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THE CITY
UNIVERSITY
OF
NEW YORK

FY2025 University Budget Request

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Message from the Chancellor

Governor Kathy Hochul
Mayor Eric Adams
Members of the New York State Legislature
Members of the New York City Council

In this period of rapidly evolving economic and social forces, CUNY is seizing the moment to reassess and reimagine what it means to be the public university of New York City at a time of increasing challenges and limited resources.

In 2023 we unveiled a strategic roadmap called "CUNY Lifting New York," which laid out our plans for transforming into the nation's foremost student-centered university system by 2030. CUNY's objective for these coming years is to expand access for underrepresented students and to elevate our students' academic success, graduation rates and career outcomes. We will seek to strengthen the academic quality of our colleges and provide the modernized, state-of-the-art facilities and information technology systems that are indispensable to our teaching, research, engagement and service missions.

Our plans for transformation come at a time when CUNY, like universities nationwide, is working to rebound from pandemic-era enrollment declines that have brought on significant budgetary pressures. We believe we have turned a corner this academic year, registering our first increase in enrollment in three years with new approaches to recruitment, financial aid, course scheduling and support services — and by being more creative in how we market our programs and attract and retain students. With continuing support from the state and the city, we hope to sustain these positive enrollment trends.

CUNY's budget request this year seeks to build on the momentum of the strategic investments we have made in programs that are key to advancing our mission. We continue to develop and implement a broad range of student-success initiatives that are catalysts for closing equity gaps. In our commitment to meeting students where they are and expanding educational and career opportunities for all New Yorkers, we continue to build our online offerings and explore new practices to maximize access and flexibility. CUNY colleges now have more than 175 online degree programs and we plan to double the number of certificate and degree programs that are fully online by 2030.

We are also redoubling our efforts to prepare our students for careers and connect them with employers through an expanding program of workforce partnerships and innovations like CUNY Career Success Fellows, a network of faculty who are driving our effort to connect classrooms to careers systemwide. By 2030, we plan to triple the number of students who complete paid internships and increase by 20% the number of employers who actively recruit CUNY students.

Another critical need for the coming years is a large-scale improvement in CUNY's facilities and technology. The University has nearly 300 buildings with an average age of 50 years. Continued investments in our facilities and technology systems are crucial to our students and to our University's ability to fulfill its role as a vital New York City institution.

CUNY graduates 50,000 students each year, more than 80% of whom stay in New York City and make a substantial collective impact on the city's economic, civic and cultural life. Our budget request for Fiscal Year 2025 reflects CUNY's commitment to the obligation we have to lift our students and all of New York.

With your support, New York City's great urban public university will continue to build on its record as the nation's most potent engine of economic and social mobility. Thank you for your partnership and for your sustained commitment to the promise of public higher education in New York City.

Sincerely,

Félix V. Matos Rodríguez, Ph.D.

Chancellor

FY2025 University Operating Budget Request

$ (millions)	State	City	Total
PROGRAMMATIC INITIATIVES			
Be a National Leader in Providing Higher Education Access to Diverse Student Populations			
Enrollment and Retention	$3.4	$3.3	**$6.7**
Seamless Transfer	$3.5	$4.0	**$7.5**
Online Education	$4.0	$2.0	**$6.0**
Health Professions	$3.0	$2.0	**$5.0**
Amplify CUNY's Ability to Exceed Predicted Student Outcomes and Eliminate Equity Gaps			
Innovative Pedagogy and Faculty Development	$4.0	$2.0	**$6.0**
Academic and Career Advisement	$5.3	$13.2	**$18.5**
Workforce Skills and Employment Outcomes	$7.0	$7.0	**$14.0**
Student Well-Being Initiative	$7.5	$4.0	**$11.5**
Access, Success, Inclusion – Disability Services	$4.7	$2.3	**$7.0**
Advance Our Community Through Comprehensive Research, Engagement and Service			
Public Impact Research and Scholarship	$2.7	$2.3	**$5.0**
CUNY Medical School	$6.0	-	**$6.0**
Modernize the CUNY System			
Facilities Maintenance and Enhancement	$5.0	$5.0	**$10.0**
Information Technology Support	$2.5	$2.3	**$4.8**
Mandatory Needs			
Building Rentals	$4.5	$0.5	**$5.0**
Collective Bargaining**	$184.2	-	**$184.2**
Contractual Salary Increments	$16.6	$6.4	**$23.0**
Energy	$6.7	$3.5	**$10.2**
Fringe Benefits	$69.5	$10.1	**$79.7**
Other-than-Personal-Service (OTPS) Inflation	$12.0	$6.9	**$19.0**
Total Programmatic Request	$58.5	$49.4	**$107.9**
Total Mandatory Needs Request	$293.6	$27.4	**$321.0**
GRAND TOTAL	**$352.1**	**$76.8**	**$429.0**

** The labor reserve in the city's financial plan includes collective bargaining funding for the community colleges.

FY2025 University Operating Budget Request by Funding Source
Senior Colleges

$ (millions)	FY2024 Enacted	FY2025 Request	Change ($)	Change (%)
State Operating Support	*$1,797.4*	*$2,149.6*	*$352.1*	*20%*
State Support for TAP	*$204.8*	*$204.8*	*$0.0*	*0%*
State Support	**$2,002.2**	**$2,354.4**	**$352.1**	**18%**
City Support	$53.3	$53.3	$0.0	0%
Student Tuition	$651.2	$651.2	$0.0	0%
Scholarships/Waivers	$139.6	$139.6	$0.0	0%
Federal Financial Student Aid	$223.6	$223.6	$0.0	0%
Subtotal	**$3,070.0**	**$3,422.1**	**$352.1**	**11%**
Programs Supported by Fee Income/Tuition*	$187.0	$187.0	$0.0	0%
Total Senior Colleges	**$3,257.0**	**$3,609.1**	**$352.1**	**11%**

Includes technology fee, adult and continuing education programs, and campus specific programs.

Notes:

- State TAP, Federal Financial Student Aid, and Scholarships/Waivers amounts are FY2023 actuals.

- FY2024 budget levels include one-time funds.

- FY2025 Request includes baselining of the $50M Transformational appropriation and it will be used to fund strategic initiatives described in the document.

FY2025 University Operating Budget Request by Funding Source
Community Colleges

$ (millions)	FY2024 Enacted	FY2025 Request	Change ($)	Change (%)
*State Support *	*$235.8*	*$235.8*	*$0.0*	*0%*
State Support for TAP	*$43.8*	*$43.8*	*$0.0*	*0%*
State Support	**$279.6**	**$279.6**	**$0.0**	**0%**
City Support**	$581.6	$658.4	$76.8	13%
Student Tuition	$220.4	$220.4	$0.0	0%
Scholarships/Waivers	$28.2	$28.2	$0.0	0%
Federal Financial Student Aid	$94.0	$94.0	$0.0	0%
Total Community Colleges	**$1,203.8**	**$1,280.6**	**$76.8**	**6%**

*   Assumes prior year funding floor base is maintained.

** Requested funds are net of baselined needs included in prior City Financial Plans.

** FY2024 funding is as of state-enacted and city-adopted budget plans.

Notes:

– *State TAP, Federal Financial Student Aid, and Scholarships/Waivers amounts are FY2023 actuals.*

– *The labor reserve in the city's financial plan includes collective bargaining funding for the community colleges.*

New York City's Indispensable University

From its very first days, the City University of New York (CUNY) has been vital to the fabric of New York's economy and workforce by providing pathways to upward social and economic mobility for the many thousands of students who arrive on our campuses with myriad backgrounds, financial needs and academic interests.

As the nation's largest urban public university, CUNY is constantly exploring new ways to elevate its student-centered approach to academic excellence. CUNY's overarching goal is not merely to meet the needs of its diverse students and dedicated faculty and workforce, but to exceed their expectations with innovative approaches to learning designed to cultivate the next generation of leaders on which New York City and New York State will depend. CUNY's latest tag line – "A Degree for Every Dream" – reinforces the University's commitment to access and equity, and it solidifies the notion that there is a place for every student who seeks to advance their academic journey.

CUNY's value proposition is a top-quality education for an affordable price in the heart of the largest city in the nation, which makes it an invaluable institution of higher education that is worthy of investment; our state and city leaders understand that every dollar invested in CUNY ultimately enriches all of us and have stepped up to provide that funding. Thanks to strong support from Governor Hochul, Senate Majority Leader Stewart-Cousins, Speaker Heastie and members of the Legislature, the last two budgets included significant investments for CUNY that have helped support transformative initiatives, academic programs and daily operations. At the city level, despite fiscal challenges, Speaker Adams and members of the City Council worked with Mayor Adams to include funding for opportunity programs, operational costs and capital projects in the city's adopted budget. As we embark on another budget process, we seek to continue the momentum by securing additional funding to support mandatory needs, increasing costs and programmatic initiatives.

It would be difficult to overstate CUNY's contributions to New York's well-being, but listed below are several reasons why investing in CUNY is a sound investment for New York.

- With over 225,000 degree-seeking students, CUNY provides access to higher education for all New Yorkers, regardless of their background or financial means.

- CUNY confers more than 50,000 degrees each year. About one of every six college graduates in New York State has earned a degree or certificate from CUNY.

- CUNY alumni account for about $70 billion in annual earnings in New York State – close to 5% of State GDP.

- Each dollar invested in CUNY returns a benefit of at least $15 to New York[1]. The returns on investment include graduates' future earnings, increased tax contributions and reduced use of social/government services.

