



**State University of New York (SUNY)  
2021/22 Operating and Capital Budget Request to  
the State of New York**

Creating a SUNY For All



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This year we face a dual challenge: our continued fight in the global health crisis, and rebuilding our economy and meeting current and future workforce demand. The COVID-19 pandemic has disrupted every facet of our lives including the New York State economy. It will take sheer grit and determination, but the State University of New York is ready to meet the challenge, from leading research efforts that will commercialize the next lifesaving breakthrough to training individuals to meet workforce demand for the jobs of the future in the green economy, to developing and working with artificial intelligence, or meeting critical demand in healthcare staffing.

Over the past year, the State University of New York has excelled – not only in keeping our campus communities safe, but in leveraging the resources and expertise of the nation’s largest system of public higher education to combat this deadly virus. We’ve shown how SUNY can lead the way. From developing the world’s number one saliva “pooled testing” created by Upstate Medical Center and Quadrant Bioscience (a START-UP New York company); to ensuring that our students are safe and secure through the swift implementation of – and adherence to – evolving health and safety protocols, all while continuing to provide a world-class education to our students.

At a moment’s notice this spring, we had to transition every one of our 64 campuses to remote learning. In the fall we safely reopened our campuses to more than one third of our students, continuing to provide high-quality hybrid learning. We did so with robust and regular testing, uniform safety protocols, and the perseverance and commitment of our students, faculty, and staff. In the end, the pandemic has given us the opportunity to assess how we provide education and to bring innovations that have worked to scale.

In typical budget requests we would include in these pages succinct and detailed support for new and incremental funding to the SUNY System, increased base operating support, or calls for new funding structures. However, as we have learned since March of 2020, these are trying economic times because of the COVID-19 pandemic. Facing a significant deficit in 2021/22 and into the future, New York State must be strategic and select in the areas where it invests limited resources. SUNY recognizes that it will be called upon to work smarter, and more effectively, as a system to weather the reduction in State support that will likely be required. We stand ready to meet that challenge, much as we have worked to absorb the financial impact of COVID-19 (currently nearly \$400.0M, including more than \$30.0M in testing costs), with limited assistance from the federal government and with the best interest of our students in mind.

The 2021/22 request to the State of New York exists as a foundation from which SUNY can continue to serve New York State and the world, by streamlining and connecting existing activities and seeking limited investment. The investment will focus on serving New York State’s diverse student body and smart investment in its infrastructure; supplemented by the State entrusting the SUNY System to make the right choices for both its own future and to support the future State of New York.

SUNY has played a critical role in the COVID-19 response in New York State – and it will play a critical role in the recovery to come.

In the coming months, we will help coordinate the massive undertaking of distributing the vaccine throughout the state and ensuring those communities that are hardest to reach get the information and access they need. As New Yorkers get back on their feet, SUNY will be the workforce engine that helps everyone get the education, training, and support they need to find employment or improve their prospects.

The State University of New York (SUNY) presents its 2021/22 Request to the State of New York on behalf of not only our students, but also our faculty, support staff, and professionals. As the largest system of comprehensive public higher education in the nation we are proud of the work we do to prepare and educate New York State's workforce, our groundbreaking research, and our additional role as the economic foundation of communities across New York State.

SUNY excelled through the monumental challenges of the past year. With continued investment, we will continue to drive New York forward.

## **I. Meeting the Challenge of Defeating COVID-19 and Future Infectious Diseases**

We must continue to invest in areas to meet the immediate COVID health crisis. From the top-rated saliva test in the world developed at SUNY Upstate, to the work of the University at Albany's RNA Institute and School of Public Health to spearhead the use of existing saliva testing, to the establishment of a transparent and up-to-date dashboard that provides testing and other vital information, to making smart choices in providing targeted investment to fund seed grants to support SUNY faculty, staff, undergraduate, and graduate students in developing new and innovative solutions to COVID-19 challenges or the next infectious disease through applied learning and research experience, supporting the successful and safe operation of SUNY campuses — SUNY has demonstrated we not only lead the way with technological advancements, we can operationalize the production.

- **First, we must expand critical healthcare capacity, such as testing and PPE that are helping to defeat the virus.** For instance, not only did SUNY Upstate develop a state-of-the-art saliva test, it was able to conduct and process more than 200,000 tests a week. Likewise, we used our 3D manufacturing facilities, including the Hudson Valley Advanced Manufacturing Center at SUNY New Paltz, to produce face shields for regional hospitals. In other words, SUNY has been an integral part of New York State's COVID-19 response. We want to continue to build this public health response capacity to expand testing and other COVID-related responses to other institutions as well. We respectfully request a \$10 million "COVID Response Fund," to be matched from private and industry sources, to help expand critical healthcare capacity; including increase testing capacity at SUNY Upstate to support testing efforts across the State and to expand much-needed PPE manufacturing. This investment, which could come from new federal or existing state resources to drive the match will help not only with the COVID-19 response, but also better prepare New York to fight future new infectious diseases.
- **Second, we must support the critical demand for healthcare staff.** Before COVID-19, there was an increased demand in critical healthcare sectors, like nursing—where it was projected that the United States was in need of over 1.1 million nurses by 2022, with New York State needing over 200,000 nurses by 2021 and almost 25 percent more, 250,000, by 2028. SUNY can meet this challenge. Currently, SUNY graduates one out of three doctors and nearly one out of three nurses in New York State—and we could do even more with targeted investment. The pandemic has illustrated we need more individuals entering into healthcare fields, including nurses, but also respiratory therapists, physician assistants, home health aides, and laboratory technicians. In the winter wave of COVID-19, staffing has been a major issue. SUNY has demonstrated that we could meet the needs of the healthcare sector, graduating over 400 SUNY medical school students early to meet the demand caused by the virus in the spring wave. However, we must improve our facilities to meet the clinical training components, and provide incentives to current and future healthcare staff. For instance, we could increase

the number of nurses we are training at our community colleges, but we do not have enough modern clinical space to meet the demand. Therefore, we respectfully request \$20 million in bonded capital to expand our clinical spaces to meet the growing demand.

In addition, we are facing urgent staffing challenges at our hospitals. Under our current limited ability to provide additional incentives because of state contracts, other hospitals have been poaching essential medical staff, causing critical staffing issues in the middle of a pandemic. Therefore, we are requesting authorization to temporarily provide additional financial incentives to retain healthcare staff at our SUNY Hospitals.

- **Third, we need to meet the growing mental health crisis by expanding wellness and mental health programs.** The pandemic, with the required social distancing and, in many cases, isolation, has resulted in a strain on the mental health and well-being of our students, faculty, and staff. Campuses, once vibrant and dense centers of interaction and camaraderie, have been reconfigured to maximize the benefit of social distancing in stopping the spread of the virus; or students have stayed home entirely to complete their studies online.

These mental and social challenges only build on the economic and other anxieties other students have been experiencing. To meet the growing need, SUNY took a bold step and expanded mental health services this semester, building on the State's investment to create the Reach Out SUNY program. By partnering with Thriving Campus, a HIPAA-compliant web application that focuses on connecting on-campus counseling services and local mental health and wellness providers, SUNY has worked to overcome barriers that have blocked students from reaching out for much-needed help and provided the service to all SUNY students. While this investment has allowed for access to over 6,000 licensed mental health service providers, it is not enough to meet the current demand. SUNY students, much like their brethren across the country, face wait times, understaffed service providers, and the continued pressure to succeed despite the unprecedented times we live in. Currently, the combined efforts of SUNY and the State supports two clinical sites and 14 campuses and their students through the existing Student Telecounseling Network (STCN). With additional investment of \$1 million from new federal or existing state resources, we could provide the services of Reach Out SUNY to all SUNY and CUNY institutions and aid our public-not-for-profit sector. The need for our students is pressing and apparent, and we respectfully ask that the State find the resources to support this initiative.

- **Fourth, the pandemic has illustrated that we must improve and enhance online learning.** The pandemic necessitated swiftly moving most of our course catalogue, usually taught in a traditional face-to-face model, to a fully remote modality in the face of the COVID-19 pandemic. It also exposed inequities with students from marginalized communities. We were able to adapt by providing laptops to students who were faced with learning under a remote modality without the basic hardware required for success. In addition, to support both student success and the Governor's ongoing efforts in expanding broadband access in the State, SUNY worked to establish a Systemwide contract with *Eduroam* over Summer 2020. This contract has provided access to a secure, worldwide roaming WIFI service developed for education and research communities. This access has been integral in providing more easily accessible WIFI service to all students, regardless of residence, and helped to meet one of the critical needs arising from the pandemic.

But even before the pandemic, online education has been growing in numbers, yet New York has not kept up. In fact, more than 50,000 New Yorkers currently attend an online college outside of New York. We must reverse this troubling trend. The SUNY Digital Transformation Project will help adapt SUNY to provide more high-quality online learning, while eliminating inefficiencies in the system by addressing the duplication of isolated campus systems in a three parallel stage approach, dependent upon the adoption of a shared IT services model between all campuses and System Administration.

Higher education is in the middle of a dramatic disruption brought about by digital technologies. Students expect their experience with higher education to mimic the simple online experiences they have in other areas of their life. They expect ease and simplicity in paying their college bills, registering for classes, online instruction, and finding the right programs to fit their career goals. While students still expect the content of their education to be challenging, they do not expect – or accept – that accessing this content will be difficult. Providing this simple online experience is where SUNY needs to be if it is going to compete and succeed in this new reality. The System needs to upgrade and transform its technical underpinnings from isolated and dated campus-built systems into a multi-campus, shared platform that can scale and flex while honoring SUNY’s core mission of preparing learners for today’s job market. This can be an expensive endeavor. SUNY, however, has an advantage. Across the entire SUNY System there are many duplicative technologies, from telephone systems to email, that are ripe for rightsizing. We request flexibility to utilize resources to unite these redundant technologies, which would offer SUNY a tremendous opportunity to improve services, such as security and disaster recovery, while reducing and controlling campus costs by leveraging collective purchasing, cost and resource sharing.

## **II. Protecting and Increasing Diversity, Equity, and Inclusion**

COVID has, yet again, laid bare the disparities and injustices in society. As a recent University at Albany report illustrated Blacks and Hispanics have paid a disproportionate price during the pandemic. In the light of the events this past year, Governor Cuomo has powerfully called out racism and social injustice. At SUNY, we have made diversity, equity, and inclusion an integral part of our mission.

In fact, our mission states:

“The mission of the State University System shall be to provide to the people of New York educational services of the highest quality, with the broadest possible access, fully representative of all segments of the population in a complete range of academic, professional and vocational postsecondary programs including such additional activities in pursuit of these objectives as are necessary or customary. These services and activities shall be offered through a geographically distributed comprehensive system of diverse campuses which shall have differentiated and designated missions designed to provide a comprehensive program of higher education, to meet the needs of both traditional and non-traditional students and to address local, regional and state needs and goals.”

- Section 351 of New York State Education Law

Social justice is in SUNY's DNA and we must continue to improve student access and success for all students, as well as continue to diversify our faculty body to make it more representative of our student body.

