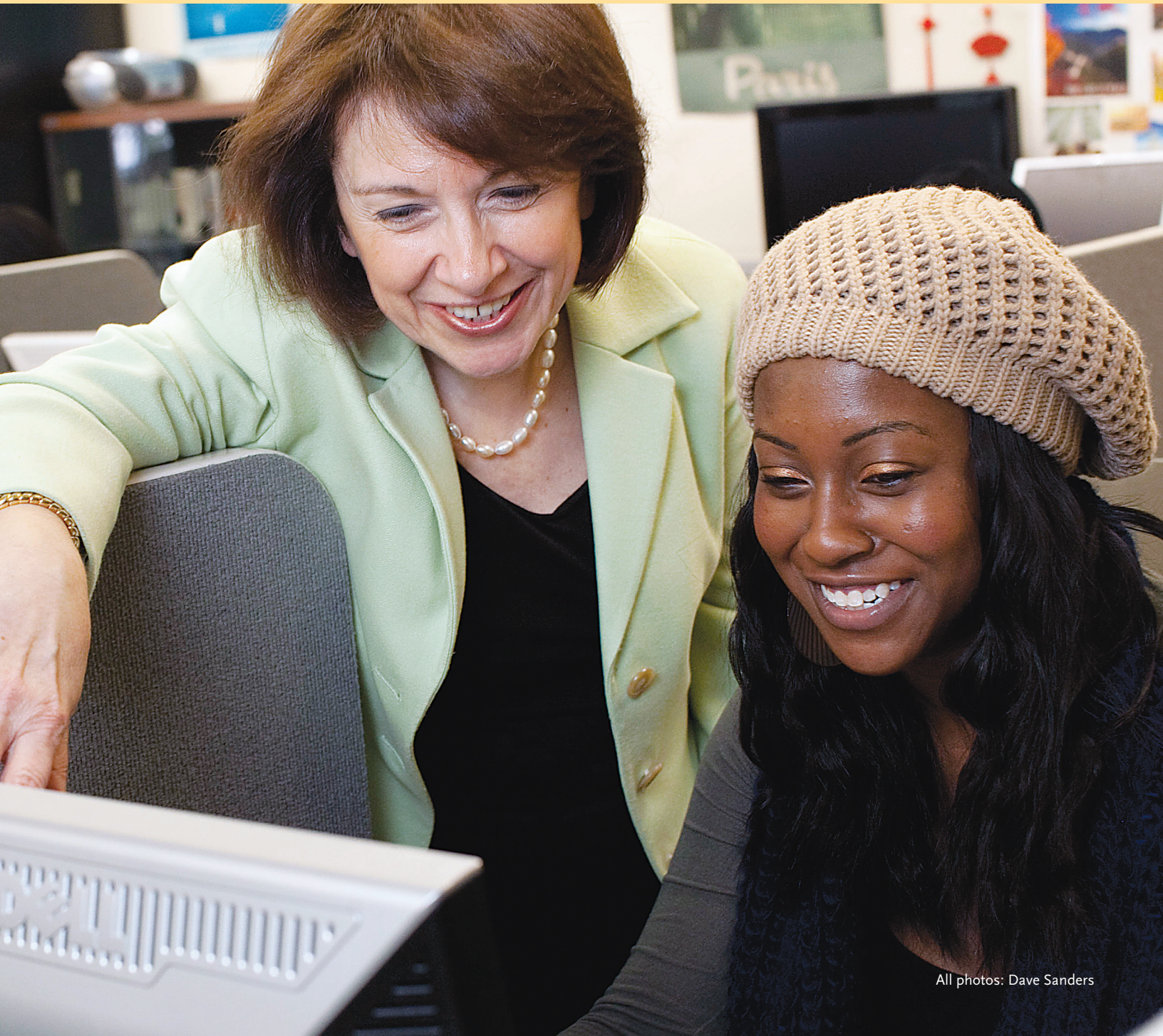


Keep the Promise of CUNY



All photos: Dave Sanders

Invest in Opportunity for All



PROFESSIONAL STAFF CONGRESS

Spring 2015

The promise of CUNY is opportunity.



54% of CUNY undergraduates have family incomes of less than \$30K



75% are people of color



53% are working for pay



15% are raising children



38% are immigrants



57% are women



42% are first generation in college



83% of CUNY community college students have remedial needs

Sources: 2014 CUNY Student Experience Survey, http://www.cuny.edu/about/administration/offices/ira/ir/surveys/student/SES_2014_Report_Final.pdf; A Profile of Undergraduates at CUNY Senior and Community Colleges: Fall 2013, http://www.cuny.edu/about/administration/offices/ira/ir/data-book/current/student/ug_student_profile_f13.pdf

Record numbers of students are turning to CUNY for a chance at a better life.

