

CUNY THE CITY UNIVERSITY OF NEW YORK

FY2021 University Budget Request





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Message from the Chancellor

Governor Andrew M. Cuomo
Mayor Bill de Blasio
Members of the New York State Legislature
Members of the New York City Council

CUNY is an acknowledged national leader in the promotion of social and economic mobility, elevating generations of students from groups that have historically been underserved by higher education. With the help of our funding partners in New York State and New York City, we remain committed to our historic mandate to provide an affordable, top-quality education to any person who desires one, regardless of background or means. Evidence of our success in this regard has been reaffirmed by respected national rankings, which repeatedly tout the quality, accessibility and affordability of our community and four-year colleges.

Further validation of our success can be seen in the fact that CUNY's freshmen enrollment this fall rose 2.8 percent to 40,768 students, a record for the University. The value of CUNY is indisputable: Two in three of our full-time undergraduates attend tuition-free, and three in four graduate free of federal student loan debt. They are aided by exceptional financial assistance from the State of New York, which, thanks to the Senator José Peralta New York State DREAM Act, now supports all students without regard to citizenship or immigration status.

Our 2021 budget request, prepared in consultation with key stakeholders and our Board of Trustees to renew the University's four-year plan, constitutes our abiding aspiration to build a bigger, better and bolder City University of New York. It enhances the University's ability to innovate, with additional investments to ensure that CUNY continues to transform the lives of its students and the economic health of the State and City it serves.

Key investment priorities include student-focused initiatives to expand access, enhance learning and accelerate success; embrace the future of work and improve students' quality of life in a rapidly changing, globally competitive economy;

recognize physical and mental health and well-being as integral components to student success; and invest in critical IT and facilities infrastructure.

In anticipation of growing mandatory and discretionary baseline costs along with our carefully considered strategic investments, we request additional public resources to support our community and four-year colleges. We also ask our students to contribute to investment priorities through modest tuition increases and a wellness fee. Average tuition and fees at CUNY will nonetheless continue to be among the lowest in the nation; and two-thirds of our students will not be directly affected by the tuition increase. To offset costs, we also commit to making the University's operations more efficient, and continue to work with our private funding partners to maximize their impact on our core mission activities.

Each year, hundreds of thousands of students turn to The City University of New York for the multitude of reasons that can be summed up as one: opportunity. Their rich diversity mirrors that of New York, and remains emblematic of the all-embracing American ethos. We empower these students to thrive without regard to their background, means or circumstances of their arrival. In so doing, we present an ever-important value proposition to the State, City and Region, and we enable the continued realization of the American Dream. We respectfully seek your continued and valued support.

Sincerely,

Félix V. Matos Rodríguez
Chancellor



Ever Upward: A Strategy for Momentum and Mobility

at The City University of New York



The City University of New York (CUNY) has long been a leading engine of upward mobility within New York State, New York City, and the nation. From 1957 when Andrew Grove, who would go on to become the founder of Intel, first enrolled at The City College of New York just weeks after arriving in the U.S. as a refugee from Hungary, to the remarkable findings by the Equality of Opportunity Project in 2017 that six of the top 10 colleges in the country for increasing students' social mobility were CUNY schools, CUNY has been, in Grove's words, "a veritable American-dream machine."

CUNY is a national model in promoting and enhancing social and economic mobility. For it to remain so in a rapidly changing world, CUNY must take an intentional approach to enhancing its ability to innovate and serve through a focus on quality, impact, and scale. Additional investments in institutional capacity and scaling capabilities will help to ensure that CUNY continues to realize and maximize its great potential to transform the lives of its students and the economic health of the State and City it serves. Together, we can ensure that CUNY, New York State and City remain the premier catalysts for hope and optimism for generations to come.

Now, more than ever, strengthening CUNY is vital to the future of New York State and City. The increasing investments

made by the State and City in the University over the last five years has enabled CUNY to fulfill its mission to uplift the well-being of our society. The value already delivered by CUNY is undeniable and varied — student success, equitable access and outcomes, career success, civic engagement, and innovation and entrepreneurship are just some of the many ways in which the lives of New Yorkers and the State's human capital are enhanced. Yet, at a time of growing wealth and income inequality, and social and political polarization, opportunities for growth are increasingly scarce for those who would benefit most from them. Over the last 30 years, the incomes of American families in the top 20% have risen 46%; this is a rate more than five times higher than the incomes of families in the bottom 20%. For those families, there are few affordable options that offer them a chance to better their lives.

We are proud that three CUNY colleges were recently named in the top four in the country on the Wall Street Journal's 2019 list of best value colleges. Additional investments would allow CUNY to further increase its value to students and the State by helping more students earn a degree and learn the skills they need to build successful careers and lives. Together, by redoubling our shared commitment to increasing educational attainment and solving New York State and City's greatest challenges, we will lead New Yorkers into a brighter and bolder future.



Strategic Investment Initiatives

A Shared Imperative to Shape the Future

Currently, New York State and City, along with CUNY, sit at a volatile crossroads — one that has resulted from the fateful convergence of social, political, economic, and environmental pressures that have destabilized what have been sustainable financial models thus far. Fortunately, there is a long-term solution for this ever-growing dilemma: The State, City and CUNY must endeavor to create a dynamic, educated, and skilled population, one with increased earning potential and correspondingly increased contribution to the City and State tax bases.

To that end, CUNY proposes a partnership with the State and City, the private sector, and civic society to tackle these economic challenges, along with the environmental and social challenges of these tumultuous times, including climate change and the immigration crisis. Most significantly, this partnership will coincide with expressed student demand for a new approach to higher education that better fuses the intellectual foundations acquired in school with the practical and portable skills gained through direct experience in growing fields, while remaining sensitive to individual student needs and hurdles to success.

Investment and Impact

What appears to be a crossroads could potentially be a turning point. With the possibility of a mutually aligned partnership between the University and its funding partners, we are gifted a rare opportunity to meaningfully and effectively explore solutions to combat mutually experienced external pressures. When implemented, the proposed programs will provide a blueprint for innovating higher education in ways that are beneficial for students, and which enhance the current and future economy. Moreover, it will be done in a manner that is both responsive to industry needs and student demands. Only with such an investment would the effective implementation of these ideas come into being. Such a visionary partnership will have transformational effects on New York State and the City, and CUNY, and redefine innovative leadership and governance for the next half-century.

The time for a bigger, better, bolder CUNY is now, and the sections that follow offer three impactful investment areas and detailed plans for a modernized partnership that will benefit the people, communities, and economy of New York.