- CUNY graduates an average of 1,800 nurses annually, representing about half of the nurses entering New York City's workforce each year.

- About one-third of the new teachers hired by the New York City Public Schools each year have a degree from CUNY. An additional 10% earn a teaching degree at CUNY after they are hired.

- CUNY leads the nation in social mobility. The Brookings Institution ranks six of our senior colleges and six of our community colleges among the top 10 four-year and two-year colleges nationwide with the greatest success lifting low-income students into the middle class. Baruch ranks number one among four-year public colleges nationwide as an engine of economic mobility.

Still, we know we can do more.

In June 2023, CUNY launched its strategic roadmap, titled "CUNY Lifting New York" which sets forth a vision for a modern university that will further cement its place in higher education as the nation's foremost engine of equity and upward mobility. The roadmap includes several goals and initiatives that will be closely tracked against clear metrics, consistent with well-established performance management standards. In implementing the strategic roadmap, CUNY plans to expand access, accelerate student success, strengthen academic quality and scholarly excellence, focus on outcomes beyond graduation, engage our communities and modernize the system. The strategic investments outlined in this budget request will support these goals.

Even as the strategic roadmap sets forth a path to deliver on its mission, our ability to meet these objectives is constrained by fiscal challenges that, if unaddressed, would jeopardize the stability of the University and its capacity to meet the needs of its students. That is why this budget request not only includes programmatic items that bolster our ability to implement the roadmap, but also includes requests to cover operating costs without which the University could not function.

CUNY's Growth and Financial Stability

Many factors are contributing to fiscal headwinds faced by CUNY including, but not limited to, enrollment fluctuations, public funding shortfalls, economic conditions and a once-in-a-century pandemic that affected the higher education landscape across the country.

CUNY's impact as the engine of growth and mobility is limited only by the number of students that we serve. Unfortunately, that number has fallen dramatically in recent years. From Fall 2017 to Fall 2022, CUNY lost about 19% of its enrollment – close to 40,000 full-time equivalent (FTE) students. Enrollment at the community colleges is down 38% (26,000 FTE students), while senior college enrollment is down 10% (13,000 FTE students). These declines are driving a structural deficit that will continue to grow and impede the University's progress unless the trend is reversed and enrollment returns to a growth trajectory.

CUNY is by no means an outlier in its enrollment decline; the downturn is consistent with national trends. In the last decade, the traditional college-aged population has dropped considerably throughout the United States, leading to competition for students across the higher education sector. New York City is not immune to these demographic shifts. From 2010 to 2019, the New York City population aged 15-19 fell by 16%, while the population aged 20-24 fell by 10%. Adding to the demographic factors is an unfortunate, but growing, perception that higher education no longer serves as a route to the middle class for many students. With the shrinking pool of college-going students, the competition for students has become fierce and expensive.

In Fall 2023, enrollment slightly improved, with a 1% increase, but it remains beneath the level necessary to sustain the fiscal health of the University.

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1 The Georgetown University Center on Education and the Workforce estimates that for each CUNY graduate, the net present value of 40 years of added earnings ranges from $948,000 - $1,004,000 (CUNY Community Colleges), $994,000 - $1,124,000 (CUNY Comprehensive Colleges), $1,115,000 - $1,509,000 (CUNY Senior Colleges). The Association of Public and Land Grant Universities estimates that compared to high school graduates, bachelor's degree recipients, over the course of their lifetime, consume $82,000 less in government and social services and contribute $273,000 more in taxes. In net present value, average lifetime net benefit to government is $355,000. Conservatively, assuming 50,000 degrees per year at current funding levels ($4 billion) and a net present value of $1.2 million per degree, the return on investment to the City and State is at least $15 dollars per dollar invested.

CUNY recognizes and deeply appreciates recent investments made by our state and city leaders; these investments, however, have not kept pace with the growing unfunded cost increases that are absorbed by the colleges, including increases related to labor contracts, and inflationary cost increases for items such as energy, building rentals and other goods and services. Moreover, the community colleges and city-funded programs have been subject to several rounds of budget cuts implemented by the City of New York in response to its own budgetary challenges.

The level of state and city investments that has not kept pace with increased operational costs, coupled with significant losses in tuition revenues and a growing need to provide additional services to our students who suffered tremendously during the pandemic, has created financial pressure at many CUNY colleges. Like other public entities, the University received one-time emergency federal assistance to support pandemic-related costs and to backfill revenue losses. While helpful, these funds are non-recurring which, by definition, means that they cannot address the long-term structural deficits faced by the University. CUNY is projected to deplete the remaining stimulus funds by the end of fiscal year 2024.

The University is committed to responsible fiscal stewardship and prudent management of precious public resources and has taken, and is continuing to take, several steps to address our fiscal challenges. Two rounds of savings plans in the last two fiscal years for campuses and the system office have generated $66 million in savings. In addition, the University is pursuing actions to achieve efficiencies that can be employed on a system-wide basis such as centralized procurement, shared services and lease savings. Taken together, these strategies are estimated to yield tens of millions of dollars in additional University-wide savings.

The actions being taken by the University will help address the structural deficit and place the University on a more stable fiscal footing, but only if they are complemented by critical investments for collective bargaining costs associated with a new contract for the University's dedicated and talented faculty and workforce. Therefore, the University respectfully requests new funding to cover labor costs that will provide crucial financial stability as CUNY develops and implements its cost containment strategies.

Another significant request for fiscal year 2025 is the continuation of the funding floor for community colleges. Establishing a funding floor means there will be no loss of aid due to enrollment declines.

Within the higher education access ecosystem, CUNY's community colleges offer a vital gateway to the city's recent high school graduates as well as returning learners, looking for an affordable option to earn a degree that will qualify them for work in specific fields that require technical training. The University has been focused on increasing the upskilling and job training capacities of our community colleges to better enable our graduates to access and pursue career opportunities.

While the Fall 2023 initial enrollment numbers are trending in a positive direction, the number of students is still far below the University's pre-pandemic levels and a return to the formula-based funding methodology would result in an unsustainable reduction in funding and exacerbate the structural deficit.

In totality, this budget request is designed to promote the University's growth and financial stability, to ensure that the next generation of students graduating from CUNY colleges will succeed. There have been no greater boosters of our University than our state and city elected leaders and we are confident that, together, we will meet the moment and chart a course forward for CUNY that will cement its role as an indispensable higher education institution.

Become a National Leader in Higher Education Access for Diverse Student Populations

Enrollment and Retention

Greater and sustained visibility in the higher education market is essential to CUNY's enrollment growth. Institutions such as Southern New Hampshire University, Western Governors University and Arizona State University spend upwards of $250 million annually on marketing and successfully enroll substantial numbers of students from New York State. In New York City alone, there are nearly 100 non-CUNY colleges and universities competing for the same population of students. CUNY offers a superior quality-to-price ratio, but we must communicate this information better if we expect potential students to understand it. To increase our enrollment again, we need to invest in marketing and recruitment, particularly with the adult learner population.

Upgrade enrollment systems ($6.7 million): CUNY also needs to upgrade the systems that support admissions processes, which are our students' earliest interactions with the University. We will develop engaging communications and provide clear and timely messages regarding enrollment deadlines, internship opportunities and engagement activities. We will address student concerns regarding the volume of college communications and eliminate redundant and unnecessary messages. The goal is to provide students with on-time messages in a format that promotes action.

To implement these goals, we will:

- Enhance undergraduate and graduate applications with a more straightforward interface and a mobile-friendly format.

- Implement technology that enables our colleges to reach out to students, build targeted campaigns and aggregate data by neighborhood, zip code and school.

- Develop a knowledge management system that will answer routine student questions and direct more in-depth questions to the appropriate person.

- Make available two-way live chats and SMS notifications in multiple languages.

Students from the New York City Public Schools are CUNY's most important enrollment source. In 2022, 80% of the 60,000+ students who graduated from a NYC public school applied to CUNY; 75% enrolled in the Fall 2022 semester. Many of these students are the first generation in their family to attend college and may not be well prepared to navigate the admissions process. To improve access, CUNY is partnering with the NYC Public Schools on three key strategies:

1. All high school students will receive a streamlined and user-friendly application and their application decisions will be informed by a web portal that helps match their interests to college majors, degree programs and career trajectories.

2. High school counselors will have access to an online portal that enable them to provide timely information on their students' admissions status.

3. Students and their families will receive a Financial Aid Award estimate to demonstrate that a CUNY education is within their reach. Over 67% of in-state students attend college tuition-free, and 75% of our students graduate debt-free.

Seamless Transfer

Align Curriculum in Related Associate/Bachelor's Majors ($2.5 million): Academic momentum is the rate at which students advance through their academic careers. Students who maintain continuous enrollment, take a full load of classes, and steadily accumulate credits are much more likely to earn a degree. Conversely, obstacles that impede steady progress can substantially lower degree completion, especially for students from lower socioeconomic backgrounds.

Transfer policies that fail to integrate credits that a student earns at one college into the degree plan at their next college are one such obstacle. Unfavorable transfer policies can disrupt a student's progress, and for students in the CUNY system, these policies feel like a breach of trust. Indeed, CUNY's founding legislation demands that the University "remain responsive to … its urban setting and maintain its close articulation between the senior and community colleges" and operate as "an integrated system."

