a central internship office to expand opportunities, particularly in high-growth, high-paying industries.

Experiential Learning and Internships

CUNY will strengthen connections with employers and sharply expand opportunities for experiential learning and internships so that graduates are well-prepared to meet demands of the workplace. Experiential learning is a high-impact practice that connects students to the city and neighborhoods in which they live. It encompasses service learning, community-based learning, internships and externships, and other forms of hands-on experiences that take learning beyond the classroom. These experiences have been an important aspect of education at CUNY in many programs, at many of our colleges. Now, in keeping with the 2015 New York State Experiential Learning law for

CUNY and SUNY, CUNY has moved to expand access to experiential learning opportunities. In the summer of 2015, Chancellor Milliken appointed a task force to lead the development of CUNY's university plan for experiential learning. The plan focuses on supporting strong experiential learning opportunities (ELO) for students, including work with employers and other external partners, and tracking and reporting of these opportunities. It will enable the university and the colleges to build upon existing infrastructure and processes to further integrate experiential learning into the student experience.

The university plan is a valuable framework for elevating the important role of experiential and applied opportunities as part of the college experience. Along with the expansion of experiential learning opportunities for students, CUNY will create significant additional opportunities to participate in other high-quality, high-impact practices.

Prepare CUNY Students for the Global Marketplace

To better prepare students for opportunities in a global marketplace and contribute to New York City's leadership in the global economy, CUNY will become a globally focused university through educational opportunities, research collaboration, and language, cultural, and other initiatives.

Significantly Expand Study Abroad Options

CUNY has made considerable efforts to expand the international education experiences available to its students. This has been driven in part by the Institute for International Education's Generation Study Abroad campaign, which has set the ambitious goal of doubling the number of U.S. students studying abroad by the end of the decade. CUNY signed on to be part of this initiative in 2014, and has since taken measures to improve access to and quality of study abroad opportunities.

Going forward, CUNY will develop strategies for making this valuable and high-impact learning experience an attainable option for more students. Increasing revenue through philanthropy for study abroad scholarships and examining new ways of integrating overseas experiences into the curriculum are two examples.

Over the next four years, CUNY will begin to address the primary obstacle to study abroad—financial—through a few different channels. One will be to seek external funding to establish a scholarship fund for study abroad for high-need students.

Additionally, the university will explore ways of making credits earned abroad more clearly visible to employers, graduate schools and other external audiences on transcripts. This could allow further analysis of how study-abroad experiences impact post-graduation opportunities.

Form an International Network of Leading Universities

Another priority for the university in the years ahead is to create strategic partnerships with institutions of higher education abroad. These partnerships serve the university in myriad ways, creating study abroad opportunities for students, expanding collaboration opportunities for faculty, and attracting international students and scholars to New York. Going forward, CUNY will focus on cultivating new deep partnerships—each in a global city—committed to addressing the most pressing challenges of globalization and urbanization. These challenges may include areas such as: sustainable cities; inequality, access, and governance; public health, medical care, and housing; criminal justice and social service delivery; immigration and migration; and education and workforce development. The network will provide opportunities not only for collaborative and complementary research among leading scholars, but also for credit-bearing coursework, student and faculty interaction, and study and research experiences for undergraduate and graduate students alike.

Increase International Student Enrollment

Studying at CUNY alongside students from other countries is one of the surest to expose CUNY students, many of whom cannot afford to study abroad, to different cultures and ideas. Such exposure can globalize their perspectives and skills, enliven their classroom experiences, expand their networks and horizons and engender a sense of global citizenship. International recruitment leverages the attraction of CUNY's location in a global city as a magnet for talent across the world and enriches our campus communities, the university, our city and state. An efficient means of strengthening CUNY's image abroad, it can pave the way to new opportunities for international scholarly exchange and research collaborations.

Bringing more international students to CUNY colleges with capacity for growth or international programs will be a priority in the coming years. To better align CUNY's strategic approach to international recruitment with current trends, the university will undertake a feasibility study to determine a realistic target for growth in international student recruitment over the next five years. CUNY has already taken some minor steps toward improving global branding including its unified representation at the world's largest international education conference and fair (NAFSA) in spring 2016. To further

enhance its visibility abroad, CUNY will facilitate the participation of all of its constituent colleges in the Study New York and Education USA programs.