CUNY-wide enrollment has increased 43% since 1990-91, and 14% since 2008-09, per full-time equivalent student (FTE).

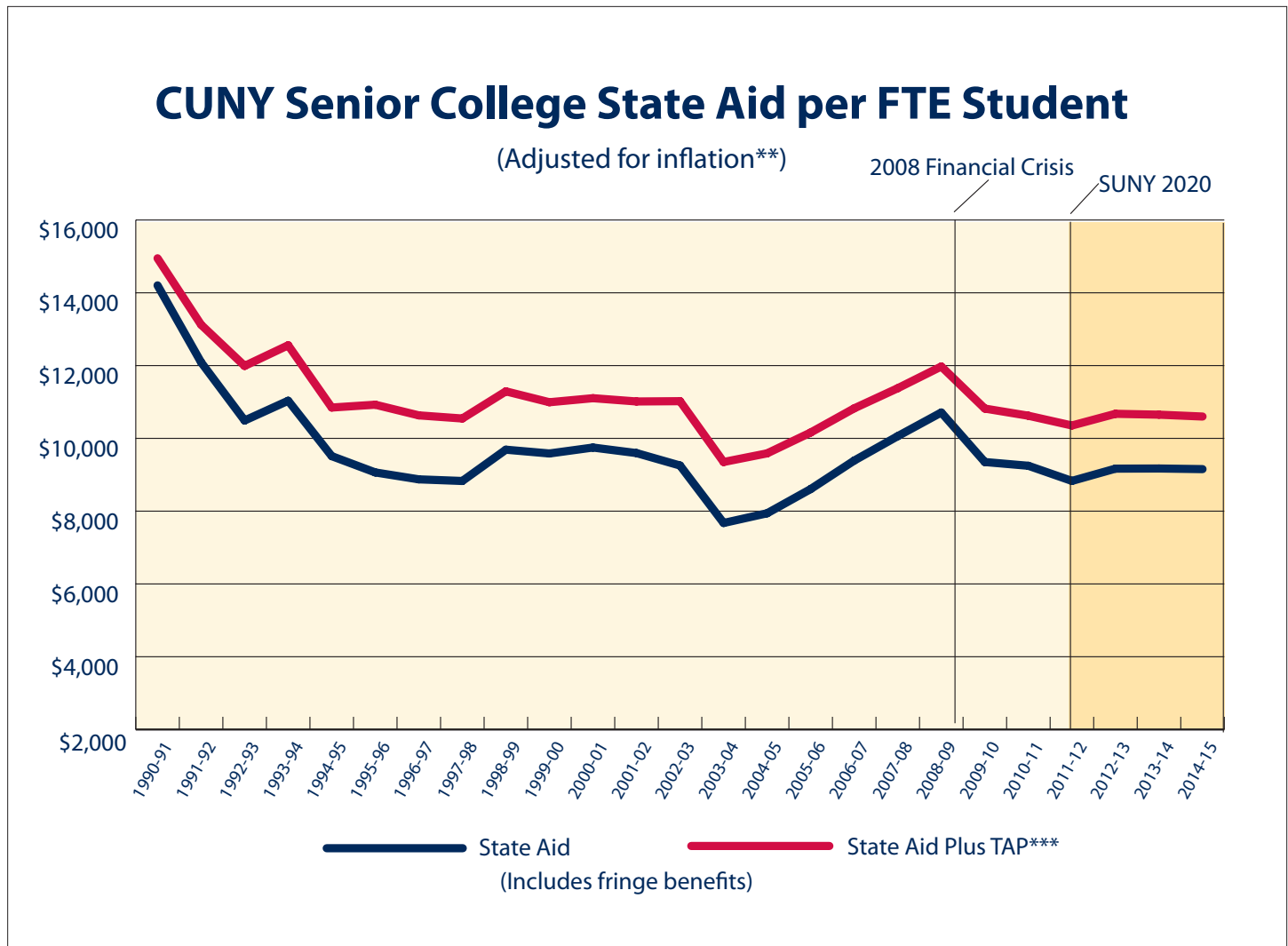


CUNY Enrollment, Fall 2014

	Headcount			Full-Time Equivalent (FTE)
	Full-Time	Part-Time	Total	Total
Sr. College Undergraduate	99,980	45,831	145,811	131,088
Graduate Students	8,695	20,648	29,343	
Community College	59,451	40,023	99,474	72,108
Total	168,126	106,502	274,628	203,196

Albany keeps deciding to underfund CUNY senior colleges.