During the past decade, the transfer process has improved through the implementation of the Pathways general education framework and investments in technology to make credit articulation more transparent to students. However, we must do much better. Students who transfer from one CUNY college

to another within the same major justifiably expect that their credits will articulate into their degree plan. Too often they don't, and we are working to fix this.

CUNY requests funding to support faculty from colleges across the system as they work to establish course equivalencies that will align curriculum in content and quality in all related majors to provide smooth transitions between and among community colleges and senior colleges, with the goal of establishing curriculum alignment across the full associate/baccalaureate continuum.

We will also launch an initiative to establish standardized University-wide policies and practices to review and monitor course equivalencies. Activities will include training for staff who document and code course equivalencies; support for the redesign and automation of credit evaluation workflows; and the creation of reporting tools to monitor accountability.

Accelerate CUNY's Credit for Prior Learning Policy ($5 million): Nearly 700,000 working-age New Yorkers have some college experience but no degree, and many of these individuals possess college-level learning from non-academic sources. To attract and serve these students, we must build capacity and faculty expertise with Credit for Prior Learning (CPL). Through CPL, faculty assess knowledge and skills gained outside of the classroom and determine if and how those competencies should translate into college credit.

To accelerate our CPL strategy, CUNY will:

1. Establish a collaborative, multi-campus Portfolio Assessment Hub to expand our capacity to make credit by portfolio — a foundational core of strong CPL programs nationally — more widely available. Existing portfolio courses will be adapted to fit more seamlessly into associate degree programs, and faculty in multiple disciplines will be trained as portfolio evaluators.

2. Engage faculty in Professional Learning Evaluation (PLE), a process based on the nationally recognized Consortium for the Assessment of College Equivalence (CACE) Standards for the Assessment of Non-Collegiate Instruction. This process enables students to earn credit for qualifying continuing education courses, workplace trainings and state/national certifications and licenses.

Online Education

Develop and Analyze Programs and Supports ($6 million): With one-time funding from the state, CUNY is enhancing and expanding CUNY Online, the University's in-house solution to increase online education opportunities across all levels. As part of this effort, we are developing at least 40 new online programs, and we are investing in faculty professional development to ensure that faculty are trained in best practices in online education.

The online/adult learner population presents the greatest potential for substantial and sustainable enrollment growth CUNY-wide. Integrated Postsecondary Education Data System (IPEDS) data indicates that online education has been in a growth mode since 2012 with online enrollments accounting for a larger percentage of overall enrollments each year. In 2020, 50% of master's degrees earned were in online programs.

A 2020 Education Advisory Board (EAB) white paper on adult degree seekers reported that of survey respondents, 91% planned to take online courses, with 69% indicating plans to enroll in a mostly or completely online program. The pandemic accelerated this shift and created increased student demand for greater flexibility in course modality, and for online learning. It is estimated that today's workers will change jobs at least a dozen times over their career and will need to reskill and upskill repeatedly. Most will need to do so while working and will require course and program flexibility to achieve their educational and career goals. Online education provides the greatest flexibility and convenience for working adults. In fact, 80% of online students in the U.S. work full-time. A robust online program portfolio in high-demand areas, coupled with online wrap-around student support services, contributes to CUNY's mission to be a transformative engine of social mobility.

Now that the state's strategic investment initiative has provided the necessary one-time funding to launch the initiative, we seek continuing support for ongoing market and program analysis, program development, student support services, personnel and faculty professional development to ensure the highest quality in program offerings. The requested funding will support the ongoing operating costs of CUNY Online.

Health Professions

Health care in New York and the health and well-being of all New Yorkers depends, to a significant extent, on CUNY and its graduates. About 40,000 students (16% of CUNY's total enrollment) are matriculated in health and human services degree and certificate programs. More specifically, CUNY graduates an average of 1,800 nurses annually, representing about half of the nurses entering New York City's workforce each year. Even as CUNY's enrollment has fallen in recent years, the demand for admission into CUNY's nursing programs has grown; yet several of the University's programs have reduced enrollment due to a shrinking number of clinical placement slots and nursing faculty shortages. Meanwhile, New York hospitals and other health providers must address acute workforce shortages among health professionals, particularly in nursing.

To address these needs, CUNY plans to accelerate entry into the nursing profession and expand its enrollment in nursing programs through a two-point strategy:

- **Address the Nursing Faculty Shortage ($3 million):** CUNY is prioritizing the recruitment of health faculty among the 600 new faculty funded by the state in the fiscal year 2023 budget. We will build on this by initiating a Nursing Education Fellowship Program, which will engage expert nursing staff from local health organizations to mentor junior faculty as well as master's and Ph.D. students at CUNY. We will also provide funding for master's and doctoral students preparing for faculty roles in nursing and other health disciplines.

- **Expand Clinical Placement Capacity ($2 million):** CUNY will increase its clinical placement capacity through the expanded use of simulation; we will explore alternative placement sites including long-term care facilities, federally qualified health centers and other community-based settings; and we will coordinate and centralize clinical placements following models that have been successful in other states including California, Massachusetts, Texas, Tennessee and Vermont.

Amplify CUNY's Ability to Exceed Predicted Student Outcomes and Eliminate Equity Gaps

Innovative Pedagogy and Faculty Development

Institutionalize the CUNY Innovative Teaching Academy ($3 million): CUNY's faculty are the most important influencers of a student's academic journey. Not only do faculty members advance students' knowledge and skill development, but they also act as mentors and role models, particularly for our first-generation college students. CUNY recognizes that the quality of pedagogy and access to high-impact practices have a direct effect on the quantity and quality of degrees produced by CUNY and the ability of CUNY graduates to be well-positioned for meaningful careers and further study. With additional funding, CUNY will institutionalize the CUNY Innovative Teaching Academy to ensure that CUNY faculty are equipped to provide students with an exceptional educational experience. The Academy aims to improve pedagogy at scale and support, elevate and honor teaching excellence and mentorship by providing ongoing, high-quality professional development in emerging and traditional modes of instruction to ensure all faculty are equipped with the latest skills and knowledge related to the science of learning.

Expand the CUNY Faculty Fellowship Program ($3 million): CUNY faculty are responsible for cutting-edge research, scholarship and creative work that elevates their teaching, expands the frontiers of knowledge and culture, and generates innovative and transformative advances for our city, state, nation and world. For the past 25 years, CUNY has offered a faculty fellowship program as part of the University's commitment to retaining and supporting a diverse faculty. This program provides untenured faculty with mentorship, a community of peers and professional development in the design and execution of scholarly, creative and research-based writing and publication. The program has been extremely successful in helping hundreds of early-career CUNY faculty publish well-received journal articles, books and creative works, win national prizes and fellowships, and attain tenure. Expanding this program to faculty at all career stages is an important next step for CUNY. Post-tenure, all associate and full professors need this kind of support to maintain their scholarly productivity as they take on increasing service to our students, their colleges and the university. This will be particularly important in retaining CUNY's post-tenure Black, Indigenous and People of Color (BIPOC) faculty rather than losing them to opportunities at better-resourced colleges and universities that recognize their excellence.

Academic and Career Advisement

Hire 75 Diverse Academic and Career Advisers ($9.4 million): CUNY will build a comprehensive advisement structure that allows each college to promote data-driven decision-making and employ best practices in student retention in two ways.

First, we will hire diverse academic and career advisers to assist CUNY colleges where current caseloads on some campuses can be up to 1,200 students to one adviser. Colleges will work with the National Institute for Student Success (NISS) to cultivate a playbook that provides a data-driven framework that enables transformative, scalable and measurable improvements in retention and graduation.

Secondly, we will utilize technology that will incorporate analytics and evidence-based approaches to improve student onboarding, advising, registration, financial aid and other administrative systems critical to student success. The analytics and predictive modeling help colleges understand which interventions are most effective. Standardized reports will also offer insight into ongoing advising activities to monitor student progress and identify opportunities for better student support.

Research shows that academic advising is one of the most important means for a university to improve student success. Improving both advisement practices and advisement ratios is critical for improving academic momentum and degree completion. This has been borne out at large urban universities such as Georgia State and Wayne State and is a proven strategy at CUNY in the Accelerated Study in Associate Programs (ASAP) and Accelerate-Complete-Engage (ACE) programs.

How advisement is delivered is also critical. This should include "incorporating early career exploration and academic planning into the student onboarding experience" and ensuring that "career exploration and planning" is "intentional and starts early in the educational experience."[2]

In the last several years, CUNY has made considerable progress in lowering the student-to-adviser ratio at the community colleges. With city funding for academic advisers and with the expansion of the ASAP program, average advisement ratios in the community colleges were cut nearly in half, from just under 500 students per adviser to just around 250 students per adviser. These manageable caseloads have enabled the community colleges to orient academic advisement around degree completion and the role of an academic adviser has become that of an academic success coach rather than a course registration consultant.

While we have made great progress in the community colleges, advisement caseloads in the senior colleges are still much too high. We estimate there are about 700 students per adviser in the senior colleges, more than double the level recommended by the National Academic Advising Association (NACADA). By hiring 75 academic advisers at a cost of $9.4million, CUNY will reduce the average caseload to around 400 students per adviser. Although this still exceeds the recommended caseload levels, our investments in advisement technology will further improve advisement capacity and effectiveness, enabling advisers to effectively manage their caseloads by triaging students by risk level and by benefitting from early warning alerts. All new and

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2 "Shared Beliefs and Practices for Putting Purpose First in American Higher Education," Complete College America; AACRAO; NACADA; NACE; NASPA; NCDA.

existing academic and career advisers throughout the University will be provided with professional development strategies for advising the "whole" student, emphasizing an ethic of care while cultivating a growth mindset and resilience.