Expanding Access, Enhancing Learning, Accelerating Success



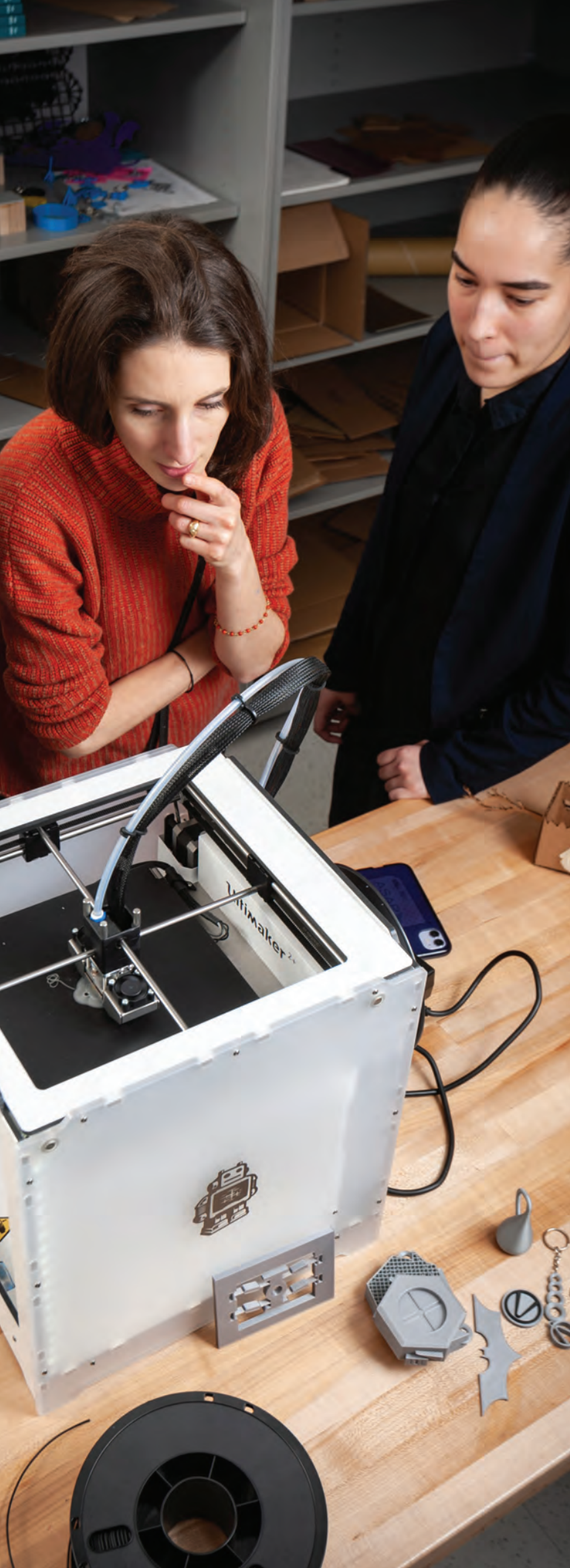
CUNY is committed to maximizing potential and driving the evolution of human capital. To continue to make good on this commitment, it is necessary for CUNY to scale proven P-16 initiatives that serve as an efficient pipeline of student enrollment that begins at the earliest stages of one's educational journey. Essential among these programs are those that focus on college readiness among New York City Department of Education (DOE) high school students, including programs that offer high school students the opportunity to take college credit-bearing courses before enrolling in a college. Meanwhile, other programs will expand to further reinforce the developmental reading and math skills that are necessary for college success and provide the advisement, academic and financial support students need to graduate on time.

Online instruction has enormous potential for CUNY's current students, for whom access to online courses can increase credit accumulation and fast-track completion, provide scheduling flexibility and greater course availability, and save students commuting and textbook costs (with course materials provided free online). Furthermore, CUNY recognizes that expanding access to higher education means considering the daily realities and time constraints of those students who are working a full-time or part-time job while studying, are caring for children, or

are the primary caregivers for a family member. Therefore, it is vital that the University significantly scale its online programs and grow its online program enrollment to meet these students where they are and provide them the greatest flexibility to pursue their degrees and fulfill the demands of their external obligations.

The success of all these programs will be reinsured by an expansive and comprehensive teacher-training initiative that will give DOE teachers the skills and tools they will need to identify and assist students in their college readiness through early on-track indicators. While this pipeline for college enrollment will be boldly expanded, CUNY will simultaneously scale programs that ensure the college re-enrollment and degree completion of adult learners who have earned college credits but have been unable to earn a degree. This unfortunate and all too common predicament can befall those students who work full-time or are parents or caregivers.

The bulwarks for these initiatives and expansions will be needed increases in the number of full-time faculty available to our students and a pedagogical innovation and an innovative teaching academy that will serve as a hub for professional development and a vibrant exchange of ideas. CUNY expects such a teaching academy to become a national model of new pedagogical approaches to student engagement and ultimately student success.



An Agile University: Embracing the Future of Work and Improving Quality of Life

In an era of upskilling and reskilling, a college education must respond both to the labor demands and the unique circumstances of students pursuing a degree. By developing modernized career engagement centers and offering further opportunities for paid internships and co-ops, CUNY will align students with the skills and professional networks necessary for the current and future labor demands of growing industries.

CUNY will also enact a faculty-hiring initiative that will further infuse the University with the combined talents of active researchers and scholars and foster an environment of pedagogical innovation sensitive to future industry needs and trends. These efforts would not only afford CUNY students additional instructors, but the mentors and industry facilitators who can shepherd students toward career-sustaining paths in new and expanding fields.

Along with these student-driven initiatives, CUNY will lead the development of solutions to global challenges that impact every New Yorker, such as climate change, cyberwarfare, looming armed conflict, immigration, and growing social polarization. Establishing itself as a world-class research hub that teams the public and private sectors, CUNY will serve as the ideal platform to facilitate effective, original, long-range problem solving. Key to this are not only the employment of cutting-edge technology and renowned faculty, but the direct participation of an engaged, diverse student population. These students, many of whom hail from underrepresented communities, will infuse the research with new and varied perspectives, steering it towards promising avenues of thought until now unexplored. Thus, CUNY will harness the power of community to fuel the creation of solutions that are global.

CUNY will likewise use its position as a world-class hub of applied research to embrace the development of Artificial Intelligence (AI) and Big Tech through an ethical, student-driven approach that promotes equity. CUNY will create an educational space where learners from underrepresented communities will utilize and develop new technologies, while promoting a technology equity in which all communities will eventually have access to those technologies. Likewise, as data analytics are needed in order to facilitate the transformation of New York State and City, CUNY will serve as a thought leader for New York by developing the digital information systems and designing algorithms and predictive models that identify opportunities in key areas like climate science, finance, advanced medicine, and education. With the partnering of the State and City with our students and faculty, CUNY will be in a position to find practical, achievable answers to pertinent global issues while driving and reshaping the global discussion.



Recognizing Student Health and Well-being as Integral to Student Success and Public Health



Across New York State and City, issues related to housing and food insecurity and mental health have surged among our students and the State and City populations. CUNY has, and will continue to, undertake and expand efforts to ensure food and housing security, provide mental health resources, and strengthen local care networks. In particular, there will be a scaling of proven initiatives that combat food insecurity among students, such as food banks, cafeteria vouchers, and access to Supplemental Nutrition Assistance Program (SNAP).

Moreover, CUNY will lead efforts in the destigmatizing of these shared challenges by providing a digital forum that provides online health and wellness information services and by initiating the training of student and faculty advocates who can be deployed system-wide. These new and expanded efforts will ensure the academic success of every student while providing them the needed treatment and assistance that will better equip them as they embark on their career paths. Ultimately, through their partnership, CUNY and the State and City will embrace student mental health and well-being as a public health campaign — one that understands that a healthy population is a productive population that will contribute to New York economically and civically.

The proposed investments will help develop and strengthen a culture of caring throughout CUNY, propelling students into a

lifetime of mental health, physical well-being, resilience and civic engagement. Specifically, we expect these shifts in culture to yield the following outcomes for enrolled students on each campus after five years of full implementation on that campus:

- 80% of enrolled students will know about, use appropriately, and report satisfaction with campus mental health, wellness, food security, or clinical health care services (placing CUNY above the national statistics captured by the Healthy Minds Study of 2018);
- a 50% reduction in the number of students reporting interference in academic degree progression from seven problems: depression, anxiety, unsupported parenting, partner violence, lack of health insurance or healthcare access, or food insecurity;
- 80% of students seeking help for a problem they face will report having received support from a student, staff, or faculty member;
- wait times for an appointment for mental health counseling will be cut in half; and
- the proportion of students experiencing one or more of the seven health problems that undermine academic success will fall by 30% (from 50% in 2018 to 35% after full implementation) with the largest reductions in students from very low-income households, students with housing problems, students with foster care experience, LGBTQI+ students, or undocumented students.