“SUNY 2020”* hasn’t helped CUNY recover from the State’s disinvestment per FTE student that followed the 2008 financial crisis.



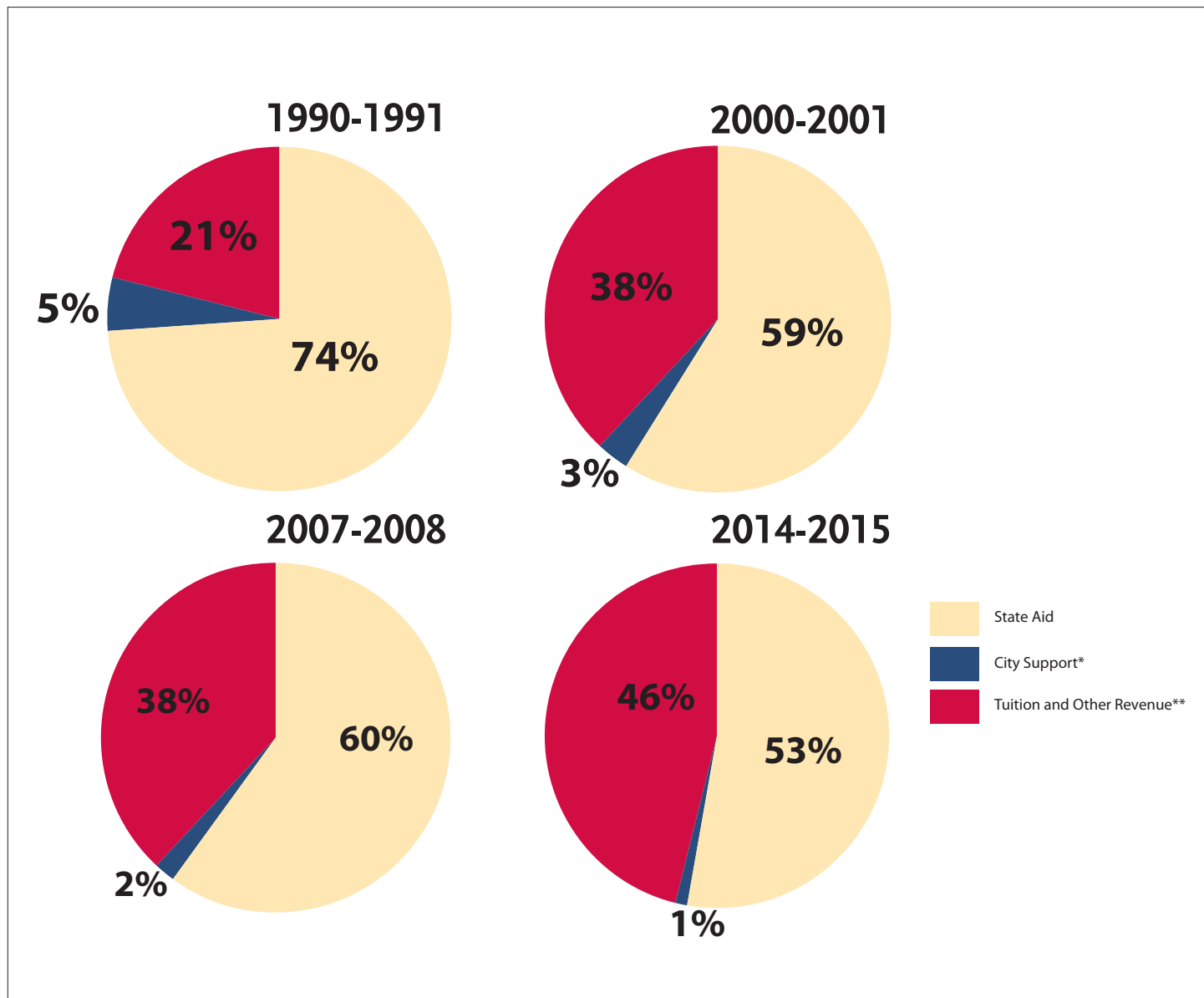
State aid to CUNY senior colleges has fallen 35% since 1990-91 and 14% since 2008-09, per FTE student.