Support CUNY Accelerate, Complete, and Engage (ACE) Program ($9.1 million): Far too few CUNY baccalaureate students complete their degrees within four years. Given the time-bound nature of federal and state financial aid (and that every additional year of study delays entry into the labor market), time to a degree is critical. Bachelor's degrees matter in the competitive New York labor market, with metro area bachelor's recipients earning 70% more than those with an associate degree.

Accelerate, Complete and Engage (ACE) is the baccalaureate version of ASAP and designed to significantly increase the

percentage of CUNY students who earn their bachelor's degrees in a timely manner, including both first-time freshmen and transfer students who enter with an associate degree. ACE is currently being implemented at seven CUNY colleges: John Jay College of Criminal Justice, Lehman College, New York City College of Technology, College of Staten Island, York College and Queens College, and through Medgar Evers College's Cultivating Holistic Academic Mindsets to Promote Student Success (CHAMPSS) Program. Graduation outcomes from the earliest college partners remain unprecedented: The most recent ACE freshman cohort admitted to John Jay College realized a four-year graduation rate of 60% vs. 41% for a matched comparison group of non-ACE students, and the first transfer cohort at Lehman College realized a two-year graduation rate of 61% vs. 30% for a matched comparison group of non-ACE students. These effects are so great that they actually reduce the average cost per-graduate by about 13%.

More importantly, investments in ACE and ASAP are among the most effective investments in building New York's talent and tax base. Our estimates show that the return on investment from each dollar we invest in ACE is $21, with $16 going to the program graduates in the form of future earnings and $5 going to the taxpayers in the form of future additional tax revenues and lower spending on social services.

Generous private grant funding and year-to-year city funding has allowed CUNY to launch and modestly expand ACE, and demonstrate proof of concept. In Spring 2020, New York City announced that it would fund a new cohort of students to grow ACE to a steady enrollment of nearly 3,000 students by fiscal year 2026.

Workforce Skills and Employment Outcomes

Integrate Careers Throughout the Degree Path ($1 million): Only 30% of CUNY students have ever visited a career services office and only 25% have had a paid or unpaid internship. However, 100% of students interact with faculty, and recent surveys show that CUNY students are most likely to trust faculty above all others for advice. Therefore, CUNY will invest in a faculty-driven effort to make career content ubiquitous in our classrooms.

Following the lead of faculty, Careers Across the Disciplines seeks to imbue classrooms with career content. In FY2023,

CUNY launched a cohort of 50 Career Success Fellows. CUNY faculty participating in the Career Success Fellowship are equipped and rewarded for preparing students for post-graduation career success through their curriculum. CUNY requests funding to expand this professional development to reach more faculty in more departments and better equip them to engage with industry and revise their curriculum to align with current skills and competencies that help students obtain jobs upon graduation.

Scaling the successful Tech-in-Residence Corps program model of industry-academic partnership, CUNY will expand collaboration between industry and faculty to new fields of study and bring industry professionals into the classroom to teach relevant, in-demand courses that lead to jobs in New York City. The Professional-in-Residence model has the added benefit of professional development for our faculty, connecting them to new content, industry practices and an expanded network of professionals in the field.

In FY2024, the Careers Across the Disciplines initiative will provide students with the information they need to identify, plan for and pursue careers of their choosing by launching "day one" early interventions. These interventions will include revised orientation programming to include career exploration information and opportunities.

Expand Externships/Internships ($4.5 million): Internships are a pivotal steppingstone at the beginning of a career, laying the groundwork for a professional network, strengthening important skills and providing the work experience that employers are looking for on resumes. Students with at least one internship have a greater chance at post-graduation career success than their peers without that experience. However, approximately three-quarters of CUNY students do not participate in internship opportunities due to lack of awareness, access and understanding of the types of opportunities that will help them achieve their career goals. Instead, nearly half of CUNY students work as low-wage employees in the retail and hospitality sector: jobs that provide income but not the early work experiences that serve as springboards for fulfilling careers.

Building on historic public investments in internships, CUNY will increase the rate of participation in paid internships and/or

work-based learning experiences by 85%. CUNY seeks funding to expand relevant programs and infrastructure to place students in paid internships during the academic year, which can be leveraged into summer internship experiences and will provide the exposure and access necessary to propel them into post-graduation careers.

Expand the CUNY Inclusive Economy Initiative ($3.65 million): Launched in FY2023 by Mayor Eric Adams, the CUNY Inclusive Economy Initiative aims to grow the percentage of CUNY students connecting to their desired career paths and equip NYC businesses with the talent needed to thrive. A public-private partnership, the initiative works to increase the capacity of campuses to build hiring pipelines directly with employers in strategic, in-demand sectors.

CUNY proposes to grow the number of its colleges building strong partnerships with industry by investing in hybrid academic/career advisors and industry specialists in an additional 15 academic departments across the CUNY system, while also strengthening related resources at the inaugural cohort of participating colleges. Developed together with employers and private philanthropic partners, the initiative will also widen CUNY's front door to employers and facilitate greater collaboration in critical sectors including healthcare, technology and climate resilience.

Create an Alumni Mobilization Initiative ($0.6 million): With over one million CUNY alumni living and working in New York City, the University has an enormous, untapped career success resource available to current students. With similar lived experiences, CUNY alumni have the unique ability to relate meaningfully with CUNY students and help them navigate their academic journeys and prepare to achieve their career goals. CUNY will reduce post-graduation disparities by activating alumni to provide current students with opportunities for professional networking, career exploration, skill-development and mentoring. This initiative will create a replicable University-wide infrastructure that can leverage the enormous scale of this high-potential network.

Developing stronger ties with alumni will support the University's strategic goals and enhance student engagement and support. CUNY is requesting funds to support personnel needed to

lead this effort, which will entail advertising and promotion to encourage alumni to get involved, production of short videos of alumni career stories and creation of a digital platform through which alumni and current students can connect.

Launch a Workforce Modernization Initiative ($3 million):
In today's economy, working adults need a flexible and easily accessible pathway to the skills they need and an entry point to a degree that fits their lives. CUNY's Adult and Continuing Education programs are the second-largest recruiting mechanism for the University's degree programs and a critical connection to jobs and the career ladder. Investing in these departments, CUNY will strengthen its pipeline from non-credit to degree programs and expand opportunities for earning credentials that provide on-ramps to rewarding careers.

CUNY will attract more students by increasing its portfolio of relevant, industry-informed, accessible workforce training programs and support them as they continue their studies in degree programs. CUNY will implement new systems and technology to make the pathway from Adult and Continuing Education student to degree-seeker and in-demand worker more seamless. CUNY is requesting funds to support dedicated personnel for these departments, along with technology and systems to support these objectives.

Create the CUNY On-Demand Career Hub ($1.25 million):
Currently, only 25% of CUNY students utilize the in-person resources and services offered by campus Career Services offices. CUNY students are not only pursuing their education full-time, but most are working at least 20 hours per week to cover essential costs, and many are caring for family members. CUNY must increase the accessibility of its resources and services to meet the needs of its students. To achieve that objective, CUNY will create an on-demand, easily accessible and scalable career hub to equip students as well as educators with career-related information and resources..

The CUNY On-Demand Career Hub will boost student career outcomes by providing a suite of resources that are available whenever a student needs them. It will expand access to student-facing career tools;pilot cutting-edge technology to boost student preparedness; and give educators the insights and training they need to help students launch their careers more successfully.

Student Well-Being

Launch the Student Well-Being Initiative

The students of CUNY are a broad cross-section of the population of the state and city and bring with them all the associated benefits and issues. Therefore, we seek to address the "beyond the classroom" experiences of our students to support their academic and career successes. Developing a University-wide ethic of care requires a student-centered focus that recognizes our students' needs and supports their optimal development in the context of the learning environment.

Student well-being has become the focus of the student life aspects of the Division of Student Affairs. With an emphasis on research-informed and evidence-based practices, we seek to employ a collective impact strategy for systemic results.

The CUNY Student Well-being Initiative will include three components:

1) **Assuring Mental Health Services and Resources ($4 million):** CUNY students will be assured access to services and resources to meet their ongoing and acute mental health needs. With recent state support and federal stimulus funding, the University has reached a ratio of students to clinical staff that closely approximates the standard set by the International Accreditation of Counseling Services (IACS).

This allows for more direct care to students through campus counseling services, but demand will continue to outpace staffing capacity. The addition of new tools and resources during the pandemic allowed us to expand ways to meet mental health needs and these options have proven highly effective. Continued resources will be essential to maintain and expand mental health responses on campuses and through online technology.

2) **Meeting Essential Needs ($4 million):** Through the CUNY Comprehensive Access to Resources for Essential Services (CARES) demonstration project, we plan to develop a model for how CUNY campuses address the essential needs of students associated with food insecurity, housing instability and the connections necessary for health and mental health services. CUNY surveyed students throughout the pandemic regarding their essential needs and found gaps in every critical area: food and nutrition; safe, affordable and secure housing; and health care. The CUNY CARES project will allow us to pilot and assess strategies for meeting student essential needs and will inform the structure and aspects of a meaningful design that may be replicated across the University.