The best way to maintain a diverse student body is to ensure all applicable students receive the full benefit of financial aid programs such as the Tuition Assistance Program (TAP), direct aid from the Educational Opportunity Program (EOP), access to the services of the Educational Opportunity Centers (EOC) and ATTAIN Labs, and the Governor's nation-leading Excelsior Scholarship. Moreover, SUNY has utilized existing resources to create the Promoting Recruitment, Opportunity, Diversity, Inclusion and Growth (PRODiG) program and is working to leverage existing State-supported programs such as the Graduate Diversity Fellowship and Hispanic Leadership Institute to increase diversity and richness among our faculty and student ranks; enabling the greatest possible social mobility within our State. To protect access to colleges for students these programs should be excluded from any calculated reduction in support, and SUNY stands ready to manage reductions in other areas to protect these critically important diversity, equity, and inclusion programs (see VI).

We must continue to break down barriers between high schools and colleges which have left individuals, especially from disadvantaged communities, behind. Early College High School models, like the successful Pathways to Technology (P-TECH) model has created clear pathways from school, to college, to career. For example, students from a P-TECH have higher graduation rates than other similarly situated students who did not. Governor Cuomo has made significant investment in Early College High Schools and P-TECHs and expanding these in every economic region of our state would help meet future workforce demand post-COVID.

Finally, one of the best ways to close equity gaps are great teachers. Seventeen of our SUNY campuses graduate more than 5,000 educators annually—many who will work in our highest need schools. In addition, SUNY runs New York State's highly successful Master Teacher program which is a vast network of professional development among teachers, especially in New York's most underserved schools. Given the already growing demand for teachers especially in underserved communities has been accelerated by COVID, we request a targeted investment increase in the Master Teacher program focused on the state's highest need schools.

### **III. Expand Workforce Opportunities to Meet Job Demands in a Post-COVID World**

The economic landscape is changing which is changing workforce needs. This has only been exacerbated by the pandemic. Innovations like artificial intelligence (AI), the gig economy, advanced manufacturing and changing industries as a result of COVID have dramatically altered the workforce and credentials needed to meet workforce demand. To get New Yorkers back to work and rebuild for the future it is our responsibility to retrain New York and close the skills gap.

For instance, 53 percent of jobs in New York State are facing automation. That's not to say those jobs are not being replaced. On the contrary. New York's innovation sector is growing and reacting to the condensed timeframe to change caused by the pandemic, with some reports noting that almost 36 percent of all US workers participate – to some level – in the emerging gig economy workforce as well. Recognizing this, we must meet the training demands of the jobs of the future.

The transformation of the workforce has run into another headwind of change: the pandemic will create an extraordinary level of upskilling and job training, especially from disadvantaged communities. Even before the pandemic, it was projected that 65 percent of jobs in the U.S. would require post-secondary education through 2020, and recent projections show that increasing to 70 percent by 2027. Currently, more than 2.2 million New Yorkers between the ages of 25 to 44 have no degree, and 2.6 million between the ages of 45-64 are without a degree.

SUNY is the state's workforce development engine. In a recent report, more than 34 percent of the educated workforce in New York State has a degree from SUNY and SUNY graduates make up nearly 2 million of the current New York State workforce. Limited support and investment will allow SUNY to also directly address the issues that have been brought to light by the pandemic, through new initiatives that leverage existing resources to implement new student-based initiatives that will benefit the State. The Chancellor has recently announced a new program called SUNY For All, a first-of-its-kind comprehensive program to provide greater access to higher education in order to prepare more New Yorkers for the post COVID economy that will require college credentials for students to be successful.

The first action taken under SUNY For All was launching a SUNY Online Training Center that offers free college preparation courses and certifications in high demand industries. In the program we offer virtual career coaches to help students throughout their online education. Students completing an online training program within the center are automatically accepted into SUNY's 30 community colleges or SUNY Empire State College to continue their education. Created within the existing spending authorized by the State, this Training Center will enroll individuals without a post-secondary degree, who may be unemployed or recently laid off, into a college preparation or college program.

But we must do more. Therefore, we respectfully request the State work with SUNY to provide the below indicated flexibility, as well as additional investment from potentially existing non-SUNY resources, to support:

- **A streamlined program approval process in partnership with the State Education Department (SED).** Currently, program approval for high demand areas are met with a lengthy process and bureaucratic delay. On average, it takes 221 days to get a new program approved in New York State, not counting the time of development and review on campus prior to submission. In comparison, 35 other States have no State-level approval need, and in states that are similar in composition to New York State the approval process ranges from approximately 40 days (Massachusetts) to 60 days (Maryland) with many having more straight-forward and focused review processes. This puts New York State's public system of higher education at a significant disadvantage, forcing New Yorkers to enter other programs outside of New York State. That's lost revenue for SUNY and for New York.



## LOST OPPORTUNITY

HOW LONG DOES IT TAKE TO GET NEW PROGRAMS APPROVED IN NYS



- **Expansion of the free certifications offered to unemployed or recently laid off individuals in our new Online Training Center to an additional ten high demand areas.** We recently announced our new free Online Training Center for individuals who are unemployed or underemployed, especially as a result of the pandemic. The Online Training Centers offers 20 free certification programs in areas like allied health, business and industry, and small business creation using our educational opportunity centers and community colleges. We could help upskill thousands of more individuals by adding certifications in other high demand areas, but we are at a competitive disadvantage because of our statutorily required tuition structure. Isolated tuition flexibility in these areas would allow us to effectively access existing federal workforce dollars to expand the free certification offerings to more New Yorkers as the State turns the page on the pandemic and limit the impact on campus operations.
- **Prepare a Clean Energy Workforce.** We must also continue to invest in jobs of the future. Under Governor Cuomo’s leadership we are excited about our partnership with New York State on training the offshore wind workforce with Farmingdale State College and Stony Brook University. We would like to take that to the next level and create the SUNY Clean Energy Workforce College, by mobilizing campuses and colleges from all corners of the State, from Buffalo to Long Island, New York City, and the Mohawk and Hudson Valley, to create academic, apprenticeship, and training programs that focus on sustainability and clean energy workforce areas in their direct locations; fast tracking prospective students to provide them the credentials needed to meet emerging workforce needs. The program will focus on creating “clusters” of campuses and colleges that will cooperate in offering these services and provide supplemental scholarships and cost-saving options to veterans transitioning to civilian life.

**Overall, how can we accomplish this and meet the growing workforce demand? With some new investment and flexibility in current workforce development programs to invest in programs that demonstrate a return on investment.** SUNY currently administers over 30,000 Business and Industry Training programs, as well as over 100,000 vocational and professional instruction programs. To meet the workforce needs of the State, we request flexibility in existing programs to develop programs to improve outcomes, including improving job placement and leveraging private sector partnerships to provide experiential learning opportunities.

#### **IV. Spurring and Commercializing SUNY Innovation into the Economy of the Future**

In addition to investing in the workforce of the today and the future, we must remain ahead of the world in developing the next technological breakthrough that will serve as the foundation of economic growth. As is evidence by our world-leading COVID-19 test and role in the global COVID vaccine trials, SUNY is a leader in research. As we get to the other side of COVID, let's invest in our future economy and SUNY is leading the way. In fact, 25 percent of all academic research in the State of New York occurs at the State University of New York. This is supported by \$1.3 billion in annual research and development expenditures, and has resulted in over 1,770 patents, over 800 active technology licenses, and – more recently – the receiving of the 2019 Nobel Prize in Chemistry by Distinguished Professor Dr. M. Stanley Whittingham of Binghamton University. With these activities, and more, SUNY is leading the way in the battle against climate change, particularly developing the next generation of batteries to make electric vehicles travel further. We have made significant advancements in AI, battery storage, and have led the way in modernizing technology in agriculture. A small investment in these areas – through support of \$10 million dollars from new federal or existing state resources and a re-direction of existing resources within SUNY - will pay significant future dividends for the economic well-being of New York State into the future.

- As an AI-driven economy, New York's Gross Domestic Product (GDP) could reach \$1.85 trillion by 2026, amounting to about \$950 billion of additional aggregated growth from base year 2016, given the right investments and policies around AI. Therefore, SUNY proposes to establish a New York Institute for Advance of Artificial Intelligence (NY-Advance) that will propel the State of New York into the AI economy in a manner that drives transformational growth and benefits for all its citizens. It will act as a magnet to attract AI firms to the State of New York; grow AI talent and prepare New York's workforce for the AI economy; leverage AI to address critical challenges facing the State such as in ethics, healthcare and energy; serve as a catalyst for AI startups and build a strong entrepreneurial ecosystem within the State; and provide AI-related policy findings to local and State Government.
- Electronic battery storage is what will power the future from transmission of renewable energy to electric vehicles. This particular use is of great importance, as according to Bloomberg's 2019 Electric Vehicle Outlook, EVs will account for 55 percent of all new passenger cars by 2040. SUNY is on the leading edge of research in this area, led by 2019 Nobel Prize recipient Dr. Stanley Whittingham of Binghamton. Dr. Whittingham, whose work on the development of lithium ion batteries laid the foundation for a wireless, fossil fuel-free economy. We request support to create BATTERY-NY to bring together premier research institutions, manufacturing, workforce development programs, and business incubation developing and manufacturing the latest battery technology. These batteries, with their increased storage capacity, make renewable solar and wind energy more viable and will increase the driving range of electronic vehicles (EV) as well as lower the cost.
- Agriculture is vital in New York and has an annual economic impact of over \$42 billion. Recognizing both this opportunity and challenge, SUNY proposes establishing the Global Center for Cannabis Science, Research, Education, and Workforce Preparation (the "Center"). Connecting the research power of our University Centers and Other Doctoral Degree Granting Institutions with the broad reaching power of our Comprehensive Colleges and the workforce development capabilities of our Technology

Campuses and Community Colleges, the Chancellor and SUNY Board of Trustees will direct the Center to focus these resources to: advance knowledge regarding safety and health related issues of cannabis; Enable agricultural growth of industry hemp and its applications through innovations; provide policy recommendations to governments and businesses; and prepare academic and workforce training programs that will serve New York State students in gaining the skills needed to succeed in this expanding field.

As a way to bring more innovation to commercialization we are also seeking new revenue opportunities through innovative public/private partnerships such as ground lease agreements approved by the Board of Trustees and the Director of the Division of the Budget; and leveraging our physical infrastructure to support a SUNY Endowment or limited investment in specific activities.

The economic future of the State of New York depends strongly on how it responds and adapts to these changes. Information on SUNY's existing levels of support, and their current use and benefit thereof, for campus, colleges, and programs is provided as Appendix A.

## **V. Meeting the State's Ambitious Climate Change Agenda**

In addition to creating new innovations to combat climate change that decreased our total energy costs by 22 percent as compared to 2005, despite an increase in gross square footage of 29 percent, SUNY has made great strides in lowering its carbon footprint. SUNY, in association with the State University Construction Fund (The Fund) have set an ambitious goal that all capital projects – whether a full renovation of an existing structure, a new facility, or targeted investment in existing buildings – will meet and exceed all energy standards. This, and our continuous evolution to raise these standards, will serve SUNY as we seek to have all new construction or renovation achieve a net zero carbon emissions standard; cutting the building's annual energy consumption by 50 percent and carbon by 25 percent. We have recently entered into an exciting new community choice aggregation program to procure renewable energy for 21 campuses and System Administration; including four private-not-for-profit colleges.