*Enacted in 2011, the SUNY 2020 law allowed SUNY and CUNY to raise tuition by \$300 per year for five years. It also set a legal requirement that SUNY and CUNY waive tuition between the maximum TAP award and the cost of tuition, a change that helped some low-income students, but opened a gap in CUNY’s budget. It also established the “NYSUNY 2020” Challenge Grant Program, a competitive program of capital funding grants for public colleges and universities.

**Figures are adjusted for inflation with the Higher Education Price Index (HEPI) issued by the Common Fund Institute. HEPI is commonly used because it is a more accurate indicator of changes in costs for colleges and universities than the Consumer Price Index. HEPI is based on a market basket of goods and services that make up the operational costs of colleges and universities.

***The Tuition Assistance Program (TAP) provides need-based grant aid to 98,000 senior and community college students at CUNY. But State investment in financial aid doesn’t increase total operating revenues to CUNY.

As State investment in CUNY has faded, CUNY senior colleges have become increasingly tuition-dependent.



Tuition and fees have more than doubled as a proportion of total senior college revenues since 1990-91, rising from 21% to 46%. Over the same period, the proportion of State aid to senior colleges has fallen more than a quarter, dropping from 74% to 53%.

*In each of these years, the City provided a constant \$32 million to help support associate degree programs at CUNY senior colleges.

**“Tuition and Other Revenue” includes tuition, student fees, IFR funds used to support tax-levy operations, and philanthropy. For senior colleges, tuition and fees alone account for 43% of the total revenue in 2014-15.

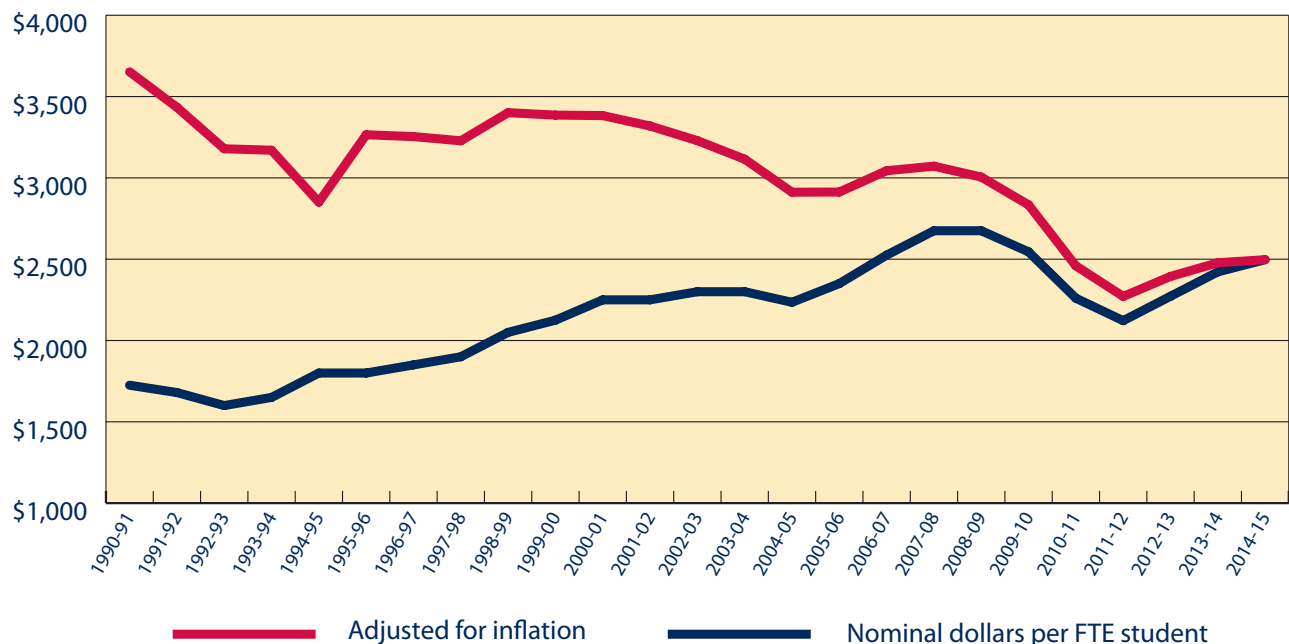
The State continues to underfund community colleges despite national recognition that they must be a priority.

Revenue from State aid at the CUNY community colleges has fallen 32% per FTE student since 1990-91 and 8% since 2008-09.*

[Community college should be] as free and universal in America as high school is today.