3) **Creating a Culture of Belonging ($3.5 million):** A sense of belonging is critical for the overall success of students. Connecting with an individual or program aids in a student's persistence and completion. However, the experiences of students in establishing a sense of belonging vary across our campuses. That variability may be linked to student identity or affinity, a possible lack of staff knowledge or training, a student's personal circumstances or microaggressions experienced in the classroom environment. By creating comprehensive campus-wide cultures of belonging through dialogue and training, we aim to establish a CUNY-wide standard that welcomes students in and supports their success through inclusive and engaged acts of excellence throughout their educational journey. Although it may look different for each campus, the sense of belonging will be evident throughout the University. This component will support considerations of specific student populations marginalized in higher education environments and structures. The objective is to counter embedded messages and ultimately dismantle implicit bias hampering their success. This culture of belonging will empower learners and reduce the occurrence of bias and discrimination on CUNY campuses.

These components are inextricably linked to amplifying CUNY's ability to exceed predicted student outcomes and eliminate equity gaps. By assuring student well-being with an intentional, structured and purposeful approach, we will secure CUNY's position as an engine of social mobility for individuals and families as we lift up New York.

Access, Success, Inclusion – Disability Services

CUNY is requesting funding to expand access and support the success and inclusion of unserved and underserved students with disabilities. Across the University, there are nearly 10,000 students registered with the Disability Services offices (DSOs), with another estimated 50% who are not connected. Additionally, a new city law passed in February 2023 allowing NYC public school seniors to identify their Individualized Education Plan (IEP) status before starting at CUNY will greatly increase the number of students accessing services earlier in their academic career. Campus disability/accessibility services offices provide reasonable accommodations to students, typically for the classroom, and are also responsible for guiding the accommodations process for their campuses. Most are understaffed for their current caseloads. CUNY's smaller professional schools have no dedicated disability/accessibility staff but have need for that support. In addition to support for classroom-based accommodations, there are gaps in support for programs serving 1,900 neurodivergent students, 160 students with intellectual disabilities participating in inclusive post-secondary education and the recently launched adaptive sports program, which currently offers an intercollegiate wheelchair basketball team. These innovative programs are supported primarily by limited external funds.

Campus Staffing ($6.75 million): There is a clear need for professional staff in the accommodations offices. Directors report high turnover because of rank and wages. Across the system, there is need for skilled assistive technology specialists (nearly half the campuses have no one to provide guidance to students); campus coordinators to administer special programs for students with autism or intellectual disabilities; professional and clinical staff to support the adaptive sports program; staff to evaluate University webpages for accessibility; and staff to process reimbursement claims from the state for services provided. We currently depend on external contracts for interpreters and Computer-aided Real Time Transcription (CART) captioning to support 220 deaf and hard of hearing students. Bringing some of these services in-house would help mitigate the challenges of providing skilled interpreters for in-person courses. We estimate that 50 new staff are needed systemwide.

Professional Development ($0.25 million): Although the staff in our Disability Services offices and program initiatives are committed, there are uneven levels of service. Developing an annual professional development series allows training for incumbent and new staff and creates a way to bring alignment to the offices. Internally, there is a unique opportunity to develop CUNY's first degree and advanced certificate program in disability services in higher education, through the CUNY School of Professional Studies.

Advance Our Community Through Comprehensive Research, Engagement and Service

Public Impact Research and Scholarship

Advance Research at CUNY ($5 million): Research is an integral component of CUNY as an engine for social mobility. CUNY creates knowledge that updates curriculum, motivates student achievement and catalyzes discoveries for public impact. Research also creates a cycle of new opportunities, resources and investments that strengthen the University. The CUNY Office of Research will leverage our unique attributes of proximity, scale and interdisciplinarity to engage in research for the well-being of our communities. Through the CUNY Catalyst strategic plan, the University will center and develop its faculty research talent. Their advancement will become the heart of CUNY's research enterprise, driving student opportunities, institutional growth and innovation for public good. The University will seek to foster our faculty's full potential as researchers and mentor new talent for the research enterprise through the following initiatives:

- **Launch a Research Training and Public Impact Initiative:** This initiative will cultivate a supportive network of faculty who bolster one another's public-serving research and develop a structured curriculum of courses and modules so new faculty are quickly onboarded for CUNY research success.

- **Establish a Grant Success Initiative:** This initiative will empower faculty to submit more competitive proposals to federal agencies, potentially bringing back millions of dollars to CUNY.

- **Implement Modernized Research Systems and Data Infrastructure:** An initiative to make grant submission and management processes smoother, more uniform and less burdensome for faculty and staff.

- **Grow the Collaboration and Entrepreneurship Seed Fund:** An initiative to incentivize research partnerships across the University to pursue large grant opportunities (greater than $5 million) and commercialize cutting-edge discoveries via faculty-led startups.

- **Expand the Research Compliance Partnership Initiative:** As CUNY's research grants and collaborations grow, this initiative will allow the University to reinvigorate its procedures and processes to enhance researcher ethics and reduce legal risks.

- **Securing Faculty Scholars for Research Competitiveness:** As CUNY's research potential is unleashed, the University will retain its budding talent against recruitment by peer institutions.

CUNY Medical School

CUNY's professional schools are deeply committed to the service of the city and its communities. The CUNY School of Medicine (CSOM) is known for recruiting underrepresented minorities for careers as physicians practicing in underserved areas. The CSOM curriculum emphasizes a compassionate, holistic approach to care, as well as a commitment to social justice and health equity. It admits students directly from high school into an accelerated undergraduate biomedical program and seamlessly transitions them into CUNY's rigorous preclinical and clinical curriculum. Historically, 78% of graduating students join the medical staffs at New York City-area hospitals.

Training Doctors that New York Needs ($6 million): A key mission of the CUNY School of Medicine is to improve primary health care in urban and underserved communities. Doctors who are trained to identify and address health inequities can provide a level of care for their patients that is often missing in urban healthcare settings. Continued investment and encouragement of students of color wishing to pursue careers in medicine increases the number of medical professionals who are better equipped to serve our communities and reflect the diverse populations of the city.

Modernize the CUNY System

CUNY must find new ways to operate in this environment of increasing challenges and limited resources. We must also acknowledge and reflect on the needs of our university today, which operates in an educational, political, demographic and fiscal landscape that is drastically different from the time and place in which the CUNY system was created more than 60 years ago.

In response to these challenges, CUNY will evaluate and reimagine all aspects of our system, with the best interest of our mission and constituencies as our guide. CUNY's future success relies on the balance of its 25 campuses and the University office. Through enterprise-wide review, CUNY will leverage knowledge across its campuses to create best-in-class approaches that are financially sustainable. We will share resources and leverage purchasing power to facilitate maximum cooperation and efficiency.

Building Infrastructure Maintenance and Renewal Repairs

The University owns and operates over 29 million square feet of properties in about 300 buildings. More than 52% of these buildings are 50 years old or older. The current estimated value of deferred maintenance backlog on those buildings is estimated at over $5 billion, pending review and confirmation by our current Facility Condition Assessment study, to be completed in early 2024.

While this is a complex challenge that requires a multi-pronged strategy with both short- and long-term solutions, plans are in development to bring CUNY buildings and grounds to a State of Good Repair, with a goal of achieving that status for 55% of CUNY buildings by 2030. Currently, about 8% of CUNY buildings are in a State of Good Repair.

Therefore, CUNY has taken several proactive steps to improve facility maintenance, including:

1. Performing a Facility Condition Assessment study to catalogue the existing conditions of each building component and its immediate maintenance needs.

2. Working with the New York City Department of Buildings (DOB) and initiating new CUNY processes for faster response to open violations.

3. Upgrading the building maintenance work order tracking system to improve routine and preventive maintenance tracking.

4. Realigning our maintenance teams to provide more central support to campuses to improve building maintenance.

Improving maintenance procedures ($10 million): Many of our campuses are forced to allocate only about $9 - $10 per square foot on maintenance, which is very low for the expensive New York market. CUNY will utilize its expertise and best practices to develop procedures to maintain its facilities at excellent, standardized levels across all campuses. This will ensure long-term availability of physical facilities, building systems and technology infrastructure.

The University requests funds to ensure that the 300 buildings and the 29 million square feet of teaching, research, and support spaces are conducive to learning and research excellence.

Information Technology Support

Technology is at the cornerstone of almost all modernization efforts at CUNY. Over the next few years, the University will be implementing several new and significant University-wide technologies that will greatly enhance and modernize the CUNY system and consolidate systems and technologies. To be successful, these changes require both a capital investment, and, like the facilities area, a **$4.8 million operating investment** to ensure that the systems can be adequately maintained and enhanced. Some examples of projects envisioned are noted below:

- Develop, implement, upgrade and support enterprise applications that advance the University's core academic mission.

- Develop and upgrade the university's primary tool for contacting and connecting with students.

- Design and implement a new university-wide cloud-based finance and human resource system.

- Implement a new procurement system including an e-marketplace.

- Maintain and upgrade the University's network connecting all campuses to the Internet, to each other, and to third-party service providers.

- Maintain and monitor the security of University IT assets.

- Operate the University Data Center and support the Network Operations Center for 24x7x365 applications and services availability.

- Engage in IT Disaster Recovery and Business Continuity planning.