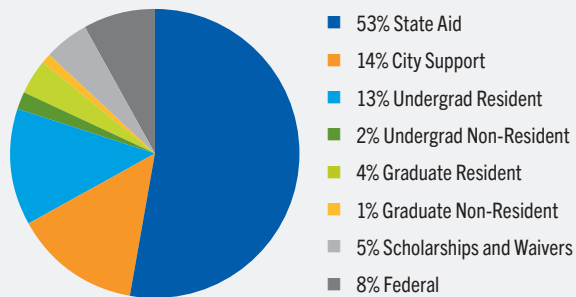
FY2021 Budget Request

| Summary \$ millions | Senior Colleges | Community Colleges | Total |
|---|----------------------------|-------------------------------|------------------|
| FY2020 Budget | \$2,608.0 | \$1,095.4 | \$3,703.4 |
| FY2021 Mandatory/Inflationary Cost Increases | | | |
| Building Rentals | \$4.3 | \$2.6 | \$6.9 |
| Campus Maintenance | \$2.0 | \$1.0 | \$3.0 |
| Collective Bargaining Agreements | \$45.8 | \$19.5 | \$65.4 |
| Contractual Salary and OTPS Increments | \$16.6 | \$8.8 | \$25.3 |
| Energy | \$1.9 | \$0.2 | \$2.1 |
| Fringe Benefits | \$50.7 | \$16.8 | \$67.6 |
| TAP Gap | \$8.2 | \$0.0 | \$8.2 |
| Total | \$129.6 | \$48.9 | \$178.5 |
| FY2021 Strategic Investments | | | |
| Expanding Access, Enhancing Learning, Accelerating Success | \$30.9 | \$15.1 | \$46.0 |
| An Agile University: Embracing the Future of Work and Improving Quality of Life | \$20.6 | \$10.3 | \$30.9 |
| Student Health: Integral for Student Success and Public Health | \$18.8 | \$9.2 | \$28.0 |
| Strengthening University Infrastructure | \$6.0 | \$3.0 | \$9.0 |
| Total | \$76.3 | \$37.6 | \$113.9 |
| Efficiencies | (\$10.0) | (\$5.0) | (\$15.0) |
| New Funding Request Total | \$195.9 | \$81.5 | \$277.4 |
| FY2021 Total Budget Request | \$2,803.8 | \$1,176.9 | \$3,980.8 |

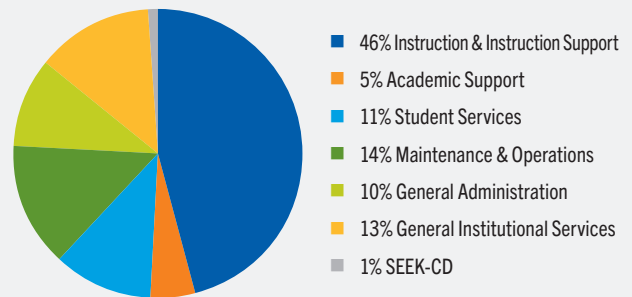


FY2020 Budget Funding Sources and Uses

Funding Sources



Use of Funds



Financing the FY2021 Request

CUNY's FY2021 budget will rely on new funds and efficiencies to cover mandatory baseline cost increases and investments for innovation and targeted academic strategies.

Mandatory increases are those baseline costs that increase annually and must be covered. These costs will increase by \$178.5 million in FY2021: \$129.6 million at the senior colleges and \$48.9 million at the community colleges. These amounts include increases for contractually required incremental salary adjustments, collective bargaining agreements, fringe benefits, and building rental and energy costs. Strategic investments total \$113.9 million across all 25 campuses.

The University proposes funding these increases through a combination of State and City funding, tuition and fees, and savings resulting from internal efficiencies.



FY2021 Funding Request

| <i>\$ millions</i> | Senior Colleges | Community Colleges | Total |
|---------------------------------------|--------------------|-----------------------|------------------|
| State Support | \$1,604.5 | \$346.7 | \$1,951.2 |
| City Support | \$53.3 | \$457.8 | \$511.1 |
| Resident Student Tuition and Fees | \$505.0 | \$112.1 | \$617.1 |
| Non-Resident Student Tuition and Fees | \$94.5 | \$24.8 | \$119.3 |
| Scholarships/Waivers | \$172.3 | \$33.2 | \$205.5 |
| Federal | \$178.3 | \$120.9 | \$299.2 |
| Total FY2020 Budget | \$2,608.0 | \$1,095.4 | \$3,703.4 |
| FY2021 New Needs | | | |
| Mandatory/Inflationary Costs | \$129.6 | \$48.9 | \$178.5 |
| Program Request | \$76.3 | \$37.6 | \$113.9 |
| Total FY2021 Increases | \$205.9 | \$86.5 | \$292.4 |
| Efficiencies | (\$10.0) | (\$5.0) | (\$15.0) |
| Funding Request | | | |
| State Support | \$106.1 | \$20.4 | \$126.4 |
| City Support | \$34.2 | \$42.7 | \$76.9 |
| Resident Student Tuition and Fees | \$26.3 | \$8.4 | \$34.7 |
| Non-Resident Student Tuition and Fees | \$9.1 | \$3.1 | \$12.2 |
| Scholarships/Waivers | \$12.3 | \$1.5 | \$13.7 |
| Federal | \$8.0 | \$5.4 | \$13.4 |
| Total | \$195.9 | \$81.5 | \$277.4 |
| Total Requested FY2021 Budget | \$2,803.8 | \$1,176.9 | \$3,980.8 |

Predictable Tuition Policy

FY2021 will be the fourth year of the University’s current predictable tuition policy. The policy, first enacted by the State in 2011 and renewed in 2017, enables the University to implement modest and predictable annual tuition increases. The tuition at four-year colleges will increase by \$100 per semester for FY2021, which would generate \$36 million. Community college tuition has been held flat for four years. However, costs continue to rise. Consequently, the University’s financing strategy for the community colleges includes a tuition increase for FY2021 of \$100 per semester, which would generate \$16 million.

New York State tuition legislation requires CUNY to provide Tuition Assistance Program (TAP) waiver credits to cover the difference between the cost of tuition and student TAP awards. In FY2020, CUNY will issue approximately \$79 million in TAP tuition credits; in FY2021 that amount will increase to \$88 million, thereby constraining the maximum benefit of the tuition increase at the senior colleges.

Community Colleges

The University is requesting a \$250 increase in per student FTE (Full-Time Equivalent) funding for the community colleges. Additional funding generated by this increase, as well as new City funding, would be used to support the funding needs outlined in this request. 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 not only to continue these increases,

but to put in place measures to prevent future decline. The University supports equitable per FTE funding throughout all of the State’s community colleges.