To continue our fight against climate change we are proposing a new Climate Change Fund (CCF) that provides low interest financing for State-operated campuses (and community colleges/ statutory colleges that partner with a State-operated campus) to implement energy efficiency, renewable energy, or any other sustainability projects that generate operational cost savings. Examples of potential projects include but are not limited to; lighting, lighting controls, motors, variable speed pumping, steam trap replacement, renewable systems, and other Heating, Ventilation, and Air Conditioning (HVAC) improvements. Loans for eligible projects would range from a minimum of \$25,000 to a maximum of \$1,000,000, and loan repayments and interest earnings are reinvested into the CCF, thus establishing what we expect to be a sustainable funding cycle source while that will be cutting operating costs and reducing reduce environmental impact.

But in addition to the greening of our physical plant, as part of the State's goals to build back better from the global pandemic and to advance capital projects that will aid the State's economic recovery and build facilities to educate future generations of New Yorkers, SUNY is advancing a request for support related to projects that are environmentally sound, will create jobs and help sustain the construction industry, improve infrastructure, and achieve a long-term return on the public's investment.

In addition, this year's capital request also meets the criteria outlined in the annual budget call in numerous ways by including an initiative to digitally transform SUNY's operations and streamline the delivery of high-quality education with the broadest possible access and set SUNY on course for future success.

SUNY campuses and the State University Construction Fund (the Fund) have advanced the design of numerous projects across the State that support the academic mission and are now "shovel-ready." Providing State-supported capital resources to advance these projects to construction will create hundreds of construction and construction-related jobs and address the considerable deferred maintenance backlog of SUNY's vast physical plant, which represents 40 percent of all State-owned building assets. In addition, these projects will have a significant impact on improving upon previous progress that SUNY has made in advancing the State's energy efficiency and carbon reduction goals. Most importantly, there is no better return on the State's investment than investing in the buildings and infrastructure that supports the education of thousands of current and future New York residents who represent New York's future workforce.

It is important to emphasize that SUNY's more than 2,800 buildings, covering 110 million gross square feet, have facilitated the education of millions of students and that the majority of these students remain in New York State after their education is complete. These three million alumni give back to their colleges and communities in numerous ways and are essential to the advancement of the State's economy.

This transformative plan should be coupled with a plan to aid our teaching hospitals in reinvesting in themselves, and to serve the people of New York State, by allowing for patient revenues to be redirected from capital costs to support the men and women that have served on the front line of the pandemic.

Information on each of the individual Capital Program areas, as well as the requested investment, is provided in Appendix B. These multi-year investments will allow for the continued maintenance of existing facilities, but also modernize our laboratories and facilities to support the production of personal protective equipment (PPE), improve HVAC systems, and ensure the safe attendance of students at facilities across the State.

## **VI. Enhanced Flexibility to Protect Core Academic Mission During Tough Fiscal Times**

But how can we accomplish this ambitious agenda of battling the virus and building the workforce of the future on behalf of the State of New York? The pandemic and the lack of robust funding from the federal government to address the crisis has created significant fiscal challenges for the State and the State University of New York. The result has been a request from Division of Budget (DOB) to reduce all our spending by approximately five percent.

Yet, we can still move forward and leverage every facet of the largest comprehensive public university system in the nation with additional flexibility even during difficult financial times. Therefore, SUNY respectfully requests:

- That DOB authorize SUNY to allocate any needed State savings across the system in partnership with a long-term plan that will allow for the continued access and success of students. This would result in a departure from history of an across the board reduction to all SUNY activity, but instead result in a calculation of a reduction that protects

essential student services and programs and results in SUNY having the flexibility to present the State a plan that meets the needed level of reduced State investment.

The need for this approach is that the lifeblood of SUNY is our students. Therefore, with the challenges of enrollment due to the pandemic we do not want to harm the ability for our students to continue their studies or provide opportunity for individuals to access college. To that end, we respectfully request that critical tuition assistance programs, especially those that support disadvantaged students be protected and the system will work diligently to find inefficiencies and other non-student programming to lower overall costs.

- In order to meet the level of savings that will may be required, SUNY needs both the tools and the opportunity to succeed, including effectively managing our workforce. Given the uncertainty, we would as a last resort request the authority to furlough staff—particularly in our 29 State-operated campuses as an alternative to more dramatic and permanent action. Our Community colleges, separately governed by their Board of Trustees and directly managing their own workforce, were able to implement temporary furloughs which helped mitigate some of the impending financial impact without having to take more permanent and drastic actions.
- That SUNY be able to provide a reliable and logical method to plan for the costs of their education, and avoid a return to the “tuition roulette” years of multitudes of years with no increase in tuition costs offset by dramatic spikes which disadvantages certain students depending on the year they are enrolled; with the current predictable tuition methodology and maintenance of effort scheduled to sunset at the end of the 2020/21 Academic Year. We would like to explore ways to allow our major research anchor institutions, or University Centers, additional flexibility to invest in cutting edge research, while also protecting affordability for disadvantaged students. SUNY has been good stewards of the rational tuition program. Therefore, we request extending the authority of the Board of Trustees to set reasonable predictable inflation-based adjustments to address the ongoing costs of achieving educational goals, and ensure that SUNY students are successful.

These are just examples of the tools that could be of use to meet this challenge. These, in partnership with the limited additional flexibility, and opportunity for both SUNY and New York State, provided in the preceding pages, will further allow SUNY to manage the challenges to come.

## **State University of New York (SUNY) 2021/22 Request Summary**

The 2021/22 request focuses on limited investments, honed by the pandemic, to strengthen SUNY's position as an engine of workforce development, critical research, and economy-spurring innovation in the State of New York during the post-pandemic recovery and in the years to come.

### **Meeting the Challenge of COVID-19 and Future Infectious Diseases**

We must continue to combat the immediate COVID-19 health crisis while investing in the research that will better prepare us to confront—or prevent—future infectious disease outbreaks.

- Expand critical healthcare capacity, such as testing and PPE that are helping to defeat the virus, with a \$10 million “COVID Response Fund,” to be matched from private and industry sources.
- Support the critical demand for healthcare staff throughout the state with \$20 million in bonded capital to expand and improve clinical space at SUNY's community colleges to prepare more nurses, and temporary financial incentives to retain healthcare staff at our SUNY hospitals.
- Meet the growing mental health crisis by expanding successful programs to ensure all SUNY and CUNY students get the support they need with an additional \$1 million in State investment.
- Enhance SUNY's online learning capacity to streamline and modernize a Systemwide approach that meets the needs of today's students, during the pandemic and beyond, through enhanced flexibility to optimize resources and eliminate redundancies across the System.
- Investments could come from new Federal or existing State resources.

### **Protecting and Increasing Diversity, Equity, and Inclusion**

Social justice is in SUNY's DNA. We must continue to improve student access and success for all students, as well as continue to diversify our faculty body to make it more representative of our student body.

- Ensure all applicable students receive the full benefit of financial aid programs such as the Tuition Assistance Program (TAP), direct aid from the Educational Opportunity Program (EOP), access to the services of the Educational Opportunity Centers (EOC) and ATTAIN Labs, and the Governor's nation-leading Excelsior Scholarship, and continue to nurture the Promoting Recruitment, Opportunity, Diversity, Inclusion and Growth (PRODiG) program and State-supported programs such as the Graduate Diversity Fellowship and Hispanic Leadership Institute to increase diversity and richness among our community.
- Expand Early College High School models like the successful Pathways to Technology (P-TECH) program to continue to break down barriers between high school and college that have left many individuals, especially from disadvantaged communities, behind.
- Given the already growing demand for teachers, especially in underserved communities, has been accelerated by COVID, we request a targeted increase of investment in the state's highest need schools through the highly successful SUNY-run Master Teacher program to meet the growing demand for educators in those districts.

## **Expanding Workforce Opportunities to Meet Job Demands in a Post-COVID World**

It's our responsibility to help get New Yorkers back to work and rebuild for the future.

- Streamline the program approval process in partnership with the State Education Department (SED) to provide the agility needed to respond competitively to workforce demands.
- Expand SUNY's free certifications offered to the unemployed or recently laid off through SUNY's new Online Training Center to an additional 10 high-demand areas with isolated tuition flexibility to leverage existing federal workforce funding.
- Invest in the jobs of the future with the creation of a multi-campus Clean Energy Workforce College that will offer academic, apprenticeship, and training programs that focus on sustainability and clean energy, and fast-track prospective students with the credentials needed to meet emerging workforce needs.
- Increase flexibility in current workforce development programs to invest in programs that demonstrate a return on investment, including improving job placement and leveraging private sector partnerships to provide experiential learning opportunities.

## **Spurring and Commercializing SUNY Innovation**

A small investment in these areas – through new support of \$10 million dollars and a redirection of existing resources within SUNY – will pay significant dividends for the economic well-being of New York State into the future. The added Investment could come from new Federal or existing State resources.

- Establish a New York Institute for Advance of Artificial Intelligence (NY-Advance) that propels the State of New York into the AI economy and drives transformational growth that benefits all New Yorkers.
- Provide additional support for the establishment of a transdisciplinary, statewide research, development, and educational infrastructure that advances energy efficiency technology, such as the transformational lithium ion batteries developed by 2019 Nobel Prize recipient Dr. Stanley Whittingham of Binghamton.
- Establish the Global Center for Cannabis Science, Research, Education, and Workforce Preparation to drive growth, innovation, and employment in this emerging field.
- Seek new revenue opportunities through innovative public/private partnerships.

## **Meeting the State's Ambitious Climate Change Agenda**

- Establish a new Climate Change Fund (CCF) that provides low-interest financing for State-operated campuses (and Community College /Statutory Colleges that partner with a State-operated campus) to implement energy efficiency, renewable energy, or any other sustainability projects that generate operational cost savings.

## **Enhanced Flexibility to Protect Core Academic Mission During Tough Fiscal Times**

- SUNY respectfully requests that DOB authorize SUNY to allocate any needed State savings across the system opposed to the history of an across the board reduction to all SUNY activity in order to allow for the continued access and success of students.
- In order to meet the level of savings that will may be required and the uncertainty, we would as a last resort request the authority to furlough staff—particularly in our 29 State-operated campuses as an alternative to more dramatic and permanent action.
- Extend the authority of the Board of Trustees to set reasonable predictable inflation-based tuition adjustments to avoid a return to the “tuition roulette” years of multitudes of years with no increase in tuition costs offset by dramatic spikes which disadvantages

certain students depending on the year they are enrolled. We would like to explore ways to allow our major research anchor institutions, or University Centers, additional flexibility to invest in cutting edge research, while also protecting affordability for disadvantaged students.