Five-Year Capital Plan Request: FY2025 – FY2029

$ (millions)	FY 2024-2025	FY 2025-2026	FY 2026-2027	FY 2027-2028	FY 2028-2029	5-Year Total
Senior Colleges						
CUNY-Wide Senior Colleges	$773.2	$787.0	$800.7	$805.8	$813.3	$3,980.0
CUNY Information Technology Initiatives	$109.3	$49.2	$85.7	$44.6	$41.1	$329.8
Baruch College	$101.5	$133.0	$97.0	$8.0	$5.0	$344.5
Brooklyn College	$21.1	$43.0	$22.0	$60.0	$50.0	$196.1
City College	$23.9	$12.0	$8.0	$0	$0	$43.9
CUNY Law	$0.5	$0	$0	$0	$0	$0.5
Graduate Center	$2.3	$0	$0	$0	$0	$2.3
Graduate School of Journalism	$1.0	$1.0	$0	$0	$0	$2.0
Graduate School of Public Health	$0	$0	$0	$0	$0	$0.0
Hunter College	$14.0	$22.0	$24.0	$5.0	$5.0	$70.0
John Jay College	$3.5	$1.0	$0	$0	$0	$4.5
Lehman College	$37.2	$81.8	$65.2	$115.0	$150.0	$449.2
Macaulay Honors College	$2.7	$0	$0	$0	$0	$2.7
Medgar Evers College	$41.2	$82.4	$61.8	$20.6	$0	$206.0
NYC College of Technology	$4.0	$5.0	$8.0	$5.0	$5.0	$27.0
Queens College	$38.2	$34.0	$23.0	$12.0	$5.0	$112.2
School of Labor & Urban Studies	$0	$0	$0	$0	$0	$0.0
School of Professional Studies	$0	$0	$0	$0	$0	$0.0
College of Staten Island	$29.0	$60.0	$57.5	$27.0	$13.0	$186.5
York College	$41.0	$44.5	$116.5	$163.0	$0	$365.0
Total Senior Colleges	**$1,243.5**	**$1,355.9**	**$1,369.4**	**$1,266.0**	**$1,087.4**	**$6,322.3**
Community Colleges						
CUNY-Wide Community Colleges	$236.5	$261.5	$264.0	$268.0	$282.0	$1,312.0
Borough of Manhattan Community College	$20.0	$46.0	$9.0	$3.0	$0	$78.0
Bronx Community College	$58.5	$57.0	$25.5	$14.0	$1.0	$156.0
Guttman Community College	$0	$0	$0	$0	$0	$0.0
Hostos Community College	$19.4	$59.0	$95.0	$84.0	$84.0	$341.4
Kingsborough Community College	$30.1	$19.0	$3.0	$1.0	$0	$53.1
LaGuardia Community College	$36.5	$78.0	$69.1	$17.2	$11.0	$211.8
Queensborough Community College	$20.0	$25.0	$11.0	$7.0	$4.0	$67.0
Total Community Colleges	**$421.0**	**$545.5**	**$476.6**	**$394.2**	**$382.0**	**$2,219.3**
University Total	$1,664.6	$1,901.4	$1,846.0	$1,660.2	$1,469.4	**$8,541.6**
FY25 Reso-A Capital Request	$122.60					**$122.6**
GRAND TOTAL	**$1,787.2**	**$1,901.4**	**$1,846.0**	**$1,660.2**	**$1,469.4**	**$8,664.2**

Request for Capital Funding

Optimizing Infrastructure Towards a State of Good Repair

The University has 300 buildings located in all five boroughs of New York City comprised of 29 million square feet of classrooms, research labs, computer centers, theaters, athletic and recreational facilities, administrative offices and other spaces that support the CUNY mission. These same facilities are used by thousands of New Yorkers who live in the communities surrounding our campuses.

It is our strategy to undertake projects to maintain and improve the University's infrastructure that are essential to student success, recapture underutilized spaces, improve technology and provide for campus expansions. It is only through upgrading our facilities portfolio that the University will be able to ensure that our graduates are ready for the high-demand industries and positions of today and of the future.

CUNY will embrace dynamic and continuous master planning, aligning infrastructure with the overall strategic goals of the University in the context of an innovative and data driven environment. This will improve flexibility of teaching and learning and heighten transparency and standardization where appropriate.

It is our strategy to intentionally pursue system efficiencies that will enable the University to deliver superior facilities performance, producing a long-term state of good repair across all campus properties. We are now working on developing and maintaining Requirements Contracts for qualified vendors in engineering and construction to enhance our ability to engage vendors in a timely fashion to complete projects. We are now upgrading the training and accountability of our project managers to enhance our completion rate and improve the efficiency of projects and timely completion on budget. As part of our strategy, we are exploring new capital funding opportunities including public-private partnerships, philanthropic, city and state funding.

CUNY will implement campus-specific procedures, Asset Lifecycle Management, and long-term sustainability along with fully realizing real estate asset value to ensure resources for facilities and technology infrastructure. We are currently using our expertise and best practices to develop standard operating procedures to maintain our facilities at excellent,

standardized levels across all campuses. This will ensure long-term availability of physical facilities, building systems and technology infrastructure. CUNY will take comprehensive action to improve the efficiency and equity of the procurement, hiring, and information technology acquisition processes. We will continue to actively connect Minority and Women-Owned Business Enterprises (MWBEs) and Service-Disabled Veteran-Owned Small Business (SDVOBs) with opportunities that will provide a pathway to offer goods and services at competitive prices. This will strengthen equity and technological agility while also leveraging shared resources and assets.

Major Plan Highlights

The State of Good Repair on all campuses remains the priority as buildings and systems continue to age. The University is requesting additional annual appropriations to enable it to address a significant backlog of deferred capital maintenance as well as to keep up with ongoing needs as they arise. CUNY is actively pursuing system efficiencies that will enable it to deliver superior facilities performance, producing a long-term State of Good Repair across all campus properties. To support these efforts, CUNY is undertaking a comprehensive facilities assessment of its buildings which will identify and prioritize specific deficiencies and implement new tools to guide capital investment. The assessment commenced in January and will be concluded by the end of 2023. The assessment includes onsite
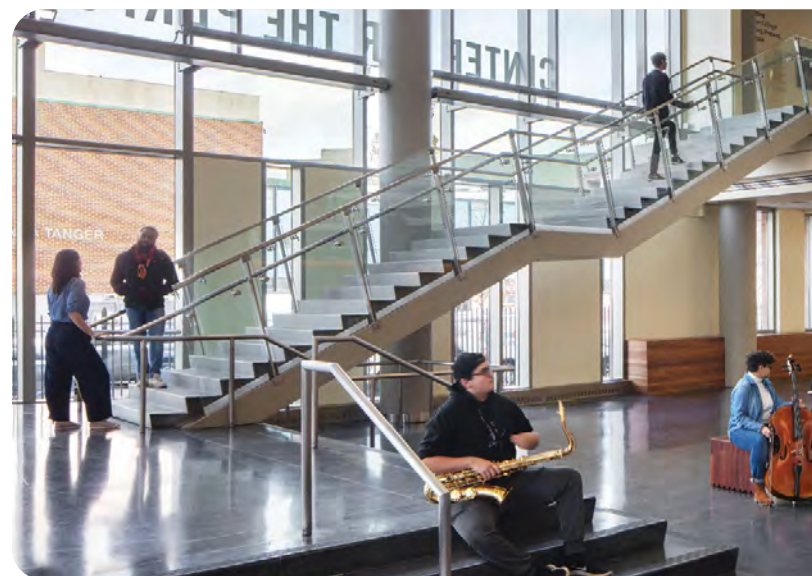
inspections of all owned buildings: 300 properties across 20 colleges, 52% of which are older than 50 years.

Size of Program

This is the largest Capital Plan submission to date and is about $3 billion more than the previous year. This increase is primarily due to two areas that are related to the University Strategic Plan.

- **State of Good Repair:** CUNY is requesting $400 million per year for senior colleges and $200 million per year for community colleges.

- **Energy Conservation:** CUNY is requesting $170 million per year for sustainability projects.

Infrastructure State of Good Repair

We have consolidated the previous modest requests for windows, roofs, and HVAC into one strategic bucket that aligns with the University's strategy to meet our State of Good Repair Goal of having 55% of University buildings in a State of Good Repair by the year 2030. CUNY is asking for $400 million per year for senior colleges and $200 million per year for community colleges. These funds will be utilized to replace and renew building infrastructure components such as windows, roofs, boilers, air handling systems, chillers and cooling equipment and electrical high voltage infrastructure, as well addressing needed learning and teaching spaces. Health and safety remain

a key focus point and is also included in the State of Good Repair funding request, which includes funding for fire and safety, elevators, and ADA upgrades. As with all system upgrades, environmental sustainability, and CUNY's commitment to reaching the goals and objectives as dictated by the University, state, and city will be considered.

The condition assessment will, upon completion, arm CUNY with a full understanding of the conditions of each system within each CUNY building, and the timeline and associated costs to bring it back to "good" condition. This report will be constantly referenced to manage the budget allocation as well as actively maintained to be reflective of upgrades and system degradation over time.

Energy Conservation

CUNY is increasing its annual request for energy conservation to $170 million per year for a total of $850 million over five years. CUNY has developed an Strategic Energy Management Plan (SEMP) for senior colleges to meet the University strategic goal of reducing our greenhouse gases (GHGs) by 40% by 2030. The investments will be used to perform energy management related projects such as building systems controls, electrification, renewable energy, energy storage projects, retro-commissioning ("RCx") and accelerated lighting retrofits.