—President Barack Obama

Community College State Base Aid Rate

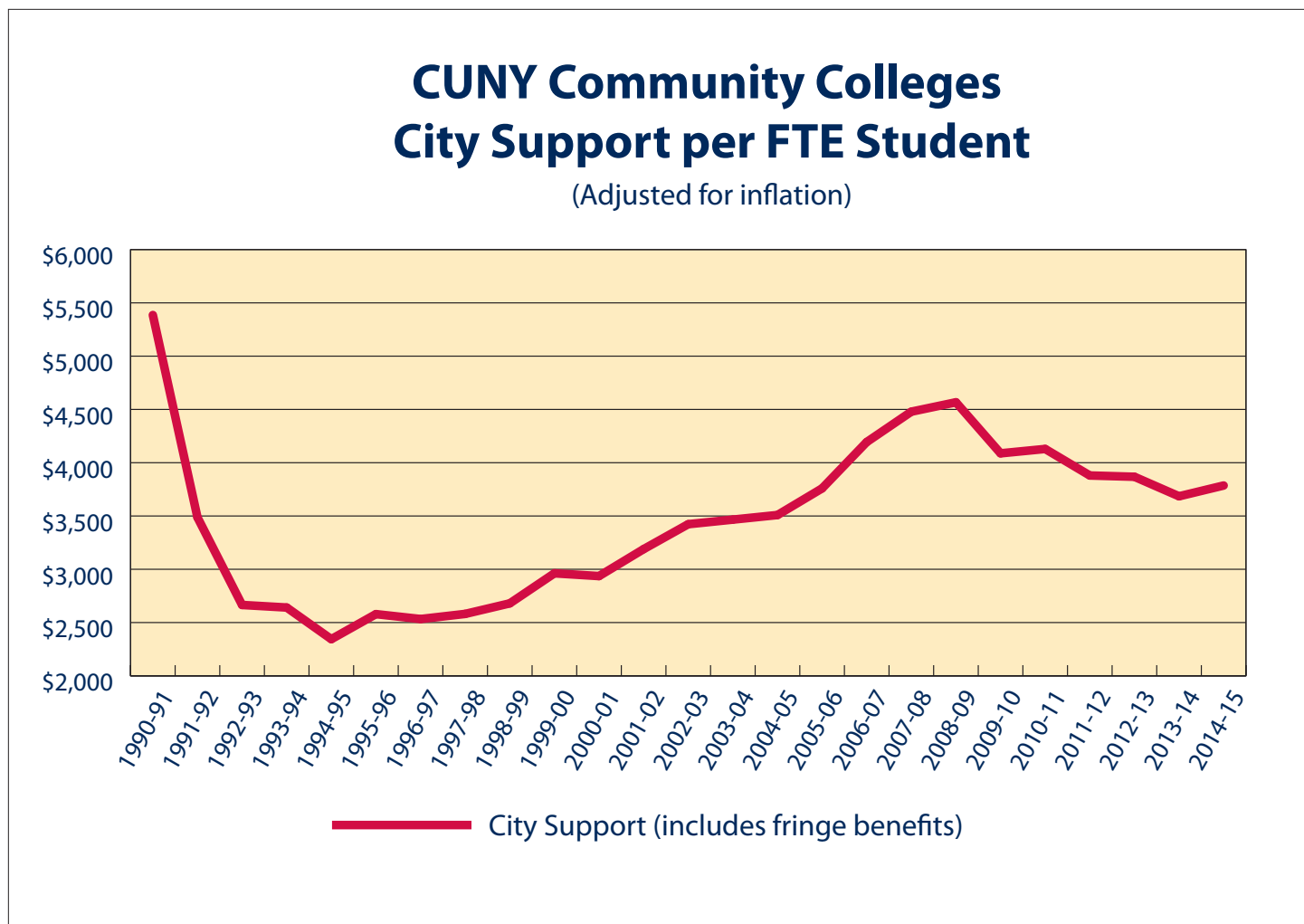


The Legislature has restored the Base Aid rate over the last three years, but its current level of \$2,497/FTE remains \$178 less than it was in 2008-09 (\$2,675/FTE).

ASAP—Accelerated Study in Associate Programs—was cited by the White House as an example of what can be achieved with significant investment in community college students. With an investment of \$3,900 per FTE above the standard community college allocations, ASAP has increased retention and graduation rates among entering freshmen—including those with modest remedial needs. ASAP's three-year graduation rate is 56%, well over twice the rate for a comparison group in a recent study.

*Adjusted for inflation. Includes fringe benefits.