**CAPITAL REQUEST**  
**Improving the SUNY Physical Plan and Footprint**

State University of New York (SUNY) 2021/22 Capital Budget Request (\$M)				
<u>Program</u>	<u>2020/21 Enacted</u>	<u>2021/22 Request</u>	<u>5-Year Request</u>	<u>Funding Source</u>
<b>SUNY-Wide</b>				
- SUNY-Wide Digital Transformation Project	\$0.0	\$163.0	\$163.0	Bonded Capital (State Supported)
<b>Educational Facilities</b>				
- Base Critical Maintenance	550.0	650.0	3,250.0	Bonded Capital (State Supported)
- Strategic Needs Capital Matching Program	300.0	0.0	0.0	\$200M Bonded Capital (State Supported); \$100M Campus Supported
- Campus Supported Capital Projects	<u>100.0</u>	<u>0.0</u>	<u>N/A</u>	Campus Cash, Grants, etc.
<b>Educational Facilities – Subtotal</b>	<b>950.0</b>	<b>650.0</b>	<b>3,250.0</b>	
<b>Hospitals</b>				
- Critical Maintenance & Strategic Needs	<b>150.0</b>	<b>150.0</b>	<b>750.0</b>	Bonded Capital (Hospital Supported)
<b>Residence Halls</b>				
- Pay-as-you-go Capital	<b>75.0</b>	<b>75.0</b>	<b>375.0</b>	Residence Hall Revenues
<b>Community Colleges</b>				
- 50% State Share	<b>46.0</b>	<b>14.6</b>	<b>N/A</b>	Bonded Capital (State Supported)
<b>Total</b>	<b>\$1,221.0</b>	<b>\$1,052.6</b>	<b>\$4,538.0</b>	



**State University of New York (SUNY)  
State Tax Operating Support<sup>1</sup> for SUNY Institutions and Accomplishments**

**State-operated Campuses and System Administration:**

Item	Value
<b>Direct State Tax Support</b>	<b>\$708.0M</b>
<b>Employee Benefits</b>	<b>\$1,900.0M</b>
<b>Capital Debt Service</b>	<b>\$798.0M</b>
<b>Total</b>	<b>\$3,406.0B</b>

The State University of New York operates 29 State-operated Campuses across the entirety of New York State. These include eight Technology Colleges, 13 Comprehensive Colleges, four Small Doctoral Granting institutions, and four University Centers; two of which (the University at Buffalo and Stony Brook University) are members of the prestigious Association of American Universities (AAU). This membership marks them as part of the leading research universities within the country, a notation that only 63 other postsecondary institutions of higher education can claim.

Collectively, the State-operated Campuses enroll over 18 percent of all individuals enrolled in higher education in New York State, as well as nearly 20 percent of all full-time equivalent (FTE) students<sup>2</sup>. Similarly, these institutions are responsible for over 18 percent of the degrees and awards provided in 2018, the most recent year of data available<sup>3</sup>. Tuition and fees at these institutions are among the lowest in the nation, and thanks to the combined investment of the State, federal government, and the institutions themselves, nearly 40 percent of baccalaureate students graduate debt free.

In addition, lifesaving and world-changing research takes place at nearly all our State-operated institutions, with nearly a billion dollars in direct sponsored program activity taking place in Fiscal Year 2020. Combined with the nearly \$150.0M in indirect sponsored program activity, this equates to \$1.1 billion in expenditures; supporting the vibrant research ecosystem that cultivates innovation and entrepreneurship at SUNY.

In addition, System Administration serves as the administrative hub of the largest comprehensive system of public higher education in the nation. Led by the Chancellor and the Executive Leadership Team, System Administration provides essential policy, regulatory, and strategic support to the entire SUNY System and every single one of its programs and operations.

<sup>1</sup> 2020/21 Enacted Funds Shown, no adjustment made for State Deficit Reduction Plan (DRP) or other funding actions

<sup>2</sup> Fall 2019, State Education Department (SED) Office of Information and Reporting Services (ORIS)

<sup>3</sup> IPEDS Data Center

### **Statutory Colleges**

<b>Item<sup>4</sup></b>	<b>Value</b>
<b>Alfred Ceramics</b>	<b>\$8.1M</b>
<b>Cornell Statutory</b>	<b>78.9M</b>
<b>Cornell-wide Programs</b>	<b>42.3M</b>
<b>Cornell Cooperative Extension (CEE)</b>	<b>3.9M</b>
<b>Total</b>	<b>\$133.2M</b>

Resulting from the relative youth of the SUNY System, SUNY also maintains two “Statutory” Colleges within its organization. These unique entities – partnerships with private colleges – operate under a shared model of administration between the SUNY Board of Trustees and the individual Boards of Trustees of both entities; Cornell University in Tompkins County and Alfred University in Allegany County.

It is important to note that the Statutory College at Cornell, with four individual schools operating under its aegis<sup>5</sup>, operates as New York State’s Land Grant University; focusing its activities on agricultural research and extension.

### **Community Colleges**

<b>Item</b>	<b>Value</b>
<b>Base Operating Aid<sup>6</sup></b>	<b>\$431.2M</b>
<b>Community College Specific Programs</b>	<b>24.3M</b>
<b>Capital Debt Service</b>	<b>73.1M</b>
<b>Total</b>	<b>\$528.6M</b>

Serving as the direct link between the educational needs of their ever-expanding communities, as well as the business and workforce needs of the industries that exist therein and beyond, the 30 Community Colleges operating under the program of the State University of New York exist in nearly every part of the State and are essential to the continued vitality of these areas.

Collectively, the SUNY Community Colleges enroll over 16 percent of all individuals enrolled in higher education in New York State, as well as 13 percent of all FTE students. In 2018, almost 11 percent of all awards and degrees earned in New York State were related to these institutions.

SUNY Community Colleges are open access, affordable, and contribute to the development of an educated citizenry and skilled workforce. They offer comprehensive learning opportunities ranging from transfer and career degrees to programs customized to serve specific individual, community, business and economic development needs. All share a dedication to instruction and services that nurtures the academic and personal achievement of individuals with diverse

<sup>4</sup> Note that a portion of these dollars go to support payroll taxes related to Statutory College employees.

<sup>5</sup> Agricultural and Life Sciences, Human Ecology, Industrial and Labor Relations, and Veterinary medicine.

<sup>6</sup> Subject to change based on enrollment levels.

backgrounds and aspirations. Through the generosity of the State, federal government, and the institutions themselves, over 60 percent of associate degree seeking students at these institutions graduate entirely debt free.

**University/System-wide Programs**

Item	Value
University-wide Programs	\$157.3M
SUNY Investment Fund	18.0M
Open Educational Resources (OER)	4.0M
<b>Total</b>	<b>\$179.3M</b>

SUNY, through System Administration and in partnership with Campus leadership, operates myriad programs and initiatives within and outside of SUNY through this area of support. This includes the Educational Opportunity program (EOP), which works to provide access, academic support, as well as financial aid, to students who show promise of succeeding in college, but may not otherwise be offered admission; the Educational Opportunity Centers (EOC), which work to eliminate the barriers to education for prospective individuals by providing essential skills that lead to better jobs; as well as the SUNY Investment Fund, which has supported innovative activities within SUNY such as Re-Enroll to Complete, the SUNY PRODiG Program, and the SUNY Prepare Innovation and Internship Program.

In addition, these programs support essential scholarship and grants directly to students, support groundbreaking research, and help provide up-to-date technology services to SUNY students, faculty, and staff. Of additional interest is the SUNY Open Educational Resources (OER) program, which provides free or low-cost instructional materials to students through a shared operational model; lowering student’s cost of attendance.

A list of University-wide programs, and the description thereof, are included as an attachment to this appendix.

**The State University of New York**  
**Fiscal Year 2020/21**  
**University-wide Program Descriptions**

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### **Empire State Diversity Honors Scholarship Program (ESDHSP): \$621,900**

Consistent with SUNY's commitment to academic excellence, diversity, equity, and inclusion, the Empire State Diversity Honors Scholarship Program provides financial assistance to those students who have attained an academic record that qualifies them for admission into a campus honors program and who are from historically underrepresented and economically disadvantaged communities. Funding is allocated based on the student's full-time enrollment; all awards are subject to a Campus match of equal amount. The program is coordinated by SUNY's Office of Diversity, Equity and Inclusion.

### **Maritime Scholarships (Maritime College Cadet Appointment Program): \$239,600**

The Maritime College Cadet Appointment Program is a state-funded tuition scholarship program for New York residents attending SUNY Maritime. Eligible students must be nominated by a state legislator and meet Maritime's general admissions requirements. Nominations are limited to five each for the Governor, Majority Leader of the Senate and Speaker of the Assembly, two for each member of the Senate and one for each member of the Assembly.

### **Student Loans - Campus-based Aid Programs: \$3,114,100**

The US Department of Education (DOE) and the Department of Health and Human Services (DHHS) mandate that to participate in certain Title IV and Title VII and Title VIII Student Financial Aid programs, each campus must contribute a portion of their own funds to these programs. The University-wide state budget allocation for the federal aid programs is used to assist campuses in meeting the required institutional contribution.

### **State University Student Tuition Assistance (SUSTA): \$1,570,700**

The purpose of the SUSTA program is to make payment of financial assistance to certain categories of regularly enrolled full-time students at State-operated institutions of the State University of New York. Funds are directed to eligible students, as determined by the campus, who meet income eligibility requirements and are otherwise eligible for the New York State Tuition Assistance Program (TAP).

### **Graduate Diversity Fellowship Program (GDFFP): \$6,639,300**

SUNY's Graduate Diversity Fellowship Program provides tuition and stipend support to academically promising students who contribute to diversity and who have overcome an economic or other disadvantage to pursue graduate higher education and professional study in New York State.

### **Services to Students with Disabilities: \$544,100**

Funding is allocated to support services for students with disabilities at SUNY state-operated campuses, which serve nearly 10,000 distinct students. Funds are used to provide such items as interpreter services, note taking services, adaptive equipment, specialized software, and specifically qualified staff. These services improve campus compliance with both the Rehabilitation Act and the Americans with Disabilities Act and advance the University's goal of being the most inclusive system of public higher education in the country.

**Office of Diversity, Equity and Inclusion/State University of New York Hispanic Leadership Institute (ODEI): \$1,141,400**

Established in August 2007, ODEI was created to foster inclusion, promote diversity and advance opportunities for scholarship and academic excellence for all segments of SUNY. ODEI works collaboratively to provide a “diversity perspective” on a wide range of policies, initiatives and programs that promote equity, social justice and inclusion. This funding will also be used to support the SUNY Hispanic Leadership Institute, which helps to identify, foster, and support the development and retention of current and emerging Hispanic leaders for an increasingly diverse university system and nation.

**Native American Program: \$215,200**

This program supports the recruitment, retention and graduation of Native American students and the preparation and recruitment of Native American teachers and faculty members by funding activities and services such as community engagement, student development, counseling, networking, cultural events and academic support. Two colleges (Fredonia and Potsdam) lead the work with Native American nations in western and northern New York.

**Faculty Diversity Program (FDP): \$422,000**

This program provides salary support to SUNY campuses to recruit faculty who will create new synergies between academic excellence and diversity. The program advances diversity by encouraging the recruitment, retention and promotion of outstanding scholars from different backgrounds, including individuals from groups who have historically been underrepresented in higher education.

**Educational Opportunity Program (Office of Opportunity Programs (EOP)): \$32,170,000**

Signed into law in 1967, EOP serves as the University’s primary access vehicle for economically and academically disadvantaged New York State residents who want to attend SUNY. Students receive a wide range of services including academic advisement, tutoring, counseling, skill development workshops, mentoring and supplemental instruction. This highly successful program will be in place at 48 campuses in 2018/19.