Fees

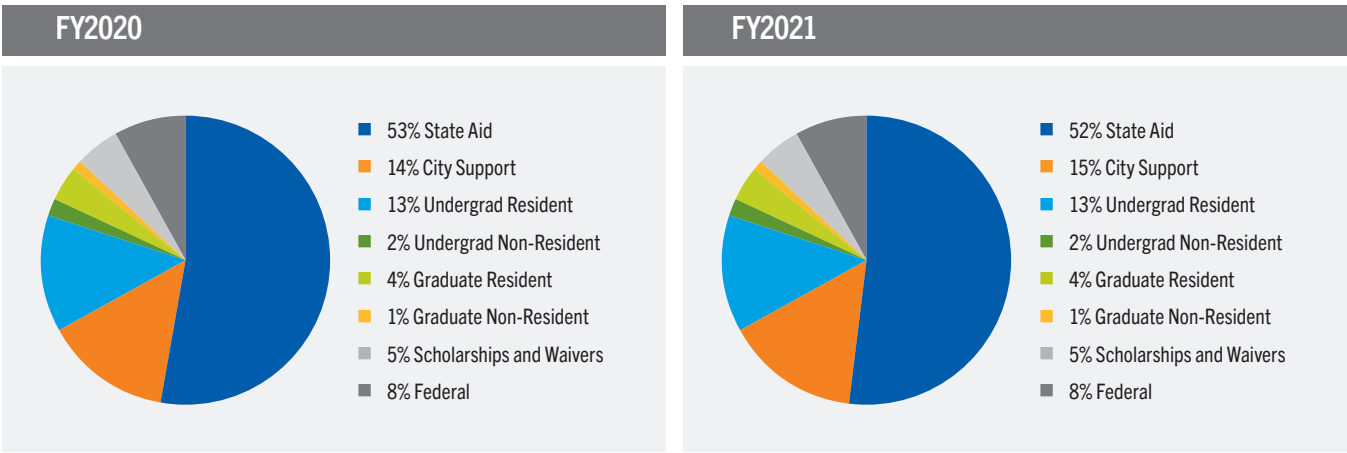
Recognizing that the health and wellness of college students has increasingly become a determinant of their ability to meet their full academic potential, CUNY is also proposing a new Health and Wellness student fee. The fee will fund enhancements such as expanded health center hours, additional mental health counselors and support for LGBTQ students and students facing housing and food insecurity.

The \$60 per semester is the first new mandatory fee instituted at CUNY since 2002. The funding it raises will accelerate CUNY’s efforts to meet national benchmarks and best practices in serving the mental and wellness challenges faced by today’s urban college students.

Students who are in most need will have any additional out-of-pocket tuition costs significantly defrayed or covered completely by New York State’s generous financial aid programs – TAP, Excelsior, SEEK, College Discovery, the Peralta DREAM Act – along with Federal Pell grants. Most low-income Pell students will have the Health and Wellness fee covered by their federal grant.

We are proud of our affordable value: two out of three CUNY undergraduate students do not pay for tuition and fees out of pocket, and three out of four of our graduates leave debt free. As such, even with the proposed adjustments, CUNY’s tuition will remain of high value, even as it will continue to be much lower than other university systems throughout the country. Likewise, CUNY’s average cost of fees of \$475 are substantially lower than those of other public university systems of comparable size around the country.

Funding Sources: FY2020 vs. FY2021 Budget Request



FY2021 Strategic Investment Details and Program Descriptions

| <i>\$ millions</i> | Senior Colleges | Community Colleges | Total |
|--|--------------------|-----------------------|----------------|
| Expanding Access, Enhancing Learning, Accelerating Success | | | |
| <i>P-16 Initiatives</i> | | | |
| CUNY On Track | \$1.5 | \$0.7 | \$2.2 |
| College Now | \$1.5 | \$0.7 | \$2.2 |
| Early College/P-Tech Schools | \$0.7 | \$0.3 | \$1.0 |
| Teacher Training and Career Supports | \$0.3 | \$0.2 | \$0.5 |
| <i>Student Success Initiatives</i> | | | |
| Full Time Faculty | \$10.1 | \$4.9 | \$15.0 |
| Math Start/ASAP Pilot Program | \$1.3 | \$0.7 | \$2.0 |
| Support for Adult Learners via College Navigators | \$0.8 | \$0.4 | \$1.2 |
| Accelerate, Complete, and Engage (ACE) | \$4.8 | \$2.4 | \$7.2 |
| <i>Pedagogical Innovation</i> | | | |
| Innovative Pedagogy via the CUNY Innovative Teaching Academy | \$2.3 | \$1.1 | \$3.4 |
| <i>Online Education</i> | | | |
| CUNY Online as an Engine of Equity and Access | \$4.3 | \$2.1 | \$6.4 |
| Student Financial Assistance | \$3.3 | \$1.6 | \$4.9 |
| Total | \$30.9 | \$15.1 | \$46.0 |
| An Agile University: Embracing the Future of Work and Improving Quality of Life | | | |
| <i>Career Engagement</i> | | | |
| Model Career Engagement and Development Centers | \$2.8 | \$1.4 | \$4.2 |
| CUNY Workforce Innovation Lab | \$0.8 | \$0.4 | \$1.2 |
| CUNY Applied Learning Labs for 21st Century Skills | \$0.9 | \$0.4 | \$1.3 |
| CUNY Worker Education Fund | \$2.8 | \$1.4 | \$4.2 |
| CUNY Internship Challenge Fund | \$4.6 | \$2.2 | \$6.8 |
| CUNY Corps Programs | \$2.9 | \$1.5 | \$4.4 |
| <i>Research</i> | | | |
| Align Research Agenda with CUNY's Strategic Visions and State Needs | \$3.1 | \$1.6 | \$4.7 |
| Expand Undergraduate Research Opportunities | \$2.7 | \$1.4 | \$4.1 |
| Total | \$20.6 | \$10.3 | \$30.9 |
| Student Health: Integral for Student Success and Public Health | | | |
| Improve Coordination and Integration of Services | \$3.4 | \$1.6 | \$5.0 |
| Improve Access to Information Referrals and Support | \$1.0 | \$0.5 | \$1.5 |
| Improve Evaluation and Planning | \$0.3 | \$0.2 | \$0.5 |
| Campus Specific Health and Wellness Initiatives | \$14.1 | \$6.9 | \$21.0 |
| Total | \$18.8 | \$9.2 | \$28.0 |
| Strengthening University Infrastructure | | | |
| Infrastructure Investments | \$6.0 | \$3.0 | \$9.0 |
| FY2021 Total | \$76.3 | \$37.6 | \$113.9 |



Expanding Access, Enhancing Learning, Accelerating Success

P-16 Initiatives

CUNY On Track: As part of this targeted, actionable program, students in the 10th or 11th grade in 400 high schools will receive a personalized mailer informing them that CUNY believes they are “college material” and wants to help them prepare for success by taking specific actions, such as participating in dual enrollment courses. These actions will result in four out of every five DOE graduates meeting CUNY readiness standards by 2026, and a 10-percentage point increase in the number of first-time freshmen who have accumulated 30 or more credits by the end of their first year of college.

College Now: Since 2000, this program has enabled students to take college credit courses while still enrolled in high school, providing these students with necessary college preparation courses and workshops that will better ensure their academic success. We propose to more than double the number of students served — from 22,000 to 47,000 — so that by 2024, 50% of incoming freshmen will already have some college credit, jump-starting their academic momentum. The average entrant will have between three and six credits toward their degree.

Early college/P-TECH schools: CUNY currently supports 19 early college high schools, which enroll more than 10,000 students. Although entry is not screened for prior academic performance, these schools outpace the City for high school graduation and college attendance. Of these schools, nine are P-TECH schools, which include one or more employer partners and focus on preparing students for high-potential careers. These schools allow students the opportunity to work toward an associate degree while receiving mentoring and work-based experience from professionals in the field. Given the record of success of these schools, CUNY proposes to expand the total size of the network to 34 schools over four years and guarantee that at least one such school is available in each of New York City’s 32 community school districts.

Teacher training and career supports: The University aims to expand the number of CUNY students trained in high-need areas while simultaneously deepening clinical experiences that will enable highly qualified college students to reach the classroom more quickly. CUNY also aims to expand our partnership with the City to develop a teaching force that better represents the

demographics of students in our public school classrooms by recruiting and supporting more men of color to become teachers. CUNY will also expand program offerings in special education and increase the resources available for New York State teacher certification. CUNY’s efforts will increase by 50% the number of teacher candidates earning certificates in the highest needs areas by 2024, including a 20% increase in the one-year hire rate for men of color at the DOE.