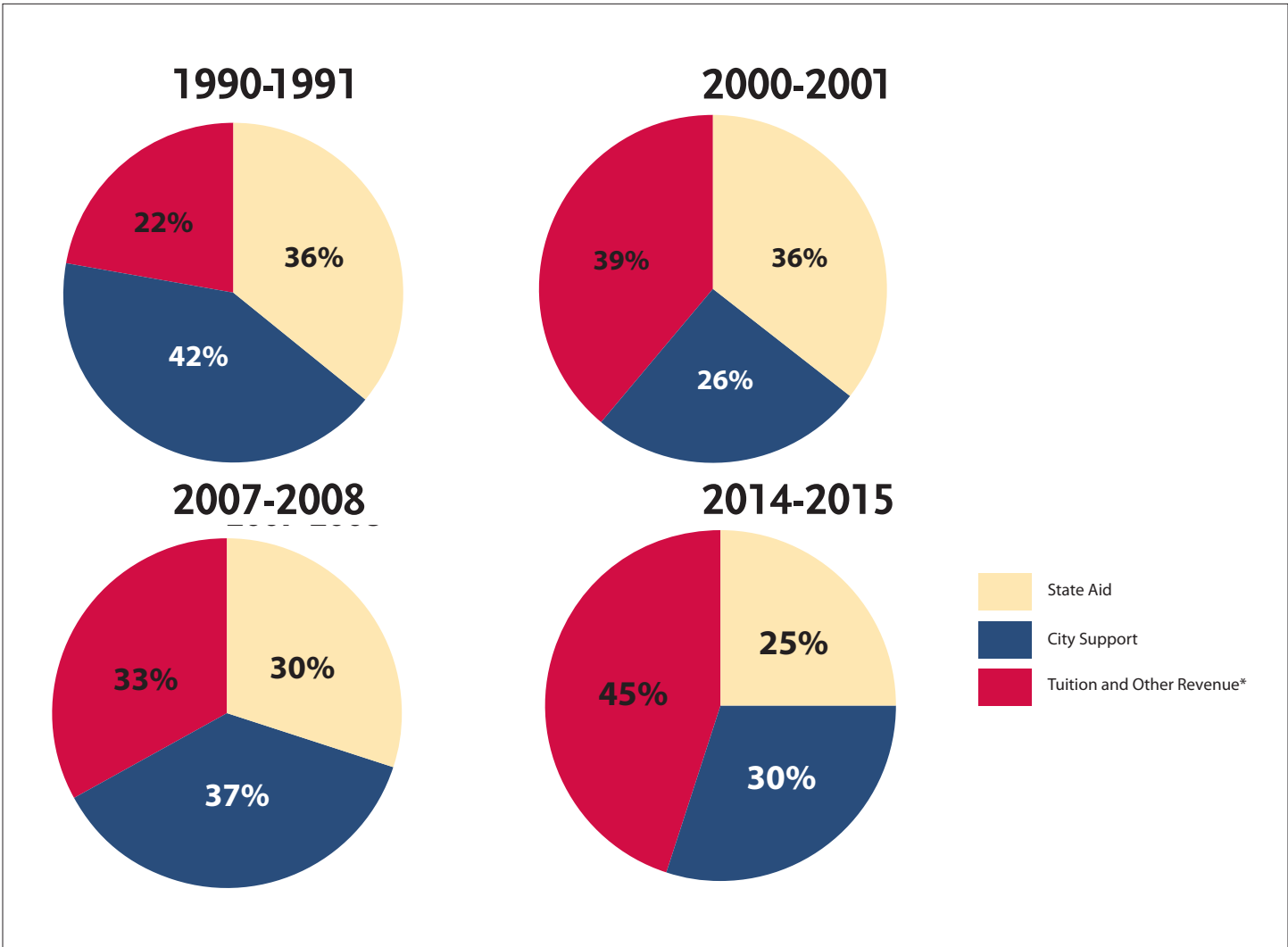
City support for CUNY community colleges has failed to keep up with enrollment growth.



In an important change of direction, Mayor de Blasio increased the City operating budget for CUNY by \$14.7 million in 2014-15, with additional investments promised. We need to sustain this reinvestment to repair the damage done by years of underfunding.

City support for CUNY community colleges has fallen 30% per FTE student since 1990-91 and 17% since 2008-09.

As public investment has lagged, CUNY community colleges have become increasingly tuition-dependent.