**University Center for Academic and Workforce Development (UCAWD) including Educational Opportunity Centers (EOC), Advanced Technology Training and Information Networking (ATTAIN): \$62,036,300**

The SUNY University Center for Academic and Workforce Development (UCAWD) administers the system of Educational Opportunity Centers (EOC) and the Advanced Technology Training And Information Networking (ATTAIN) lab project.

The EOC system is comprised of ten EOCs and two Career Counseling and Outreach Centers located in major urban centers that provide innovative academic programs leading to higher education, and career training programs leading to gainful employment. In 2018/19, EOCs served approximately 16,600 people in their local communities, including more than 11,700 who registered for academic and career and technical training. This training resulted in the awarding of more than 2,500 state and national certificates/licenses, 2,000 employment placements and more than 600 college placements.

ATTAIN is a network of educational technology labs housed in EOCs, community-based organizations and in housing authorities, located in 35 sites statewide. ATTAIN labs provide underserved and economically challenged communities with access to comprehensive information technology training including self-paced occupational, academic, language acquisition, life skills and self-development courses. Participants also have the ability to earn no-cost Microsoft industry recognized certifications that are designed to enhance employability. In 2018/19, ATTAIN had more than 11,500 new enrollments.

**Empire Innovation Program: \$9,497,400**

The Empire Innovation Program was established in 2006/07 to help SUNY campuses in recruiting and retaining world-class, highly productive research faculty. The funds are used to provide start-up and retention funding packages designed to enable faculty to compete for external research funding and contribute to the economic growth of the State of New York through innovations, technology commercialization, and entrepreneurial activities. Most importantly, Empire Innovation Program drives research advances and innovations that hold the promise for significant societal and economic benefits in many areas including Advanced Manufacturing, Artificial Intelligence, Clean Energy, Cybersecurity, Data Analytics, and Healthcare.

**Strategic Partnership for Industrial Resurgence (SPIR): \$1,747,400**

SPIR brings together SUNY engineering programs at Binghamton, Buffalo, Stony Brook, and Albany. The program provides advanced technology assistance, primarily in engineering disciplines, across industry sectors, spanning the product life cycle from new product research and development (R&D) to testing and evaluation, failure analysis and manufacturing process improvement. SPIR projects apply the resources of SUNY engineering faculty, graduate students who are degreed professional engineers, and talented undergraduates, accessing more than one billion dollars worth of specialized campus R&D facilities, to the needs of New York companies of any size at any stage of growth.

**Energy Smart NY and Healthier NY Programs: \$279,300**

Healthier NY funding supports collaborative health initiatives across the University. Healthier NY supports initiatives to improve the health of New Yorker's through collaborative statewide programs including the Right Professionals in the Right Places initiatives (RP2) and Tobacco-Free SUNY. The RP2 program is instrumental to the University's support of the Medicaid Waiver (DSRIP) health workforce activities, which includes applied learning initiatives in rural health and planning/implementation guides to support SUNY schools in responding to DSRIP health workforce needs.

Energy Smart NY funding supports collaborative efforts for improvements in energy management, implementation of renewable energy projects and partnership with energy research. The Energy Smart program is actively involved in implementation of NY Energy Manager and Build Smart NY initiatives while working toward the SUNY and State energy savings goals of 30 percent and 20 percent respectively and advancing SUNY carbon reduction through renewable energy and net zero building design.



**Rockefeller Institute of Government: \$1,826,200**

The Nelson A. Rockefeller Institute of Government, founded in 1981, provides independent research on state and local governments throughout America, and is the public policy research arm of SUNY. Its mission is to extend and strengthen the influence of objective, rigorous evidence in government decisions and civic discussions. Much of the Institute's work focuses on fiscal, education, health, and social policies as well as state and local government reforms and improvements in the U.S. system of federalism. The Institute disseminates its research findings through publications, its website, social media, and its public events; it also conducts education programs for state and local officials.

**College of Nanoscale Sciences and Engineering: \$1,928,600**

Initiated in 1988 by Governor Mario M. Cuomo with strategic recruitment of intellectual talent and scientific expertise under the SUNY Graduate Research Initiative (GRI), and seeded further by Governor Mario Cuomo with a \$10 million grant to establish a Center for Advanced Technology in 1993, today, the SUNY Polytechnic's College of Nanoscale Science and Engineering (CNSE) has become the leading nanotechnology powerhouse in the world, attracting billions in high-tech investment and serving as a catalyst for education, workforce training, innovation, and long-term and diversified economic development and growth. As such, the SUNY Polytechnic's College of Nanoscale Science and Engineering (CNSE) is the first college in the world dedicated to education, research, development, and deployment in the emerging disciplines of nanoscience, Nano engineering, and Nano bioscience.

**Sea Grant Institute at Stony Brook: \$411,800**

New York Sea Grant (NYSG) is a cooperative program of SUNY, Cornell University, and the National Oceanic and Atmospheric Administration (NOAA). One of 33 state Sea Grant programs nation-wide, NYSG utilizes the combined talents of university scientists and extension specialists to generate and transfer science-based information to many coastal user groups--businesses and industries, federal, state and local government decision-makers and agency managers, educators, the media, and the interested public. NYSG is headquartered at Stony Brook University; its Extension Program is administered through contract at Cornell by Cornell Cooperative Extension. Sea Grant funding is provided to Stony Brook to partially support the administrative, communications, and outreach functions of the NYSG Program.

**New York Cord Blood Bank at Upstate: \$205,600**

Upstate Medical University operates the Upstate Cord Blood Bank – a unique not-for-profit hybrid public and family banking center that collects, processes, tests, and stores umbilical cord blood from families throughout Central New York State. These resources are used by those in need of life-saving cord blood transplants, regenerative medicine applications, and basic and clinical research.

**High Needs Economic and Public Health Programs: \$3,164,300**

The High Needs Grant Program supports the creation or expansion of degree programs of state-operated colleges that connect directly to high needs fields such as Advanced Manufacturing, Engineering, Information Technology, Data Science, and Healthcare and Health Services. Many of these programs require significant resources to operate, with start-up and

expansion requiring particularly substantial investment (e.g. program development, equipment, faculty recruitment, and accreditation).

**High Needs Nursing Program: \$1,663,600**

In coordination with the High Needs Economic Development and Public Health initiative (see above), over the next several years, thousands of students at both state-operated colleges and community colleges will take part in health-related programs across the state that otherwise would not have had the faculty, programs, and equipment capacity to enroll them.

**Small Business Development Centers (SBDC): \$2,673,200**

SUNY, through its higher education partnerships with CUNY and private higher education institutions, administers the New York State Small Business Development Center (SBDC). An accredited network of 22 Regional Centers and over 70 community Outreach Offices. The SBDC mission is to provide customized business solutions through advisement, education, research and advocacy for Entrepreneurs, Innovators and the Small & Medium-sized Enterprise community. SUNY, New York State, the U.S. SBA and the private sector join together to support the SBDC assistance to entrepreneurs helping create economic sustainability. Current third-party analysis confirms that SBDC clients invest over \$280 million in NY State businesses in the year they were assisted, accounting for over \$36 million in direct first year incremental state tax receipts. These clients created 2,172 jobs and retained 4,310 positions, while confirming SBDC assistance was important to their success.

Matching sponsorship of the SBDC network is provided by the U.S. Small Business Administration, which leverages approximately one-half of the cost of the program from non-federal resources. The SBDC network has provided one-to-one technical assistance to more than 474,300 entrepreneurs and small business owners, resulting in small business investments of more than \$6.6 billion and saving or creating 203,800 jobs since the program's inception. Training in topical interest areas adds over 468,600 small businesses and entrepreneurs to the "reach" into every community of the State. Priority is given to Technology assistance, disaster recovery, Start-Up NY in campus locations, manufacturers, youth entrepreneurs, online business education, International Trade, Veterans, procurement and bonding assistance to MWBE firms.

**International Education Programs (SUNY & the World/Office of Global Affairs): \$1,800,000**

The Office of Global Affairs oversees the University's international activities including: working with campuses to provide coordination and oversight of study abroad programs as well as overseas credit-bearing activity; maintaining and advancing comprehensive campus internationalization including faculty and student exchanges; support in specific locations through in-country offices in Mexico, Turkey, and Russia, and coordinating international student and scholar services.

**Faculty, Staff, & Student Development for State-operated Campuses and Community Colleges (SUNY SAIL Institute): \$360,400**

Serving executives, administrators, faculty, trustees, and students in SUNY's 64 colleges and universities, as well as public and private colleges and college systems across the US and Canada, SUNY's Strategic, Academic, and Innovative Leadership (SAIL) Institute offers comprehensive programming that assesses leadership ability at the personal and organizational

levels, provides targeted educational opportunities for developing leadership skills, and engages in research and analysis of critical issues facing higher education.

**Computer Technology (Innovative Instruction & Academic Excellence): \$1,607,700**

The Innovative Instruction & Academic Excellence program supports continuous improvement in the quality and effectiveness of instruction fully recognizing that learning has evolved to include new instructional models and a diverse blend of programs and services. A portion of this funding is set aside each year to support the Innovative Instruction Technology Grant (IITG) program. Through a competitive, peer-reviewed process, campuses can apply for IITG funds to carry out projects that demonstrate, communicate and/or replicate innovative instructional models empowered or enabled by new technologies.

**Education Pipeline: \$435,600**

This funding supports services and expenses to improve the education pipeline including the Cradle to Career program and the SUNY Urban Teacher Education Center (SUTEC) in New York City.

Launched in 2013, the New York State Cradle to Career Alliance serves as a central support system for regional education networks across the state comprised of academic, business, and community partners who have signed on to strengthen the educational continuum in their respective communities.

SUTEC's primary mission is to assist the 17 SUNY campuses<sup>7</sup> that offer teacher preparation programs in the placement of teacher candidates in New York City public schools. These experiences will prepare prospective teachers to become competent and confident professionals in urban, multicultural environments.

**Academic Equipment Replacement: \$4,373,200**

The \$4.4M Academic Equipment Replacement program is a direct state tax supported University-wide program, which has been traditionally allocated entirely to the 29 State-operated campuses through an unchanging methodology since 2011/12. This program is used to support the purchase, upgrading, or major repair of equipment directly used in academic instruction.

**Child Care Centers: \$1,567,800**

SUNY child care centers provide quality care for over 5,000 children at 53 centers across the state. Twenty-two of these centers are located on State-operated campuses, and 31 at the Community Colleges. SUNY also has three childcare referral programs. All SUNY centers are licensed by the NYS Office of Children & Family Services (with the exception of one center licensed by the NYC Department of Health and Mental Hygiene). 62 percent of SUNY childcare centers are accredited by the National Association for the Education of Young Children, the nation's highest standard of quality for early care and education programs.

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<sup>7</sup> Albany, Binghamton, Buffalo, Stony Brook, Brockport, Buffalo State, Cortland, Empire State, Fredonia, Geneseo, New Paltz, Old Westbury, Oneonta, Oswego, Plattsburgh, Plattsburgh (ACC), Potsdam.

### **Community College Employee Tuition Reimbursement: \$116,700**

Under this program, employees of SUNY's Community Colleges are eligible for partial or full tuition waivers when attending a SUNY State-operated institution.