Student Success Initiatives

Full Time Faculty: To ensure our students have access to full-time faculty (FTF), in the next four years, we aspire to increase the percentage of students taught by FTF. To this end, we propose hiring 500 net additional FTF — 125 net additional FTF in each of the next four years.

Math Start/ASAP pilot program: This program allows incoming students with deep developmental math needs to build their math skills over one semester with Math Start while being enrolled in up to three credit-bearing courses with support from ASAP, free of charge. CUNY proposes to expand the program from its current enrollment of 250 students at three colleges to 1,200 students at six colleges over the next four years. We estimate that 80% of these students will be fully proficient upon program completion and will complete a credit-bearing math course within one year.

Support for adult learners via “college navigators”: Adult learners who have been away from higher education for several years have special needs that can be best addressed through the use of college navigators, i.e. college advisors who explain the logistical, financial, and academic steps to earn the credential or degree that students seek. CUNY proposes to add 12 college navigator positions in FY2021, and growing to 24 by FY2024. Upon full implementation — and as part of a broader set of privately-funded initiatives in support of part-time students — total enrollment among working adults would increase by at least 24,000, and degrees and/or certifications earned by this population would grow by an estimated 4,000 per year.

Accelerate, Complete and Engage (ACE): The baccalaureate adaptation of CUNY ASAP, the goal of ACE is to double four-year bachelor’s graduation rates by providing structured advisement, academic and financial support to students. On-time graduation



has a direct impact on the cost of a degree — for students and taxpayers — and the economic benefits of the degree (income to students, tax revenues for the State). CUNY proposes to expand ACE to 5,000 students over the next four years, up from the approximately 1,100 students it currently serves. At this level, the program will deliver an additional 525 baccalaureate degrees per year; it will achieve a four-year graduation rate of at least 50% among first-time freshmen; it will achieve a two-year graduation rate of at least 50% among transfer students with an associate degree; and based on current outcomes, will lower the average cost per degree by more than \$17,000 per graduate.

Pedagogical Innovation

Innovative pedagogy via the CUNY Innovative Teaching

Academy: CUNY is committed to enhancing learning through innovative pedagogical practices that improve course pass rate, increase retention, and better prepare students for life, work and further study. CUNY will create a teaching academy that will coordinate and support a variety of new professional development opportunities aimed at spreading best practices and innovative pedagogy among a broad spectrum of CUNY faculty, thereby becoming a national resource in higher education leadership development. This effort will be predicated on the recognition that the quality of pedagogy and access to high impact practices have a direct and measurable impact on the quantity and quality of degrees produced by CUNY and the ability of graduates to be well positioned for meaningful careers and further study. The proposed investment in this initiative will directly impact over 10,000 full-time faculty, adjuncts, and graduate students within its first four years, with particular strategies serving 75% of newly hired faculty and 25% of current faculty. This initiative will also lead to greater student engagement, deeper learning, and the acquisition of more relevant and adaptable skills, as evidenced by cutting in half the rate of students receiving D, F or W grades in gateway courses (known as the DFW rate), tripling the number of CUNY students enrolled in experiential learning courses and/or integrated into their faculty's research, scholarship, or creative work.

Online Education

CUNY Online as an engine of equity and access: Online instruction has enormous potential for CUNY's current students, for whom access to online courses can increase credit accumulation and fast-track completion, provide scheduling flexibility and greater course availability, and save students commuting costs as well as textbook costs (with course materials provided free online). Furthermore, online instruction can bring in new constituencies through new programs, at all levels — especially through new programs developed in partnership with employers, to enter new and emerging fields in the fastest growing sectors of the workforce: health care, technical and consulting services, and business. To expand offerings at the scale and pace needed, we propose leveraging the experience and proven track-record of the CUNY School of Professional Studies to establish the CUNY Online Accelerator, a consulting and technical services hub that will provide colleges with online development resources in five key areas of student readiness, faculty readiness, course site development, online program development, and online program management. By 2024, this will result in at least 120,000 students (compared to the current 25,000 students) taking online courses each semester. What's more, access to online instruction will, by 2024, increase the number of students achieving full-time status by 25% and increase the credit accumulation of part-time students by 25%. We will also launch at least 40 new online degree programs over the next four years and grow the number of students taking fully online degrees from 3,000 to 20,000 emphasizing completion programs for working adults at the undergraduate level and professional credentials at the graduate level. Additionally, we plan brokered partnerships with at least five corporations who will support their employees' access to our high-quality online programs. And, we will distribute the capacity to create, scale, and sustain fully online degree programs to all of the campuses in CUNY planning to offer them. We will build out such capacity at five campuses the first year and at least four more campuses in each of the remaining years.



An Agile University: Embracing the Future of Work and Improving Quality of Life



Workforce Development and Engagement

Model Career Engagement and Development Centers:

To ensure that students are immersed in the supports, advisement, and opportunities to become competitive for jobs and careers upon graduation, CUNY's model "Career Engagement and Development Centers" will focus on skill badging, peer mentoring, alumni networking, internship attainment, and applied learning participation for students. These Centers will be supported by a CUNY-wide career data system to track key indicators of student career success, as well as supply colleges with labor market data and outcomes for all students and graduates. In its first year, five colleges will pilot and refine the Centers' model while serving 10,000 students. At scale, this initiative will grow to serve more than 50,000 students across all CUNY campuses.

CUNY Workforce Innovation Lab: CUNY will create a lab that is tasked with curriculum and program development in health care, IT, and sustainability/energy management areas. The lab will create certificates and programs in partnership with employers who have changing training needs based on technological advancements. In its first four years, the lab will more than double the number of new certificate programs in rapidly-evolving fields from five in Year 1 to twelve in Year 4. When at scale, these new programs will serve over 3,000 students studying in three key fields for the State's future job growth.

CUNY Applied Learning Labs for 21st Century Skills: These labs will be physical sites open to any CUNY student and faculty member who wishes to engage with employers on applied learning, micro-internship, capstone, and skill badging programs in STEM, humanities, and liberal arts areas. The labs will work with partner employers who have talent needs and are willing to invest in a set of programs and opportunities for students and faculty to engage in applied learning projects and student/faculty-led consulting projects. These intensive-engagement sites will serve 2,500 dedicated students in Year 1, growing to 7,500 in its fourth year.

CUNY Worker Education Fund: CUNY proposes to create a scholarship for adults who wish to pursue part-time degree completion and/or credential attainment programs in high growth areas: education, healthcare, business, technology, and energy/sustainability. The fund would engage with employers and provide last mile funding in those situations where tuition reimbursement programs are not applicable. These targeted funds will serve the 1,500 students who can benefit the most on five campuses in its inaugural year, growing to 2,750 across all CUNY campuses when at scale.

CUNY Internship Challenge Fund: CUNY proposes to incentivize employer engagement with the creation of a fund that establishes a mechanism for public and private funds to be pooled annually. This pooled fund will support internships for students through stipends and other supports. Employers will receive internship

subsidies of up to 50% of the cost of internships. Initially serving 4,000 students, the Challenge fund will grow to serve nearly 10,000 students when at scale in four years.

CUNY Corps Programs: CUNY will expand successful work-based learning opportunities for students in community colleges or in their first or second years of college to create valuable career exploration and work experiences. Among these programs are CUNY Service Corps, Women in Tech NY “Winterships”, CUNY Summer Corps, and Service Corps Puerto Rico, all of which allow students early exposure to career-related opportunities. CUNY Corps will double the number of students it serves over the next four years, from 2,000 in Year 1 to 4,000 in Year 4.