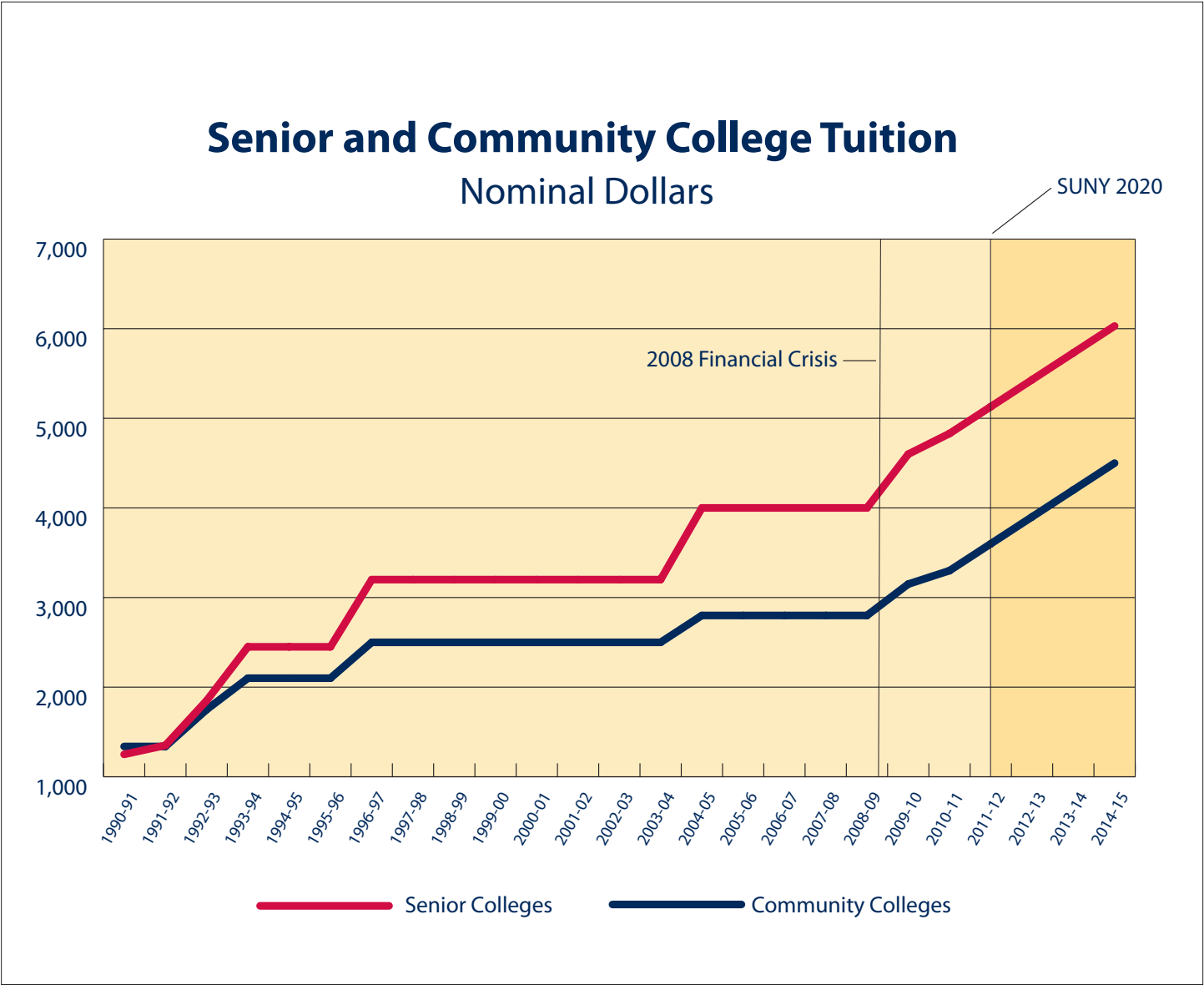
Tuition and fees have more than doubled as a proportion of total community college revenues since 1990-91, rising from 22% to 45%.

State aid to CUNY community colleges has decreased as a proportion of total community college revenues since 1990-91, falling from 36% to 25%, far below the 40% level promised in State law.

City support for CUNY community colleges has decreased as a proportion of total community college revenues since 1990-91, falling from 42% to 30%.

*"Tuition and Other Revenue" includes tuition, student fees, IFR funds used to support tax-levy operations, and philanthropy. For community colleges, tuition and fees alone account for 42% of the total revenue this in 2014-15.

CUNY students and their families have paid the price for Albany’s disinvestment.