Partner with NYC Organizations to Grow Global Opportunities

Globalization of higher education has many components. These include (but are not limited to): infusing academic content into the curriculum to raise awareness of the world and America's place in it; providing opportunities such as study abroad experiences that allow students to be immersed in another culture; and, bringing international students to our campuses.

Going forward, the university in collaboration with the colleges, will take additional steps to encourage the infusion of global competencies in both general education and major course offerings. To help in this process CUNY will capitalize on New York City's extensive international communities by enhancing research projects, opportunities for cultural immersion, homestays, internships, and a variety of co-curricular and experiential learning activities. CUNY will also build bridges to New York City business, arts and culture, nonprofit, and community organizations interested in and committed to global issues to enhance opportunities for internships, career training, and experiential learning. As part of CUNY's overarching commitment to academic excellence, and as is necessary to prepare students for changes both imminent and on the horizon, the university will do all that it can to enable students, and faculty, to look beyond the campus to see the world.

FY2018 Budget Request - Senior Colleges (\$ millions)

	<u>State</u>	<u>City</u>	<u>Tuition</u>	<u>Total</u>
Fiscal Year 2017 Adopted Budget	1,238.5	32.3	1,086.4	2,357.2
Mandatory Needs	50.1	-	-	50.1
Increased Tuition and Fee Revenue - Fall 2017	-	-	34.2	34.2
Additional Senior College Operating Support	5.0	48.0	-	53.0
TAP Tuition Credit Phased-In Restoration		10.0	-	10.0
Total Proposed Funding Changes	55.1	58.0	34.2	147.3
<i>Total Proposed Percentage Changes</i>	<i>4.4%</i>	<i>179.6%</i>	<i>3.1%</i>	<i>6.2%</i>
FY2018 Proposed Operating Budget	1,293.6	90.3	1,120.6	2,504.5
Total Proposed Funding Changes				147.3
<u>Total New Needs:</u>				
<i>Mandatory Cost Increases</i>				
Fringe Benefits, Contractual Salary Increments, Energy, Building Rentals				50.1
Costs of Collective Bargaining Agreements				68.0
<i>Master Plan and Strategic Framework Initiatives</i>				
Faculty and Academic Program Investment				10.0
Expand Access and Improve College Preparation				3.0
Sharply Increase Graduation Rates/Improve Career Preparation				8.0
Prepare Students for Global Marketplace				2.8
Bridge to Completion - Student Affordability Initiative				17.5
Total New Needs				159.4
Shortfall to be Covered by CUNY Administrative Efficiencies Action Plan				(12.1)

FY2018 Budget Request – Community College (\$ millions)

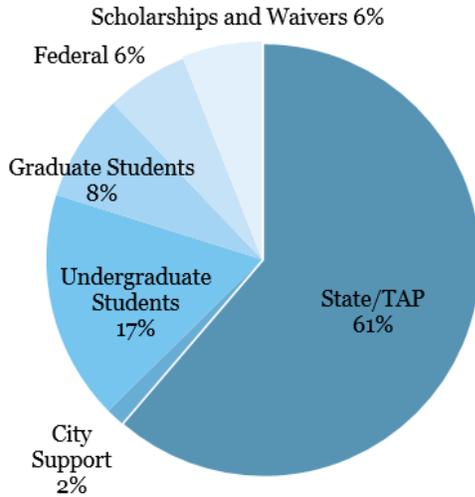
	<u>State</u>	<u>City</u>	<u>Tuition</u>	<u>Total</u>
Fiscal Year 2017 Adopted Budget	251.4	324.9	386.3	962.6
Previous Funding Commitments	-	23.4	-	23.4
Mandatory Needs	0.4	5.3	-	5.8
Increased Tuition and Fee Revenue - Fall 2017	-	-	-	-
Additional Community College Operating Support - Base Aid Increase	10.0	-	-	10.0
Total Proposed Funding Changes	10.4	28.7	-	39.2
<i>Total Proposed Percentage Changes</i>	<i>4.1%</i>	<i>8.8%</i>	<i>0.0%</i>	<i>4.1%</i>
FY2018 Proposed Operating Budget	261.8	353.6	386.3	1,001.8
Total Proposed Funding Changes				39.2
<u>Total New Needs:</u>				
<i>Mandatory Cost Increases/Prior Funding Commitments</i>				
Fringe Benefits, Contractual Salary Increments, Energy, Building Rentals				5.8
Prior City Funding for Fringe Benefits				8.4
Prior City Funding for ASAP Expansion				15.0
<i>Master Plan and Strategic Framework Initiatives</i>				
Faculty and Academic Program Investment				4.0
Expand Access and Improve College Preparation				4.0
Sharply Increase Graduation Rates/Improve Career Preparation				3.6
Prepare Students for Global Marketplace				0.5
Student Affordability Initiatives				2.0
Total New Needs				43.3
Shortfall to be Covered by CUNY Administrative Efficiencies Action Plan				(4.1)