New York State's Executive Order 22 (including BuildSmart 2025) requires CUNY senior colleges to reduce energy consumption 35% by 2025. Additionally, New York City's Local Law 97 aims to reduce GHG emissions 40% by 2030 and 80% by 2050. Meeting the energy and GHG reduction goals requires an aggressive execution strategy. Implementation of currently funded projects will realize an energy use reduction of 18% and funding of the SEMP identified projects will ensure CUNY is on track to reduce energy use 35% by 2025. The projects defined in this SEMP include major work that will provide energy efficiency and resiliency, as well as operating and infrastructure benefits. Projects include "go fast" Building Automation System (BAS) upgrades, efficient lighting, and retro-commissioning, the electrification of building systems and the deployment of renewables and microgrids.

Upgrades to Science Labs

CUNY is asking for $50 million per year for the upgrade of its science labs for a total of $250 million over five years. These

funds will be utilized for the renovation of science spaces to support current pedagogy and research activities while improving student success and retention. This CUNY-wide effort will prioritize needs and maximize the effectiveness of funding.

Capital Administration Fund

To move towards a State of Good Repair, CUNY has a new structure to manage our portfolio of buildings that is aimed at enhancing productivity, increasing on-time project completion rates, employing new construction management technology, enhancing the approach to facility condition assessment to better prioritize its renewal projects and boosting staff training and accountability. CUNY is requesting an increase of $5 million in the Capital Administration Fund.

Emergency Equipment

CUNY requests $10 million for internal capacity to address emergencies rather than having to rely on costly consultants to come in during or immediately following these types of events. Planned equipment purchases to support the work of a newly proposed Emergency Response Team include flexible building generators, tree pruning and removal equipment and pumping equipment.

Large Capital Projects

In order to upgrade and modernize CUNY facilities, continue providing an environment that is conducive to research, teaching and learning excellence and remain aligned with the CUNY strategy, we have identified projects that will reengineer our delivery of the learning experience and increase our abilities to offer relevant courses to our students. The modernized and upgraded facilities will also be utilized as recruitment tools for prospective students looking for state-of-the-art and relevant facilities. Below are the University's priority projects:

Senior Colleges

- **Baruch College, 17 Lexington Renovations, Phases 3 and 4:** Expanding on extensive building infrastructure upgrades already completed, this project is a complete renovation of floors 2 through 16 of the college's original building for instructional and research labs, classrooms, student study space and science department offices. **CUNY is requesting $250 million.**

- **Brooklyn College, Ingersoll Hall and Roosevelt Hall Renovations, Phase 2:** This phased renovation of Roosevelt Hall and Ingersoll Hall to deliver expanded, modernized teaching and research laboratories, classrooms, academic offices and space for student study and socializing. **CUNY is requesting $100 million.**

- **York College, Academic Village & Conference Center:** This 165,000-square-foot facility will be the new home of the School of Business with modern classrooms and computer labs, a new student center, and support services. The new building will transform the west side of the campus and include a flexible conference and event space serving the college and the surrounding community of Jamaica, Queens. **CUNY is requesting $300 million.**

- **Medgar Evers College, Academic Success Center:** This project will create a new 130,000-square-foot building adjacent to Academic Building I on Crown Street. The new facility will enable the college to grow its programs and increase enrollment by adding classrooms, instructional labs and student support space, as well as faculty and administrative office space. **CUNY is requesting $156 million.**

- **Lehman College, Science Complex Expansion:** This project will construct a 160,000-square-foot addition to Science Hall, which opened in 2013. The addition will include teaching and research labs, science learning centers, offices, and support space for the full range of STEM departments. **CUNY is requesting $300 million.**

Community Colleges

- **Hostos Community College, Applied Health & Sciences Building:** This 170,000-square-foot building will provide instructional facilities, including smart classrooms and science, technology and computer labs. It will also provide student-faculty interaction and study spaces, supporting students in nursing, dental hygiene, and radiological technology, as well as growing programs in engineering and natural sciences. The building will include dental and wellness clinics where students gain practical experience and members of the South Bronx community can receive expanded services. **CUNY is requesting $300 million in matched state and city funding.**

Information Technology Initiatives

The University seeks funding for several major and ongoing information technology initiatives, each of which is comprised of multiple technology projects. The major initiatives are

Infrastructure Modernization, Applications Modernization and Providing a Secure and Effective Technology Environment.

Infrastructure Modernization

The category of infrastructure modernization includes several currently planned projects or continued phases of existing projects. The overall theme is to ensure that the University's critical technology infrastructure is of a high quality, maintainable and able to provide the technology tools and features that are a critical component of current University operation.

- **Campus Network Modernization:** CUNY campuses require significant investment in their on-campus network infrastructure to continue to provide the sophisticated academic environment needed to support the university's academic teaching and research needs. Needs vary across campuses depending on the local conditions, age of the buildings and time since the last investment. Changing requirements range from replacing aging or outdated equipment to rewiring of network cabling within older buildings and fiber optic distribution networks across the campuses.

- **$30 Million investment in CUNY's Advanced Science Research Center (ASRC):** Scientific endeavors are increasingly requiring accumulation and analysis of large data sets. Funds would be utilized to create a state-of-the-art computational infrastructure to keep CUNY researchers at the cutting edge of utilization of computational tools to

address societies most pressing problems. This enhancement would support computational science across CUNY and the research initiatives based at the ASRC: photonics, neuroscience, structural biology, nanoscience and the environmental sciences.

- **CUNYCloud Consolidation:** CUNY recognizes the potential for operational effectiveness made possible by current cloud technologies. CUNY has implemented the foundation of CUNYCloud, a hybrid cloud extending the CUNY enterprise datacenter into the public cloud. The next step in realization of cloud enabled efficiencies is to begin consolidation of campus datacenters, and computer and storage resources into the CUNYCloud, reducing the need to maintain and upgrade campus facilities, especially those that would require major power, cooling or construction. The transition to CUNYCloud will enable campus-based workloads to run in the CUNY enterprise datacenter, in public third-party clouds or both as appropriate. As the initiative progresses, CUNY campuses will also be able to repurpose space currently utilized as local datacenters for academic purposes, better aligning with the University's core mission.

- **CUNYNet Modernization:** CUNYNet consists of a highly resilient and dependable private fiber network that delivers and supports the academic mission of teaching, learning and research across the university. CUNYNet requires architectural changes to enable the increasing bandwidth requirements of the university and resilient, high-speed access to multiple internet service providers. The effort will consolidate multiple fiber network rings and migrate interconnections to new colocation spaces.

- **CUNY Telephone Systems Consolidation and Modernization:** Telephone systems on campuses are outdated and in need of replacement. The modernization project will work to consolidate telephone systems into a common system and migrate from legacy technology, mostly based on landlines, to modern voice systems integrated with and leveraging collaboration technology based on Microsoft Teams.

- **Enterprise Equipment Life Cycle Replacement:** The University seeks funding to support the ongoing replacement of its technology inventory to maintain systems in a current and supported state. Examples of equipment that will require replacement include optical network cards, servers and storage systems that are reaching their end-of-support; Windows and Mac laptop and desktop computers; and batteries for uninterruptible power supplies.

- **Central Office Audiovisual Systems Upgrade and Modernization:** The audiovisual systems that were installed in the University's administrative offices in 2013 are failing and no longer meet the evolved needs of increased videoconferencing and collaboration. This project will upgrade and modernize those systems to better support the public meetings of the Board of Trustees and to support collaboration and video conferencing capabilities of modern technology platforms like Microsoft Teams and Zoom.

Applications Modernization

The University has need of funding to continue to upgrade, enhance and modernize the critical applications that support all aspects of university operations.

- **Educational Technology Initiatives:** This ongoing initiative has been greatly beneficial to the University by enabling investment in systems, software and technologies in support of its educational mission. Previous funding has enabled academic video systems, technology-enhanced classrooms and software for student computer labs. New efforts include deployment of new technologies, including virtualization and the sharing and delivery of online expertise; major upgrades and enhancements to the university library systems; and identification and deployment of a system to manage multi-mode instructional media content.

- **Student Success Management System Expansion:** Navigate, the EAB Student Success Management System, provides academic advising case load management and student success tracking to a subset of CUNY campuses. CUNY seeks to expand Navigate to make it available to all CUNY colleges. This project includes enhancing and extending the portfolio of existing services to all colleges and integration with new and planned cloud-based systems.

- **Academic Advising System:** CUNY's online academic advisement system, DegreeWorks, is essential for students throughout their educational journey. It is used to provide guidance, support and assistance to students in making informed decisions regarding their academic goals, course selection and scheduling, degree requirements and progress, and overall educational experience. DegreeWorks data is also used to feed multiple critical applications such as FACTS, Schedule Builder and Course Dog. CUNY must implement major version upgrades to remain current and have access to new functionality and improvements.

- **Enterprise Content Management Upgrade and Enhancement:** As the University seeks to improve its enrollment process to address the declining enrollment numbers, the demand for storage and document management capabilities increases. The ECM environment requires major

version upgrades and customizations for better integration capabilities with other business applications, such as customer relationship management (CRM) systems, PeopleSoft Campus Solutions (CUNYfirst CS), and business intelligence tools to enable data exchange, process automation and greater efficiency across the University. The project includes digitization of non-electronic records to ensure that the records are preserved. Once the digitizing is complete, the University will integrate the records with the student information system it currently uses to manage student records.

- **Financial Aid Certification and Tracking System Modernization:** This project will refresh and modernize the existing CUNY system that enables students and administrators to get up-to-date information related to New York State Financial Aid Certification. The modernized system will provide an enhanced, mobile-friendly user experience for our students and staff.