### **Teacher Education and Support: \$2,050,000**

SUNY provides financial and system-level administrative support to campuses with teacher and leader preparation programs so that they may offer stipends or tuition vouchers to faculty or administrators who assist in the preparation of teachers and leaders within P-12 settings.

### **University Computer Center (Office of Information Technology): \$4,764,400**

The Office of Information Technology's (OIT) primary responsibility is to create, implement, execute and maintain shared technical solutions for the University (State-operated campuses, Community Colleges and University-wide Programs like Student Information and Campus Administrative Systems (SICAS) and Information Technology Exchange Center (ITEC)). Supported computer systems include University-wide accounting, procurement, human resources, enrollment management, academic affairs, federated security, and data warehousing, reporting/business intelligence and shared student services (e.g., University-wide Degree Planning and Application Processing). OIT serves as the data gateway to all outside agencies at the State and Federal levels.

The office also provides support for System Administration, including electronic mail, calendar, scheduling, file sharing, security, desktop computing and Internet access within a local area network environment. And serves as the primary contact and negotiator for all University-wide IT contracts.

### **Educational Technology & Library Services (ETLS): \$5,081,600**

The Educational Technology & Library Services (ETLS) program helps to support the systemic infrastructure required to ensure that the University is not only keeping pace with technological advances impacting the academy, but leveraging resources to cost effectively capture opportunities and implement solutions in collaboration with the campuses. Currently, ETLS focuses on services and support for on-line learning through Open SUNY/SUNY Online, professional development opportunities in the ETLS arena for SUNY faculty and staff through the Center for Professional Development, the automation of libraries and expansion of electronic collections available in SUNY libraries through the Office of Library and Information Services.

### **University-wide Student Governance (Student Assembly): \$57,100**

The Board of Trustees, in 1974, created the SUNY Student Assembly within the Board of Trustees Policy to serve as a forum for consultation and the exchange of information between University students, the chancellor, and the University Board of Trustees on matters of a University-wide nature which affect student concerns; a procedure for electing the student member of the University Board of Trustees; and a communication network for campus student government leaders. Funds are used for members to achieve that mission via state-wide conferences and regional meetings.

### **Library Conservation Program: \$350,000**

This program is administered under legislative authority granted to the State Education Department (SED) and is designed to preserve materials found in the State's Research Libraries. The appropriation is equally distributed to each of the four university centers, per the enabling statute.

### **Charter Schools Administration (Charter Schools Institute): \$848,600**

The Charter Schools Institute was established in February 1999 by the Board of Trustees to assist in the administration of the Trustees responsibilities under the New York State Charter Schools Act of 1998 (Article 56 of the New York Education Law). These responsibilities include evaluating initial applications of charter schools; ongoing oversight and evaluation of operating schools; conducting a comprehensive evaluation and recommendation of charter school renewal applications; reporting to the school and the public on each school's performance and progress, and the administration of the Charter Schools State Stimulus Fund grant program. The Institute's staff has become recognized as a national leader in the public charter school movement, providing extensive experience in charter schools and all aspects of public education, including curriculum, school operations, accountability, governance, fiscal oversight and program development.

### **Multimedia Services: \$118,500**

The Office of Communications supports university and campus goals by effectively, efficiently, and creatively telling SUNY's story to the world. By staying up to date with current trends in both technology and higher education. The office works to position SUNY as a leading university on every digital platform.

### **Cornell Veterinary College: \$500,000**

The funds are used to hire and maintain the teaching faculty levels necessary to meet the higher enrollment requirements without compromising the College of Veterinary Medicine's standard of quality

### **Staffing & Research Faculty at SUNY Polytechnic Institute (Utica site): \$500,000**

SUNY Polytechnic Institute (SUNY Poly) is New York's globally recognized, high-tech educational ecosystem, formed from the merger of the SUNY College of Nanoscale Science and Engineering and SUNY Institute of Technology. SUNY Poly offers undergraduate and graduate degrees in technology, including engineering, cybersecurity, computer science, and the engineering technologies; professional studies, including business, communication, and nursing; and arts and sciences, including natural sciences, mathematics, humanities, and social sciences at its Utica/Rome campus with thriving athletic, recreational, and cultural programs, events, and activities. The institution also offers degrees in the emerging disciplines of nanoscience and Nano engineering, as well as cutting-edge Nano bioscience and Nano economics programs at its Albany campus.

### **Mental Health Services: \$500,000**

Mental health well-being is an increasing issue on University Campuses nationwide. This funding supports the SUNY Student Tele-Counseling Network which leverages the expertise of

SUNY's Academic Medical Centers to offer psychiatry services to SUNY students delivered by secured Web-based videoconferencing.

**Benjamin Center for Public Policy: \$100,000**

The Benjamin Center at SUNY New Paltz conducts studies and brings visibility and focus to topics of regional and statewide importance, fosters communities working together to better serve citizenry, and advances the public interest in the mid-Hudson Valley.

**Center for Women in Government: \$100,000**

The Center for Women in Government & Civil Society (CWGCS) is a premiere academic research and education center with a social change agenda. The Center expands opportunities and creates possibilities for women and their families.

## **Capital Budget Request**

The Capital Budget Request aligns with New York State’s goals to build back better from the global pandemic and to advance capital projects that will aid the State’s economic recovery and build facilities to educate future generations of New Yorkers. The projects within this requested amount are environmentally sound, will create jobs and help sustain the construction industry, improve infrastructure, and achieve a long-term return on the public’s investment. This year’s capital request also meets the criteria outlined in the annual budget call in numerous ways by including an initiative to digitally transform SUNY’s operations and streamline the delivery of high quality education with the broadest possible access, and set SUNY on course for future success.

As discussed further below, SUNY campuses and the State University Construction Fund (the Fund) have advanced the design of numerous projects across the State that support the academic mission and are now “shovel-ready.” Providing State-support to advance these projects to construction will create hundreds of construction and construction-related jobs and address the considerable deferred maintenance backlog of SUNY’s vast physical plant, which represents 40 percent of all State-owned building assets. In addition, these projects will have a significant impact on improving upon previous progress that SUNY has made in advancing the State’s energy efficiency and carbon reduction goals. Most importantly, there is no better return on the State’s investment than investing in the buildings and infrastructure that supports the education of thousands of current and future New York residents who represent New York’s future workforce.

It is important to emphasize that SUNY’s more than 2,800 buildings, covering 110 million gross square feet, have facilitated the education of millions of students and that the majority of these students remain in New York State after their education is complete. These three million alumni give back to their colleges and communities in numerous ways and are essential to the advancement of the State’s economy.

<b>State University of New York (SUNY) 2021/22 Capital Budget Request (\$M)</b>				
<u>Program</u>	<u>2020/21 Enacted</u>	<u>2021/22 Request</u>	<u>5-Year Request</u>	<u>Funding Source</u>
<b>SUNY-Wide</b>				
- SUNY-Wide Digital Transformation Project	\$0.0	\$163.0	\$163.0	Bonded Capital (State Supported)
<b>Educational Facilities</b>				
- Base Critical Maintenance	550.0	650.0	3,250.0	Bonded Capital (State Supported)

- Strategic Needs Capital Matching Program	300.0	0.0	0.0	\$200M Bonded Capital (State Supported); \$100M Campus Supported
- Campus Supported Capital Projects	<u>100.0</u>	<u>0.0</u>	<u>N/A</u>	Campus Cash, Grants, etc.
<b>Educational Facilities - Subtotal</b>	<b>950.0</b>	<b>650.0</b>	<b>3,250.0</b>	
<b>Hospitals</b>				
- Critical Maintenance & Strategic Needs	<b>150.0</b>	<b>150.0</b>	<b>750.0</b>	Bonded Capital (Hospital Supported)
<b>Residence Halls</b>				
- Pay-as-you-go Capital	<b>75.0</b>	<b>75.0</b>	<b>375.0</b>	Residence Hall Revenues
<b>Community Colleges</b>				
- 50% State Share	<b>46.0</b>	<b>14.6</b>	<b>N/A</b>	Bonded Capital (State Supported)
<b>Total</b>	<b>\$1,221.0</b>	<b>\$1,052.6</b>	<b>\$4,538.0</b>	

SUNY-Wide Digital Transformation Project

Higher education is in the middle of a dramatic disruption brought about by digital technologies. Students expect their experience with higher education to mimic the simple online experiences they have in other areas of their life. They expect ease and simplicity in paying their college bills, registering for classes and finding the right programs to fit their career goals. While students still expect the content of their education to be challenging, they do not expect – or accept – that accessing this content will be difficult. Providing this simple online experience is where SUNY needs to be if it is going to compete and succeed in this new reality.

SUNY is not alone in confronting this phenomenon. Nearly every major market in the public and private sector is experiencing a digital disruption. Consider the expanding use of wearable, real-time medical devices; secure, virtual mental health and substance abuse services in rural areas; automatic license plate readers for police officers; and automation and machine learning in manufacturing. These industries tell the same story: embracing digital technology is critical to survival and success.

For SUNY to compete and succeed in this new reality it needs to upgrade and transform its technical underpinnings from isolated and dated campus-built systems into a multi-campus, shared platform that can scale and flex while honoring SUNY’s core mission of preparing learners for today’s job market. This can be an expensive endeavor. SUNY, however, has an advantage. Across the entire SUNY System there are many duplicative technologies, from telephone systems to email, that are ripe for rightsizing. Uniting these redundant technologies offers SUNY a tremendous opportunity to improve services, such as security and disaster recovery, while reducing and controlling campus costs by leveraging collective purchasing, cost and resource sharing.

The SUNY Digital Transformation Project addresses the de-duplication of isolated campus systems in a three parallel stage approach, to be implemented over a three-year



period. Implementation of the following stages is dependent upon the adoption of a shared IT services model between all campuses and System Administration. The total request is for \$163 million in additional capital funding for SUNY to advance the design, development, build, migration, testing and deployment costs associated with each of the following parallel stages. These stages do not depend on one another and can be done simultaneously or independently. However, the full potential will be more quickly achieved by progressing all three stages in parallel.

- **Parallel Stage One** – Consolidate Infrastructure to Improve Collaboration, Efficiency and Security
- **Parallel Stage Two** – Centralize Data Management for Informed Decision Making
- **Parallel Stage Three** – Adopt Digital Technologies and Methods to Transform the Student Experience

### **Parallel Stage One – Consolidate Infrastructure to Improve Collaboration, Efficiency and Security**

**Description:** Phase One of the Digital Transformation consolidates, upgrades and optimizes SUNY’s technical infrastructure covering the entire IT stack (network to application). Through this initiative, SUNY will establish a System-wide communications platform providing all SUNY members access to shared IT communications solutions, including common email and telephony/VOIP (voice over IP) system, and associated workflow systems. This common platform will replace the current siloed approach that creates an overly complex and costly operating environment and exponentially exacerbates security risks.

Currently, SUNY campuses use email and associated collaboration tools independently, making it difficult for campuses to readily communicate and collaborate. Campuses cannot share email addresses or calendars and are unable to leverage collaboration tools like Microsoft Teams, Sharepoint and OneDrive, to chat, work on and share documents across campuses. Even where there is purchasing of common tools from a centralized contract, there is little consistency in how the product features are utilized or implemented from campus to campus. This stage will also consolidate disparate and independent wide area networks currently in use by SUNY campuses for telephony, email, and workflow. With the communication and collaboration platforms streamlined and unified, the underlying wide area networks can also be flattened and de-duplicated.