FY2017 Enacted Budget (\$ millions)

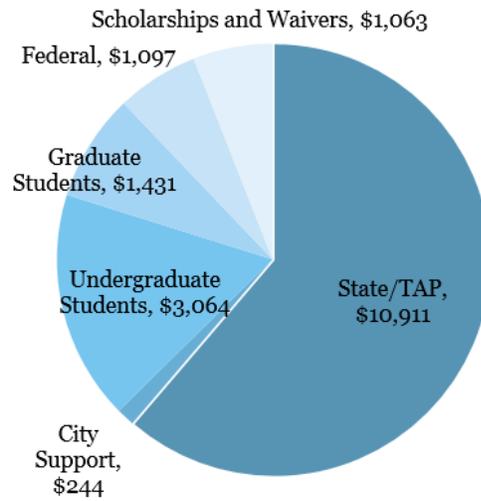
	Senior Colleges	Community Colleges	Total
Colleges	1,424.4	657.8	2,082.2
Academic Excellence			
Accelerated Study in Associate Programs	-	57.6	57.6
Language Immersion Programs/Adult and Continuing Education	1.1	12.2	13.3
Nursing	2.0	-	2.0
PSC Research Awards	3.3	-	3.3
Total Academic Excellence	6.4	69.8	76.1
Student Services			
Special Opportunity Programs	28.1	5.1	33.2
Student Financial Assistance	11.8	1.7	13.5
Child Care	1.4	2.6	4.1
Services for Students with Disabilities	1.5	1.1	2.6
Student Services	1.7	-	1.7
Total Student Services	44.5	10.6	55.0
University Management/Infrastructure			
Building Rentals	52.8	27.6	80.4
Central Administration/Share Services	48.3	-	48.3
Fringe Benefits	690.1	172.1	862.1
Information Management Systems	8.3	-	8.3
Instructional Technology	3.9	-	3.9
Utilities	78.6	24.8	103.4
Total University Management/Infrastructure	882.0	224.4	1,106.4
Total FY2017 Budget	2,357.2	962.6	3,319.8

FY 2017 Senior College Adopted Budget

Senior College Funding Sources



SC Funding Sources per FTE¹

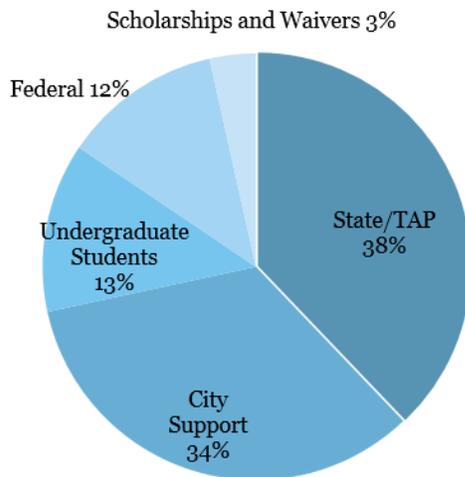


Total per FTE \$17,809

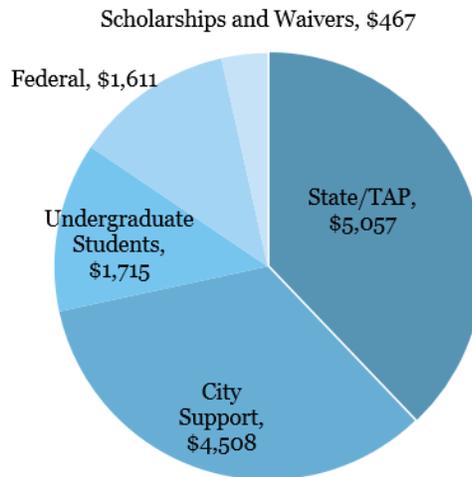
¹using Fall 2015 FTE

FY 2017 Community College Adopted Budget

Community College Funding Sources



CC Funding Sources per FTE¹



Total per FTE \$13,358

¹using Fall 2015 FTE