Research

Align a research agenda with CUNY’s strategic visions and State

needs: CUNY will engage in a cluster hiring of 64 faculty members over the next four years to better align the University’s research efforts and strengthen its ability to meet State and City needs. The cluster areas will target New York State’s commitment to achieving “net zero” greenhouse gas emissions by 2050, leveraging Artificial Intelligence (AI) in ethical and productive ways, and addressing complex urban socioeconomic problems in innovative ways. Furthermore, CUNY will develop and fund — through an Innovation Fund that will grow to \$10 million by 2024 — targeted initiatives that will position CUNY as a public resource essential to solving the State’s most urgent challenges. These initiatives will create the conditions for 1,500 CUNY scholars and researchers to play a meaningful role in State projects involving data science, technology commercialization, collaborative research communities, community outreach, economic development, restructuring, emerging technologies, social science, as well as policy review and change.

Expand undergraduate research opportunities: CUNY will expand the CUNY Research Scholars Program (CRSP) for associate degree students by growing the program to include the senior colleges and students engaged in arts and humanities as well as innovation and entrepreneurship. The goal is to expand the number of students who are receiving formalized, undergraduate extracurricular, experiential learning opportunities from 220 students in 2020 to over 1,000 in 2024. Program participants are 18% more likely to earn a degree than their peers, 10% more likely to earn a STEM degree, and 16% more likely to pursue a higher degree.





Student Health: Integral for Student Success and Public Health

Improve coordination and integration of existing services:

CUNY will hire new staff to meet the minimum professional mental health staffing standards and provide enhanced training for new and current staff to increase their capacity to meet the current and emerging needs of CUNY students. CUNY will also establish partnerships with New York City healthcare and social service agencies to better serve CUNY students. CUNY will hire 90 new mental health counselors and prescribing practitioners to be strategically deployed based on the needs of individual campuses and the system as a whole. CUNY will also hire 12 clinical health specialists to be part of a shared multi-campus staffing model to coordinate campus services in food security, sexual and reproductive health, housing stability, and health care access throughout the system. Working with four new system-wide mental health and wellness specialists, these clinical health specialists will work to establish at least 25 formal partnerships with major health care providers, social service agencies, health insurance companies, and other partners that increase access to comprehensive primary care (including a full range of sexual and reproductive health) for CUNY students.

Improve access to information, referrals, and support:

CUNY will train students and faculty on each campus to become advocates who possess the skills, knowledge, and commitment to provide education and outreach to students while leading campaigns to destigmatize seeking treatment for issues such as depression, food insecurity, or intimate partner violence. CUNY will also provide students with online access to tailored information, referrals, and support for health, mental health, and wellness. CUNY will create a robust team of 1,000 students and 250 staff and faculty across the system to serve as health advocates, utilizing innovative training and resource-sharing modalities to enable more students to obtain help for health problems.

Improve evaluation and planning: CUNY will establish a university-wide assessment and evaluation initiative, as well as campus-based teams of faculty, students, and staff to coordinate and customize services to meet the distinct needs of their campus population. CUNY will also establish methods

of documenting implementation to guide quality improvement, scaling up, and dissemination to other similar college and university systems, thereby becoming a national model for such an approach to engaging student mental health and well-being. CUNY will create a University-wide task force with participation from throughout the University to actively advise this new, integrated, cohesive approach to this work.

Strengthening University Infrastructure

Campus Maintenance

The State and City have invested considerable resources into the acquisition, construction, and renovation of facilities. The University's multiyear capital budget has enabled CUNY to create new state-of-the-art facilities and to renovate and upgrade existing facilities. These facilities must be operated and maintained at the same or higher level as was designed and constructed in order to sustain their ongoing functionality. CUNY campuses had to defer routine maintenance for years because of fiscal pressures. The result has led to facility degradation in the near term and significantly increased facility operating and routine maintenance expenses. The University is requesting additional operating funds to maintain the various infrastructures of the campuses.

IT Investment

CUNY's focus for IT infrastructure investment means rethinking how to ensure students, faculty and staff are able to connect to the University's systems to do their work, especially when it comes to ease of access and avenues to collaborate. This means increasing the bandwidth of networks, expanding Wi-Fi connectivity to keep up with the multitude of devices that are in use on-campus, and finding appropriate data security solutions for systems that handle sensitive institutional data. Data storage is another key area, especially as enterprise systems are now inter-connected and generate real-time data on a constant basis such as utility sensors in buildings which help manage energy consumption.



Capital Budget Request



The City University of New York's five-year Capital Budget Request for Fiscal Years FY 2020-21 through FY 2024-25 is approximately \$5.2 billion. The request seeks funding for bonded and minor repair projects authorized by The City University Construction Fund to address critical maintenance, infrastructure, and programmatic initiatives in support of the University's mission. The five-year request breaks down to \$3.8 billion for the Senior Colleges, Professional and Graduate Schools, and \$1.4 billion for the Community Colleges. Projects funded through bonds are sold by the Dormitory Authority of the State of New York with debt service payments appropriated by the State of New York and the City of New York, and through bonds sold by the City of New York. Capital projects are also supported by allocations for minor repair allocated from the state's General Fund.

Funding for Capital Infrastructure and Equipment

A large portion of the University's 29 million-square-foot of space is more than half a century old. The University's state-of-good-repair program aims to perform the renovations that keep its buildings open and its infrastructure operating. Its an important part of advancing CUNY's Strategic Plan goals, which includes enhancing student success, preparing students for New York's changing economy, and strengthening the University's infrastructure. Without fully operational facilities,

students and faculty cannot do their best work. Funding for capital infrastructure and equipment refers to:

- Projects to extend the life of University facilities and provide life/safety enhancements (upgrades to the physical plant, including building systems or campus-wide infrastructure, heating and cooling distribution, electrical, ventilation, plumbing and building envelopes, code compliance, and energy conservation);
- Projects that support academic programs and enhance the University's mission by upgrading academic and programmatic support spaces, which include classrooms, science labs, libraries, athletic space, theater and performing space, student, support, and multi-purpose space.

Funding for Strategic Initiatives

This year's Five-Year Capital Plan request is in alignment with the CUNY Academic Master Plan for 2016-20 because it continues previous years' emphasis on renewing and renovating facilities to serve the university's academic programs more effectively. Further, it proposes new construction, or strategic initiatives, that are called for by campus master plans, by new University initiatives, or by the changing needs of its constituencies.

The University's request for City Fiscal Year 2021 local elected official funding is \$97 million.



Four-Year Outlook

CUNY's financial plan is based on a four year outlook that enables us to plan for and adapt to external funding patterns and internal operational needs, as well as explore alternate revenue streams and increase philanthropic activity. Future budget outlooks show deficits as fixed costs increase each year and funding and spending have not been adjusted. The following provides an overview of the University's four year outlook. The tables following it highlight strategic program goals and mandatory cost increases.