This parallel phase will also include data center consolidation, eliminating redundant infrastructure (such as servers and storage), core networking that are unique to data centers (such as switches), and data center space. Data center infrastructure that is underutilized or duplicative will be collapsed, modernized, and optimized into fewer locations. Cloud solutions will also be used where effective and appropriate. The lower data center profile resulting from this initiative will support more reliable security, disaster recovery, and business continuity services and give flexibility to campuses to increase and decrease computing and capacity as needed in a timely fashion.

**Implementation:** Create and configure a single, SUNY-wide Microsoft O365 Cloud-based tenant to host shared email and collaboration tools. Centralized license management and administration will ensure consistent functionality, controlled pricing

and enterprise-level security, and a transparent support model for each SUNY campus. Building this on top of the strategic identity foundation and utilizing the centralized Global Address Lookup will further enhance secure and seamless use between users as they share files, information and communicate with one another. This will also include any needed migration of content from siloed campus communications systems to the SUNY-wide shared platform.

Create and implement a centrally managed, secure, common SUNY-wide data center, with enterprise-level core networking that is unique to a data center. This data center will host shared services, including interfaces to the common communication platforms. Centralized network management tools will provide all campuses automated disaster recovery (re-routing network traffic around outages) and readily identify security threats in a uniform, consistent way. The most common type of data center is a Tier 3 Data Center that provides redundant and dual-powered servers, storage, network links and other IT components.

**Investment: \$77 Million.** This includes the design, development, implementation, build, migration, testing, and deployment associated with this parallel stage.

**Projected Savings:** New York State (NYS) provides real-life examples of savings from this type of infrastructure consolidation. With a \$12 million upfront investment in a digital core infrastructure and replacement phones, the State reduced its per line costs by 50% (from \$23/month to \$11/month). NYS is now looking at managed telephony service (cloud) to further reduce costs. SUNY likely already has some investments in digital telephony. Consolidating or joining NYS in a managed service could result in similar reductions for SUNY. NYS also consolidated 27 separately installed and supported email platforms to one, saving at least \$3 million annually in licensing and hardware, energy and some hardware and personnel costs. NYS has similarly demonstrated success with data center consolidation. NYS consolidated over 50 data centers into one. Not only did this reduce the State's overall operational costs, but it enabled the State to scale up rapidly to respond to emergent situations such as the launch of the Excelsior Scholarship.

An estimated Projected Return on Investment for the communications, telephony, network and data center consolidations is attached at the Appendix. These estimates are based on participation by community colleges and state operated SUNY institutions and assumes that SUNY will save approximately 25% of what NYS saved for overall operations and 10% what NYS saved with regard to staffing. Cost savings will be achieved as decentralized email systems, phone systems and collaborations tools, network lines, and redundant licensing fees are eliminated. Savings and efficiencies will be seen in economies of scale achieved through enterprise licensing agreements, a centralized telephony solution and retiring of duplicative systems and services, attrition and re-organization of campus administration staff, and increased productivity (i.e., using the single address book SUNY-wide will ease of accessing and communicating with colleagues). Additional savings will be generated from streamlining training, helpdesk and other support and space/rent reduction.

### **Parallel Stage Two – System-wide Data Management**

**Description:** The System-wide Data Management project will establish data standards and governance across the SUNY system, reduce the effort required for data collection

from SUNY campuses, and enable the collection of system-wide data in real-time when necessary. This will allow SUNY decision-makers to make more informed decisions based on current, correct and reliable data. In some cases, it will also provide for data visibility across the system where it now does not exist. Currently, SUNY's wealth of data is difficult to access and analyze due to its existent silo nature. This undermines opportunities to enhance SUNY's business model, such as developing system-wide enrollment and student success. Standardization of data and automation of the data flow from campuses to System Administration will allow for the creation of real-time dynamic dashboards that will provide analysis, not currently possible without significant manual intervention, and the ability to develop analytical models for predictive forecasting.

For example, as SUNY anticipates Spring 2021, real-time assessment of application and (re)enrollment trends are critical to forecast and build sustainable academic and resource models that can pivot in response to evolving circumstances brought on by COVID-19. Today SUNY has limited (if any) visibility into such real-time data. These data limitations will obstruct SUNY's agile, effective and cost-efficient response to these unprecedented times. Another example of the power of real-time access to point-in-time data is with our System-wide COVID-19 response. SUNY System Administration launched a COVID-19 Tracker which details the daily infection rates, testing, positive results and quarantine/isolation metrics by campus. This has been instrumental in our proactive response to the pandemic on campuses.

**Implementation:** Create and implement a centralized SUNY-wide Analytics Platform composed of an Application Programming Interface platform, technology that allows regular and/or real-time data bi-directional pulls and pushes, a data hub to centralize data elements for transactional and analytic purposes, dashboarding, reporting capabilities and high speed analytics, including forecasting and predictive analytics.

**Investment: \$5 million.** This includes the design, development, testing, migration and deployment associated with this parallel stage.

**Projected Savings:** Cost savings are realized in licensing consolidation/licensing costs, attrition and re-alignment of campus administrative staff, and increased productivity. Additionally, data-based decision making will be accelerated to allow emerging issues and risks be addressed and avoided more quickly and effectively, as well as, increase transparency and accountability.

### **Parallel Stage Three – Digital Transformation of the Student Lifecycle**

**Description:** Parallel Stages One and Two and deploys modern technologies and common software platforms that will advance a student's college/university experience into one that is interactive and meaningful, as well as provide the colleges with tools for improved recruitment and retention of both students and faculty. This stage also includes augmentation and expansion of analytics and forecasting capabilities for campuses to assess student success and retention. This stage will be critical as it will allow SUNY to adapt to the new and evolving ways of educating students and providing necessary student support services. Additionally, the environment will support the development of a technology environment to support HyFlex instruction. HyFlex is an instructional approach that combines face-to-face (F2F) and online learning. Each class session and learning activity is offered in-person, synchronously online, and asynchronously online. Students can decide how to participate. HyFlex instruction is increasingly important to

respond to the needs of an increasingly diverse student population and also allows for rapid response to societal issues such as COVID-19.

**Implementation:** This parallel stage will provide the improved user interface, modern learning technologies, automated academic and operational business processes, “Whole Student Views” with all data connected to a single student ID, self-service tools and artificial intelligence-driven communication. Specific interface improvements include campus portals, single ID sign-on, learning management systems, customer relations and financial/billing software, and student support systems.

One example of the digital transformation of the student lifecycle is the standardization of student information systems that would enable a seamless student experience when selecting courses, therefore staying on track for their degree, being able to more easily identify financial aid and scholarship opportunities, and in paying their tuition bill. Currently there are multiple of these systems that have been separately installed and supported, configured and designed differently, and are not interoperable. This results in duplicate technical environments and support structures (driving excess cost and complexity) and a fractured, frustrated and sluggish student experience. For example, in this current 64 campus technical environment students cannot readily identify summer courses that will meet their home campus requirements, they cannot apply to multiple campuses or programs at once, and they have to reapply and resubmit information – starting from scratch – as they move from 2 year, to 4-year to graduate level programs across SUNY. All of this impedes the efficient operation of the System as well as the undermining SUNY’s competitive edge. A standardized student information system will allow campuses to retain their self-sufficiency while controlling costs and dramatically improving the student experience and efficacy of System’s operations.

**Investment: \$81 million.** This includes the design, development, implementation, build, migration, testing and deployment associated with this parallel stage.

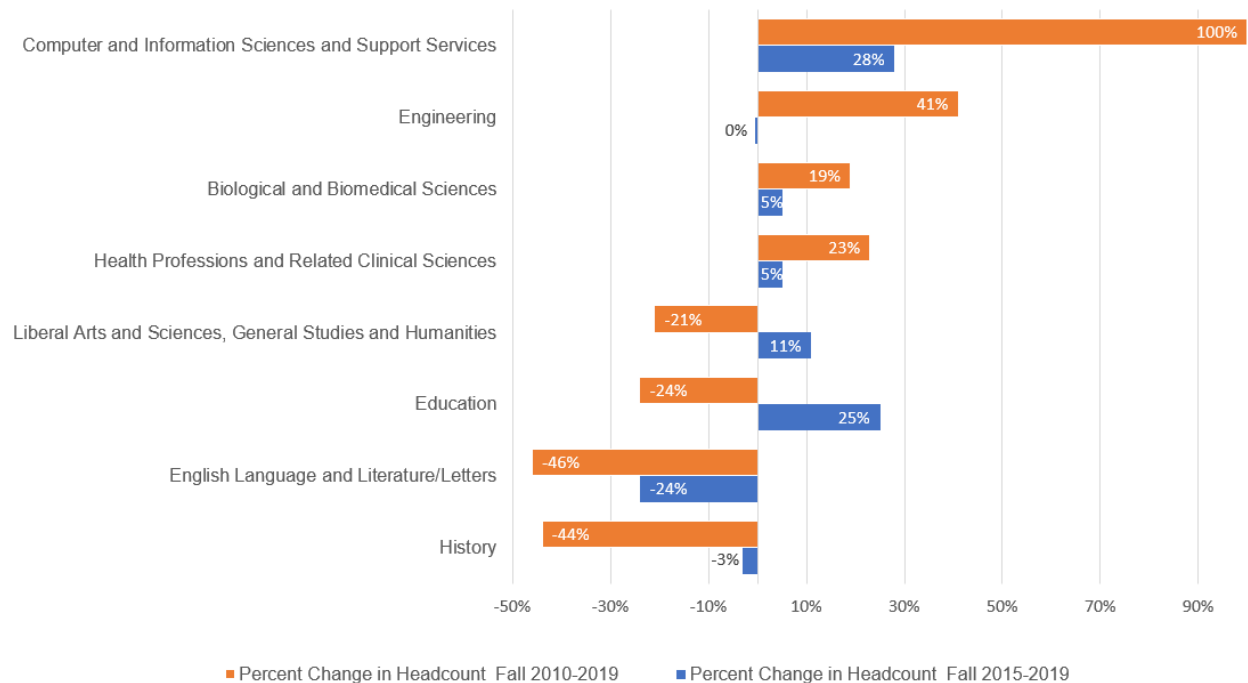
**Projected Savings:** Collapsing like systems will result in lower, overall operational costs and is imperative to SUNY’s ability to continue to provide the highest quality higher education with the broadest possible access in an ever more competitive marketplace with a shrinking student base.

## Educational Facilities

The Educational Facilities program, the largest of SUNY’s capital programs, supports the buildings and infrastructure necessary to facilitate the academic enterprise at SUNY’s State-operated campuses and statutory colleges. The footprint comprises nearly 1,840 academic buildings averaging 50 years of age and spans nearly 63 million gross square feet. It is vital to increase the planned \$550 million investment for Educational Facilities by \$100 million annually to ensure SUNY’s continued success and reputation as world-renowned institution. Without an increase to offset the loss of purchasing power due to annual inflation costs it will be harder to reduce backlog over time. In addition, the increased amount of funding requested will enable SUNY campuses to modernize and expand laboratories to assist the State in the production of Personal Protective Equipment (PPE), modernize student health centers, as well as improve HVAC systems across the SUNY System.