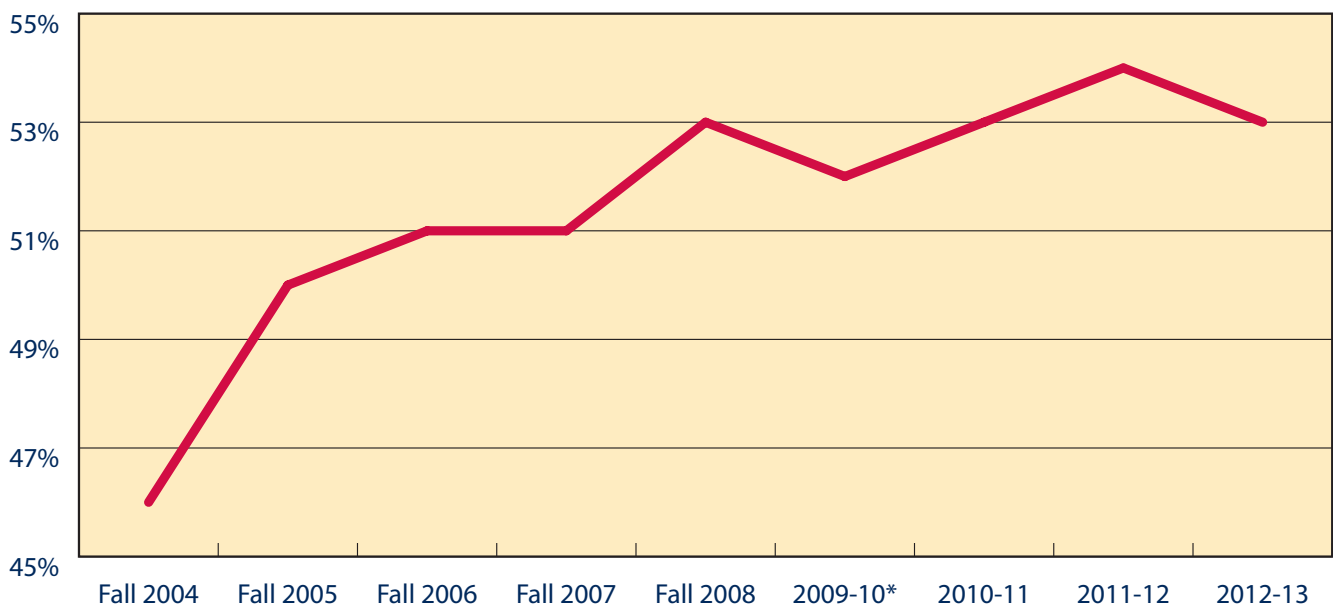
Senior college tuition has more than quadrupled since 1990-91; community college tuition has more than tripled since 1990-91.

The “SUNY 2020” law increases tuition \$300 per year from 2011-12 through 2015-16, a total hike of \$1,500.

As a result of public disinvestment, more than half of CUNY courses are taught by adjunct faculty.

In Fall 1975, CUNY had over 11,000 full-time faculty and 249,000 students; CUNY now has 7,500 full-time faculty and 274,000 students.

Percentage of Undergraduate Instruction Delivered by Adjunct Faculty, Per FTE (CUNY-Wide)



In the last 10 years, CUNY has increased the number of full-time faculty by 23%, but the gains have been swamped by enrollment growth.** With too few full-time faculty, CUNY has increasingly depended on adjunct faculty, who are treated as low-paid, disposable workers, and now number 10,600.

CUNY needs more full-time faculty; CUNY adjuncts need greater job security and better pay and working conditions to provide a consistently high-quality educational experience.

*In 2009-10, CUNY began reporting faculty numbers as a yearly number rather than a fall census. Source: CUNY's year-end Performance Management Reports, Office of Institutional Research and Assessment.

**Chancellor Milliken, *State Budget Testimony*, February 12, 2015.

To ensure quality education at CUNY, the State and City must provide the resources to increase the ranks of full-time faculty and professional staff and to treat adjuncts fairly.



More full-time faculty and instructional staff means:

- ➔ More of the courses students need to graduate
- ➔ More time for mentorship and course preparation
- ➔ Greater opportunity for research
- ➔ Greater engagement with campus life
- ➔ Smaller classes and more attention for students

Treating adjunct faculty fairly means:

- ➔ Better pay and working conditions
- ➔ More time to guide and advise students
- ➔ Greater engagement with campus life
- ➔ A better living for CUNY's lowest-paid faculty
- ➔ Respect for adjuncts' contributions to CUNY

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