Four-Year Financial Plan Revenues and Expenditures *\$ millions*

| Revenue | FY2021 | FY2022 | FY2023 | FY2024 |
|----------------------------------|----------------|----------------|----------------|----------------|
| Tuition Revenue | | | | |
| Senior Colleges | \$1,195 | \$1,207 | \$1,219 | \$1,231 |
| Tap Gap | (\$79) | (\$80) | (\$81) | (\$81) |
| Community Colleges | \$386 | \$386 | \$386 | \$386 |
| Subtotal: Tuition Revenue | \$1,503 | \$1,514 | \$1,525 | \$1,536 |
| Labor Reserves | \$74 | \$47 | \$47 | \$47 |
| Efficiencies/Alternate Revenues | \$15 | \$25 | \$35 | \$85 |
| State/City Appropriations | \$2,123 | \$2,139 | \$2,139 | \$2,139 |
| Total Revenue | \$3,715 | \$3,724 | \$3,745 | \$3,807 |
| Expenditures | FY2021 | FY2022 | FY2023 | FY2024 |
| Colleges | | | | |
| Personal Services | \$2,197 | \$2,252 | \$2,326 | \$2,357 |
| Other Than Personal Services | \$301 | \$319 | \$336 | \$353 |
| Subtotal | \$2,498 | \$2,571 | \$2,662 | \$2,711 |
| Shared Services | \$93 | \$96 | \$99 | \$102 |
| University Programs | \$16 | \$17 | \$17 | \$18 |
| System Administration | \$27 | \$28 | \$29 | \$30 |
| Fringe Benefits | \$1,055 | \$1,130 | \$1,224 | \$1,313 |
| Energy | \$107 | \$109 | \$112 | \$114 |
| Building Rentals | \$80 | \$87 | \$94 | \$101 |
| Total Expenditures | \$3,877 | \$4,037 | \$4,237 | \$4,389 |
| Gap To Be Closed | (\$161) | (\$313) | (\$491) | (\$582) |



Four-Year Strategic Investments Plan Details

| <i>\$ millions</i> | FY2021 | FY2022 | FY2023I | FY2024 |
|--|----------------|----------------|----------------|----------------|
| Expanding Access, Enhancing Learning, Accelerating Success | \$46.0 | \$67.5 | \$87.0 | \$108.1 |
| <i>P-16 Initiatives</i> | | | | |
| CUNY On Track | \$2.2 | \$3.0 | \$4.5 | \$6.0 |
| College Now | \$2.2 | \$4.0 | \$8.0 | \$10.8 |
| Early College/P-Tech Schools | \$1.0 | \$2.3 | \$3.7 | \$5.2 |
| Teacher Training and Career Supports | \$0.5 | \$1.2 | \$2.0 | \$2.5 |
| <i>Student Success Initiatives</i> | | | | |
| Full Time Faculty | \$15.0 | \$15.0 | \$15.0 | \$15.0 |
| Math Start/ASAP Pilot Program | \$2.0 | \$2.3 | \$2.5 | \$2.7 |
| Support for Adult Learners via College Navigators | \$1.2 | \$1.6 | \$2.0 | \$2.4 |
| Accelerate, Complete, and Engage (ACE) | \$7.2 | \$12.9 | \$16.7 | \$20.0 |
| <i>Pedagogical Innovation</i> | | | | |
| Innovative Pedagogy via the CUNY Innovative Teaching Academy | \$3.4 | \$10.0 | \$13.5 | \$19.5 |
| <i>Online Education</i> | | | | |
| CUNY Online as an Engine of Equity and Access | \$6.4 | \$10.3 | \$14.2 | \$19.1 |
| Student Financial Assistance | \$4.9 | \$4.9 | \$4.9 | \$4.9 |
| An Agile University: Embracing the Future of Work and Improving Quality of Life | \$30.9 | \$45.5 | \$61.5 | \$78.2 |
| <i>Career Engagement</i> | | | | |
| Model Career Engagement and Development Centers | \$4.2 | \$6.2 | \$8.2 | \$12.5 |
| CUNY Workforce Innovation Lab | \$1.2 | \$1.5 | \$1.7 | \$1.8 |
| CUNY Applied Learning Labs for 21st Century Skills | \$1.3 | \$1.6 | \$2.7 | \$3.2 |
| CUNY Worker Education Fund | \$4.2 | \$6.4 | \$9.3 | \$11.3 |
| CUNY Internship Challenge Fund | \$6.8 | \$8.5 | \$10.0 | \$12.6 |
| CUNY Corps Programs | \$4.4 | \$6.5 | \$8.7 | \$8.8 |
| <i>Research</i> | | | | |
| Align Research Agenda with CUNY's Strategic Visions and State Needs | \$4.7 | \$9.4 | \$14.2 | \$19.2 |
| Expand Undergraduate Research Opportunities | \$4.1 | \$5.4 | \$6.7 | \$8.8 |
| Student Health: Integral for Student Success and Public Health | \$28.0 | \$36.6 | \$42.5 | \$46.6 |
| Improve Coordination and Integration of Services | \$5.0 | \$11.2 | \$14.5 | \$17.6 |
| Improve Access to Information Referrals and Support | \$1.5 | \$3.6 | \$6.2 | \$7.2 |
| Improve Evaluation and Planning | \$0.5 | \$0.8 | \$0.8 | \$0.8 |
| Campus Specific Health and Wellness Initiatives | \$21.0 | \$21.0 | \$21.0 | \$21.0 |
| Strengthening University Infrastructure | \$9.0 | \$9.0 | \$9.0 | \$9.0 |
| Infrastructure Investments | \$9.0 | \$9.0 | \$9.0 | \$9.0 |
| Total | \$113.9 | \$158.6 | \$200.0 | \$241.9 |



Four-Year Mandatory Cost Increases

| <i>\$ millions</i> | FY2021 | FY2022 | FY2023 | FY2024 |
|--|----------------|----------------|----------------|----------------|
| Senior Colleges | \$129.6 | \$260.4 | \$409.1 | \$527.3 |
| Building Rentals | \$4.3 | \$8.8 | \$13.3 | \$18.0 |
| Campus Maintenance | \$2.0 | \$4.0 | \$6.1 | \$8.2 |
| Collective Bargaining Agreements | \$45.8 | \$73.9 | \$114.7 | \$125.6 |
| Contractual Salary and OTPS Increments | \$16.6 | \$33.3 | \$50.2 | \$67.3 |
| Energy | \$1.9 | \$3.9 | \$6.0 | \$8.1 |
| Fringe Benefits | \$50.7 | \$120.1 | \$194.2 | \$267.4 |
| TAP Gap | \$8.2 | \$16.4 | \$24.6 | \$32.8 |
| Community Colleges | \$48.9 | \$78.7 | \$129.5 | \$163.6 |
| Building Rentals | \$2.6 | \$5.2 | \$8.0 | \$10.7 |
| Campus Maintenance | \$1.0 | \$2.1 | \$3.2 | \$4.3 |
| Collective Bargaining Agreements | \$19.5 | \$31.6 | \$49.3 | \$53.9 |
| Contractual Salary and OTPS Increments | \$8.8 | \$17.7 | \$26.6 | \$35.7 |
| Energy | \$0.2 | \$0.4 | \$0.5 | \$0.7 |
| Fringe Benefits | \$16.8 | \$21.7 | \$41.9 | \$58.2 |
| Total | \$178.5 | \$339.1 | \$538.7 | \$690.9 |

Notes:

- Collective Bargaining amounts reflect incremental costs.
- Fringe Benefits include Collective Bargaining Fringes.