- **Cloud Application Integration and Mobilization Gateways:** The University seeks to implement systems to support a unified cloud-based integration platform that would enable CUNY to integrate applications and data sources to streamline operations, increase efficiency and improve data accuracy. CUNY will also implement SMS messaging features to enable several applications to communicate with our students, staff, and faculty via text message. The University will also enhance our applications to be more mobile-friendly and app-driven while supporting various mobile platforms.

- **Student Information System Modernization:** The PeopleSoft Enterprise Resource Planning (ERP) system called CUNYfirst has been in production at the University for over a decade. During that time the University has continued to maintain, upgrade and expand the system to meet increasingly complex business requirements. This project will identify and transition CUNY's Student Information System to next-generation cloud-based systems.

Providing a Secure and Effective Technology Environment

- **CUNY Cyber Security Initiative:** The CUNY Cyber Security Initiative is a long term, multi-faceted effort to improve the University's information security and reduce risk of loss. The first phase of the initiative is currently underway with work being done to establish a CUNY Security Operations Center

(SOC) with tools to monitor and respond to numerous cyber risks. The CUNY SOC will operate in close collaboration with the New York Joint Security Operations Center, recently established by Governor Hochul.

- Funding is requested to continue and expand the reach of the Cyber Security Initiative to identify, acquire and implement a framework of policies, assessments, tools and procedures for building and maintaining defensive strategies and capabilities that comprise administrative, technical and physical controls for effective responses to safeguard the information technology interests of CUNY and its stakeholders. Further investments in the CUNY Cyber Security Initiative are necessary to help safeguard CUNY from increasingly pernicious attacks that threaten the ability to maintain University operations.

- **CUNY Identity Management Consolidation:** Historically, CUNY identity management was completely distributed and managed by each campus individually. Over time, CUNY developed an enterprise-wide identity management capability to support authentication and access control into enterprise applications and systems, but campus directories are still managed locally. This approach does not support effective transition to cloud applications and services, nor is it consistent with modern cyber security requirements. The next evolution of identity management at CUNY calls for the consolidation of directories into a single, enterprise directory that can be effectively secured and managed with appropriate controls and integration with authoritative data sources. This approach will vastly improve the University's cybersecurity profile, support more effective use of Software as a Service (SaaS) applications and improve cross-University collaboration.

- **Service and Operations Management Platform (ServiceNow):** Building on a successful initial implementation of the ServiceNow platform for Information Technology Service Management (ITSM), CUNY will extend its ITSM platform to include all campuses while increasing the breadth of managed IT Services. Additional work will implement new features including expanded project and portfolio management, improved executive dashboards and implementation of a Configuration Management Database (CMDB), integrated with the cybersecurity systems to synergistically reduce cyber security risk.

- **Secure Enterprise Storage Repository:** The University seeks to implement a secure, air-gapped storage repository for backup and storage of critical University data. An air-gapped repository will provide storage that keeps University data safe from exploitation, destruction or ransom by bad actors who might gain inappropriate access to University systems.

- **IT Systems Monitoring and Alerting:** The University needs systems for real time reporting and alerting of IT systems, equipment and application performance issues. The University intends to implement a new system that will allow for insight using AI learning for proactive alerting before failures occur. The system will also enable the complex monitoring of applications that span on-premises and cloud-based systems and services to help with issue identification and resolution in an increasingly complex and interconnected network of applications.

- **Enterprise Email Consolidation:** As part of the University's continued efforts to improve the technology experience and security, we will be transitioning all student email systems to Microsoft 365 (M365). Microsoft 365 was previously known as Office 365. Having both our student and faculty/staff email in one environment will enable us to operate more efficiently under one platform and provide improved security that will help users mitigate spam, phishing, and other potential IT security incidents. It will also provide better collaboration and efficiency within the University community. Microsoft 365 will also provide more access to the latest technology and provide students with hands-on experience with other tools they may need when entering the workforce.

Facts & Figures

2023-24 Adopted Budget

	($ millions)	%
Total State Support	$2,281.8	53.4%
City Support	$634.9	14.9%
Student Tuition	$871.6	20.4%
Scholarships and Waivers	$167.8	3.9%
Federal Financial Assistance	$317.6	7.4%
Total	**$4,273.7**	

Tuition Rates (effective Fall 2023)

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 2022 Final)

	Full Time	Part Time	Total	PT %
Senior Colleges				
Undergraduate	94,350	35,088	129,438	27.1%
Graduate	8,830	20,029	28,859	69.4%
Total Senior Colleges	**103,180**	**55,117**	**158,297**	**34.8%**
Total Community Colleges	**35,687**	**31,897**	**67,584**	**47.2%**
Total University	**138,867**	**87,014**	**225,881**	**38.5%**

Enrollment Full-Time Equivalent (Fall 2022 Final)

Senior Colleges	122,936
Community Colleges	43,878
Total University	**166,813**

Adult & Continuing Education Enrollment (2022-23)

Senior Colleges	151,097
Community Colleges	68,817
Total University	**219,914**

Undergraduate Profile (Fall 2022)

	Senior	Community
Work 20+ Hours Per Week	56.3%	57.0%
Attended NYC Public High School	85.0%	80.8%
Age 25 or Older	20.5%	24.8%
Born Outside US Mainland	34.8%	32.9%
Native Language Other Than English	38.5%	35.8%
Ethnicity:		
American Indian/Alaskan Native	0.3%	0.4%
Asian	26.5%	17.7%
Black	23.2%	30.3%
Hispanic	27.0%	34.8%
White	23.1%	16.8%
Gender:		
Female	57.6%	55.7%
Male	42.4%	44.3%

Governance & Administration

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Salimatou Doumbouya (ex-officio)
Chairperson, University Student Senate

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Chancellor

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Executive Vice Chancellor and University Provost

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Executive Vice Chancellor and Chief Operating Officer

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Senior Vice Chancellor for Legal Affairs and General Counsel

Glenda Grace
Senior Vice Chancellor for Institutional Affairs & Strategic Advancement and Special Counsel

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Senior Vice Chancellor for University Human Resources & Labor Relations

Sherif Soliman
Senior Vice Chancellor for Budget & Finance and Chief Financial Officer

Mohamed Attalla
Vice Chancellor for Facilities Planning, Construction & Management

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Jeffrey Rodus
Vice Chancellor for Government Affairs

Reine T. Sarmiento
Vice Chancellor for Enrollment Management

Dolly Martínez
Chancellor's Chief of Staff and Associate Vice Chancellor for the Executive Office

Rachel Stephenson
Chief Transformation Officer

Gayle M. Horwitz
Senior Adviser to the Chancellor and Secretary of the Board of Trustees

25 Colleges

Kenneth Adams
LaGuardia Community College

Michelle J. Anderson
Brooklyn College

Vincent G. Boudreau
The City College of New York

Lisa R. Braverman
CUNY School of Professional Studies

Joshua Brumberg, Interim
CUNY Graduate Center

Dara N. Byrne
William E. Macaulay Honors College

Daisy Cocco De Filippis
Eugenio María de Hostos Community College

Fernando Delgado
Lehman College

Suri Duitch, Interim
Kingsborough Community College

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

Russell K. Hotzler
New York City College of Technology

Larry D. Johnson, Jr.
Stella and Charles Guttman Community College

Ann Kirschner, Interim
Hunter College

Timothy G. Lynch
The College of Staten Island

Christine Mangino
Queensborough Community College

Gregory Mantsios
CUNY School of Labor and Urban Studies

Karol V. Mason
John Jay College of Criminal Justice

Graciela Mochkofsky
Craig Newmark Graduate School of Journalism

Anthony E. Munroe
Borough of Manhattan Community College

Patricia Ramsey
Medgar Evers College

Milton Santiago, Interim
Bronx Community College

Claudia V. Schrader, Interim
York College

Sudha Setty
CUNY School of Law

Frank H. Wu
Queens College

S. David Wu
Baruch College

1 University | 25 Colleges

BRONX
1. Bronx Community College
2. Hostos Community College
3. Lehman College

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

MANHATTAN
8. 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. Guttman Community College
19. 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

Baruch COLLEGE

BMCC
BOROUGH OF MANHATTAN
COMMUNITY COLLEGE

BRONX
COMMUNITY
COLLEGE

Brooklyn College
The City University of New York

The City College of New York

THE CITY UNIVERSITY OF NEW YORK
College of Staten Island

THE CITY UNIVERSITY OF NEW YORK
CRAIG NEWMARK GRADUATE
SCHOOL OF JOURNALISM

CUNY GRADUATE CENTER

CUNY SPH GRADUATE SCHOOL OF
PUBLIC HEALTH & HEALTH POLICY

CUNY SCHOOL
OF LABOR AND
URBAN STUDIES

CUNY

CUNY SCHOOL OF LAW

CUNY School of Professional Studies

GUTTMAN
COMMUNITY COLLEGE

Hostos
Community College

HUNTER
The City University of New York

JOHN JAY
COLLEGE OF CRIMINAL JUSTICE

KINGSBOROUGH
COMMUNITY COLLEGE
★ DREAMS BEGIN HERE ★

LaGUARDIA
COMMUNITY COLLEGE

LEHMAN COLLEGE

MACAULAY
HONORS COLLEGE

MEDGAR EVERS COLLEGE
THE CITY UNIVERSITY OF NEW YORK

NEW YORK CITY COLLEGE OF TECHNOLOGY
CITY TECH

QUEENS COLLEGE

QUEENSBOROUGH
COMMUNITY COLLEGE

YORK College