Five-Year Capital Plan Request: FY2021 through FY2025

| <i>\$ thousands</i> | FY2021 | FY2022 | FY2023 | FY2024 | FY2025 | 5-Year Total |
|---|--------------------|--------------------|--------------------|------------------|------------------|--------------------|
| Senior Colleges | | | | | | |
| CUNY-Wide | \$164,246 | \$183,031 | \$208,832 | \$249,649 | \$282,532 | \$1,088,290 |
| CUNY Information Technology Initiatives | \$56,000 | \$49,000 | \$45,000 | \$45,000 | \$45,000 | \$240,000 |
| Baruch College | \$10,000 | \$10,000 | \$26,000 | \$20,000 | \$30,000 | \$96,000 |
| Brooklyn College | \$65,600 | \$24,500 | \$15,000 | \$233,000 | \$0 | \$338,100 |
| The City College | \$37,000 | \$30,000 | \$34,000 | \$50,000 | \$50,000 | \$201,000 |
| CUNY Law | \$1,700 | \$4,500 | \$0 | \$0 | \$0 | \$6,200 |
| Graduate Center | \$4,000 | \$0 | \$0 | \$0 | \$0 | \$4,000 |
| Graduate School of Journalism | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Graduate School of Public Health | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Hunter College | \$229,900 | \$12,250 | \$24,600 | \$46,800 | \$22,200 | \$335,750 |
| John Jay College of Criminal Justice | \$20,100 | \$15,000 | \$10,000 | \$0 | \$0 | \$45,100 |
| Lehman College | \$9,650 | \$20,530 | \$18,700 | \$0 | \$0 | \$48,880 |
| Macaulay Honors College | \$2,600 | \$0 | \$0 | \$0 | \$0 | \$2,600 |
| Medgar Evers College | \$47,000 | \$9,000 | \$265,850 | \$38,650 | \$0 | \$360,500 |
| NYC College of Technology | \$17,000 | \$17,000 | \$15,000 | \$15,500 | \$20,000 | \$84,500 |
| Queens College | \$53,720 | \$49,900 | \$63,000 | \$45,450 | \$0 | \$212,070 |
| School of Labor & Urban Studies | \$14,000 | \$1,000 | \$0 | \$0 | \$0 | \$15,000 |
| School of Professional Studies | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| College of Staten Island | \$72,450 | \$108,500 | \$177,100 | \$37,550 | \$19,750 | \$415,350 |
| York College | \$62,650 | \$66,000 | \$147,500 | \$20,000 | \$0 | \$296,150 |
| Total Seniors Colleges | \$867,616 | \$600,211 | \$1,050,582 | \$801,599 | \$469,482 | \$3,789,490 |
| Community Colleges | | | | | | |
| CUNY-Wide | \$112,750 | \$91,500 | \$114,000 | \$133,000 | \$162,000 | \$613,250 |
| BMCC | \$4,000 | \$14,000 | \$0 | \$0 | \$0 | \$18,000 |
| Bronx Community College | \$52,000 | \$21,000 | \$6,000 | \$7,000 | \$6,000 | \$92,000 |
| Guttman Community College | \$100,000 | \$75,000 | \$0 | \$0 | \$0 | \$175,000 |
| Hostos Community College | \$107,000 | \$111,500 | \$40,994 | \$0 | \$0 | \$259,494 |
| Kingsborough Community College | \$27,000 | \$15,400 | \$13,750 | \$0 | \$0 | \$56,150 |
| LaGuardia Community College | \$5,000 | \$97,200 | \$26,000 | \$11,000 | \$29,600 | \$168,800 |
| Queensborough Community College | \$14,250 | \$8,500 | \$1,500 | \$0 | \$0 | \$24,250 |
| Total Community Colleges | \$422,000 | \$434,100 | \$202,244 | \$151,000 | \$197,600 | \$1,406,944 |
| University Total | \$1,289,616 | \$1,034,311 | \$1,252,826 | \$952,599 | \$667,082 | \$5,196,434 |



Facts & Figures

| 2019-20 Adopted Budget | (\$ millions) | % |
|--------------------------|------------------|-------|
| Total State Support | \$1,951.2 | 52.7% |
| City Support | \$511.1 | 13.8% |
| Student Tuition | \$736.4 | 19.9% |
| Scholarships and Waivers | \$205.5 | 5.6% |
| Federal | \$299.2 | 8.1% |
| Total | \$3,703.4 | |

Tuition Rates (effective Fall 2019)

Senior Colleges

| | |
|----------------------------------|----------|
| Undergraduate Resident Full-Time | \$6,930 |
| Per Credit Resident | \$305 |
| Per Credit Non-Resident | \$620 |
| Graduate Resident Full-Time | \$11,090 |
| Per Credit Resident | \$470 |
| Per Credit Non-Resident | \$855 |

Community Colleges

| | |
|-------------------------|---------|
| Resident Full-Time | \$4,800 |
| Per Credit Resident | \$210 |
| Per Credit Non-Resident | \$320 |

Enrollment Headcount (Fall 2018)

| | Full Time | Part Time | Total | PT % |
|---------------------------------|----------------|----------------|----------------|--------------|
| Senior Colleges | | | | |
| Undergraduate | 107,401 | 42,477 | 149,878 | 28.3% |
| Graduate | 8,806 | 21,149 | 29,955 | 70.6% |
| Total Senior Colleges | 116,207 | 63,626 | 179,833 | 35.4% |
| Total Community Colleges | 57,804 | 37,269 | 95,073 | 39.2% |
| Total University | 174,011 | 100,895 | 274,906 | 36.7% |

Enrollment Full Time Equivalent (Fall 2018)

| | |
|-------------------------|----------------|
| Senior Colleges | 138,020 |
| Community Colleges | 68,930 |
| Total University | 206,950 |

Adult & Continuing Education Enrollment (2017-18)

| | |
|-------------------------|----------------|
| Senior Colleges | 115,387 |
| Community Colleges | 113,137 |
| Total University | 228,524 |

Undergraduate Profile (Fall 2018)

| | Senior | Community |
|-----------------------------|--------|-----------|
| Work 20+ Hours Per Week | 52.8% | 52.8% |
| Attended NYC Public HS | 82.2% | 80.7% |
| Age 25 or Older | 25.0% | 27.1% |
| Born Outside US Mainland | 33.1% | 37.1% |
| Native Language Not English | 36.5% | 40.7% |
| Ethnicity: | | |
| Black | 23.9% | 28.2% |
| Hispanic | 27.9% | 39.5% |
| Asian | 24.2% | 16.9% |
| White | 23.7% | 15.0% |
| Native American | 0.3% | 0.4% |

Gender:

| | | |
|--------|-------|-------|
| Female | 56.5% | 57.2% |
| Male | 43.5% | 42.8% |



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James Muyskens, Interim
CUNY Graduate Center

Jennifer J. Raab
Hunter College

Claudia Schrader
Kingsborough Community College

William Tramontano, Interim
Queens College

Mitchel B. Wallerstein
Bernard M. Baruch College

Karrin E. Wilks, Interim
Borough of Manhattan Community College

Professional School Deans

Sarah Bartlett
Craig Newmark Graduate School of Journalism

Mary Lu Bilek
CUNY School of Law

Ayman El-Mohandes
*CUNY Graduate School of Public Health
and Health Policy*

Gregory Mantsios
CUNY School of Labor and Urban Studies

John Mogulescu
CUNY School of Professional Studies

Mary Pearl
William E. Macaulay Honors College

1 University | 25 Colleges

BRONX

- 1 Bronx Community College
- 2 Eugenio María de Hostos Community College
- 3 Herbert H. Lehman College

BROOKLYN

- 4 Brooklyn College
- 5 Kingsborough Community College
- 6 Medgar Evers College
- 7 New York City College of Technology

MANHATTAN

- 8 Bernard M. Baruch College
- 9 Borough of Manhattan Community College
- 10 The City College of New York
- 11 Craig Newmark Graduate School of Journalism
- 12 CUNY Graduate Center
- 13 CUNY Graduate School of Public Health and Health Policy
- 14 CUNY School of Labor and Urban Studies
- 15 CUNY School of Professional Studies
- 16 Hunter College
- 17 John Jay College of Criminal Justice
- 18 Stella and Charles Guttman Community College
- 19 William E. Macaulay Honors College

QUEENS

- 20 CUNY School of Law
- 21 LaGuardia Community College
- 22 Queens College
- 23 Queensborough Community College
- 24 York College

STATEN ISLAND

- 25 College of Staten Island

- Community Colleges
- Four-Year Colleges
- Professional & Graduate Schools