To ensure effective planning and continued execution, it is imperative that this additional support is provided through a predictable multi-year capital plan commitment, rather than a year-at-a-time approach.

**Percent Change in Headcount Enrollment, by Program of Study**  
Long Term vs Short Term Trends (2010-2019 vs 2015-2019)



As noted above, the State-operated campuses and statutory colleges, in partnership with the State University of New York, have engaged in a robust planning process that has produced multi-year capital plans on every campus that meet state capital goals and to also address the facility needs to meet shifting student demands for programs that prepare them for the jobs of tomorrow.

While SUNY's total enrollment at the State-operated campuses and Statutory Colleges has been relatively stable over the past decade, the programs in which students are enrolling have changed considerably, with STEM-related programs showing significant increases as demonstrated in the chart above. Also of note, enrollment in programs that prepare students for a career in the trades (i.e., construction trades), which are comparatively smaller overall, have seen a steady relative increase in the past five years. This requires that campus buildings evolve from teaching and learning in traditional classrooms and student support spaces to those that provide more specialized labs and collaborative learning environments that accommodate current academic pedagogy.

This trend continues, although at a lesser pace. There are multiple projects at nearly every campus currently being designed that will renovate buildings that support the shifting programmatic demand. These include the full renovations of science buildings at the Stony Brook, University at Albany, Cornell, Purchase, and Old Westbury. Other projects that support various programs, including economics, business, communications and social sciences are also underway at SUNY Oneonta, SUNY Oswego, Binghamton, University of Buffalo, Stony Brook, and Upstate Medical University respectively.

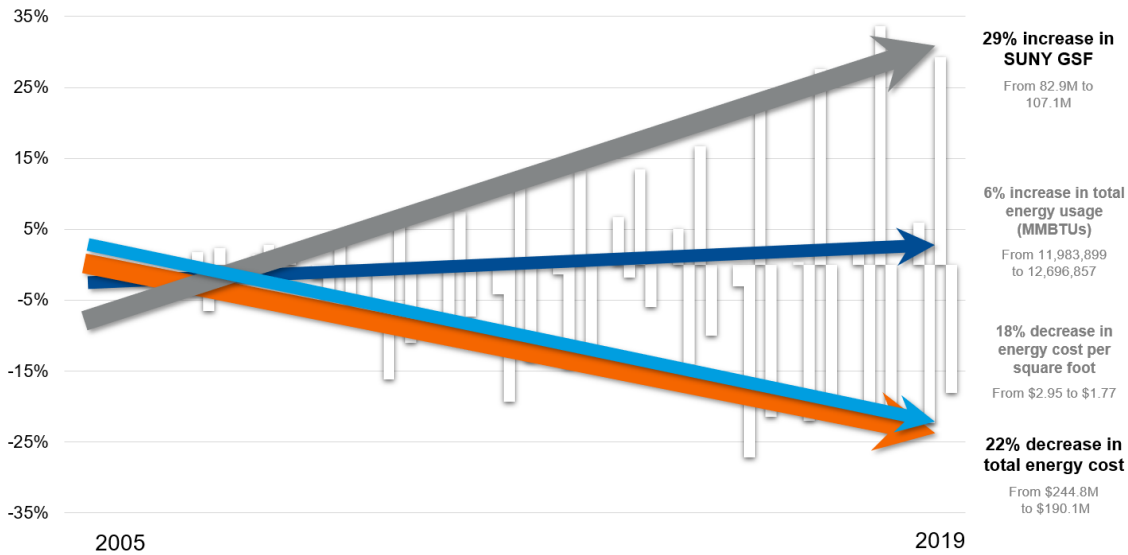
As part of managing a predictable, multi-year capital program, capital funds have been committed to advance the designs for the renovations of existing buildings, or for new construction where warranted, to support the programmatic needs of the departments located in those facilities, while also significantly reducing the deferred maintenance backlog. This is done with the expectation that additional capital will be made available to fund and advance construction. As a result, the requested multi-year capital request is predicated on a number of projects that are **shovel-ready** and meet the State's priorities.

***Creating Jobs and Economic Recovery.*** An investment in SUNY capital creates high paying construction and construction-related jobs. Over the past 11 years, construction projects on SUNY campuses have generated more than 73,000 construction jobs across the State at an average hourly rate of more than \$70. Some of the State's investment is recouped through income tax on both direct and indirect wages, as well as, sales taxes. As was the case after the 2008 recession, SUNY's capital program can play a major role in the creation and saving of construction industry jobs in New York State. The following chart shows construction industry employment trends since 2006. Significant capital investments across the SUNY system helped create a V-shaped recovery after 2008. Increasing SUNY's capital funding could once again be put to good use helping the State recover from the downturn in the State's construction industry resulting from the global pandemic in 2020.

**United States Department of Labor**  
**New York Construction Industry Employment**  
 2006 through August 2020



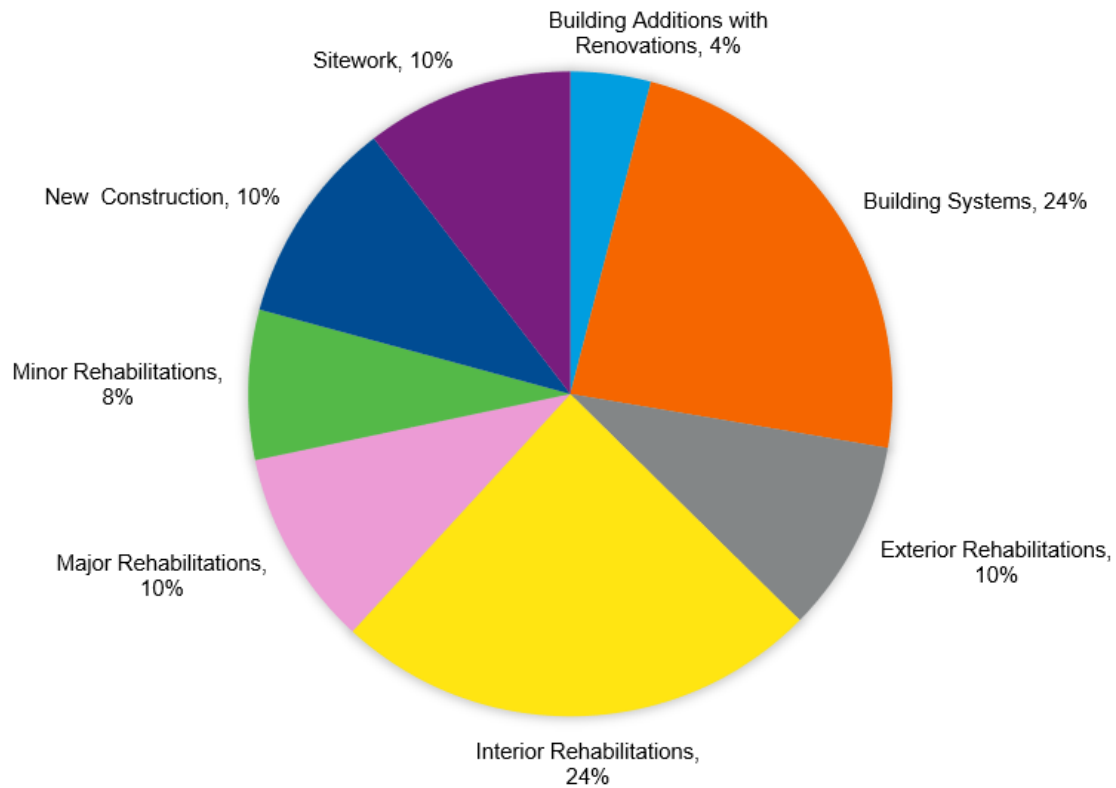
**SUNY Energy Efficiency**



**Environmentally Sound.** SUNY has been a leader in advancing energy conservation through capital project designs as evidenced by the adoption of a resolution by the SUNY Board of Trustees in 2007 for new SUNY buildings to meet a standard equivalent to LEED Silver, coupled with advancing designs that exceed energy code. As shown in the chart below, this has led to a reduction in energy costs despite an increase in SUNY’s total gross square footage (GSF) since 2005/06. This trend has continued, and most recently, a new goal that all capital projects, whether a comprehensive renovation of an existing building, the construction of a new building, or a smaller project that targets specific assets within a building, will further exceed energy standards. In 2018 new goals were set to achieve a net zero carbon emissions capable standard for new construction and when undergoing a comprehensive renovation, perform a deep energy retrofit of the building which aims to reduce the building’s annual energy consumption by 50 percent and carbon by 25 percent.

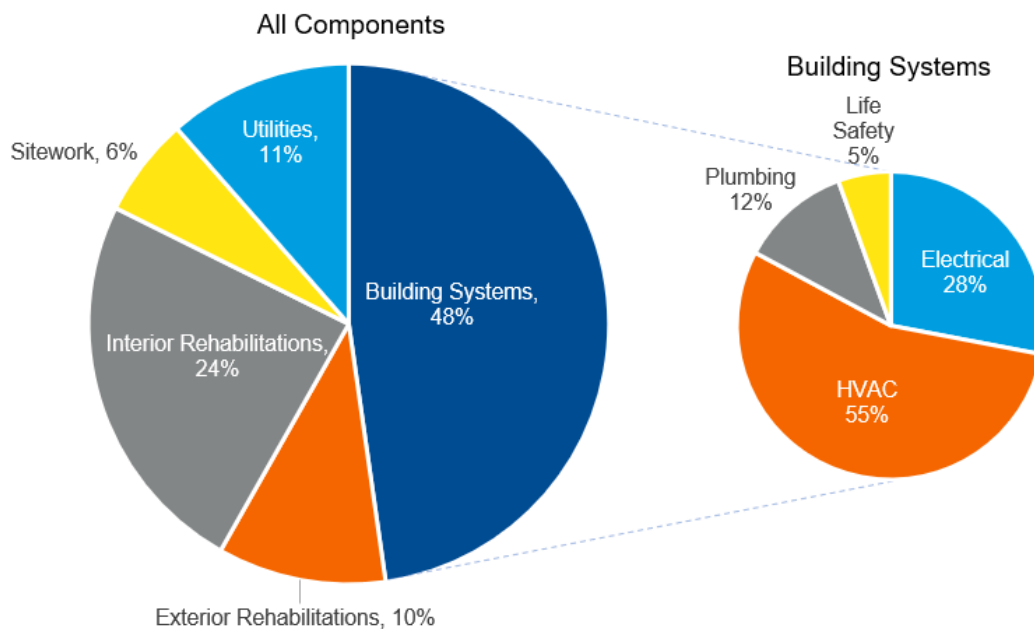
**Improve Infrastructure.** Capital funding that has been provided for SUNY’s educational facilities has been invested wisely, and where it is needed most. As demonstrated in the graph below, of the \$626 million of State bonded capital investment spent in the 2019/20 State Fiscal Year, more than 80 percent was invested in improving and upgrading existing buildings and infrastructure. However, much more needs to be done. Based on life-cycle modeling, an annual investment of at least \$850 million is needed just to keep pace with the deferred maintenance needs system-wide. Increased funding would also position SUNY to be more efficient with capital investment by advancing projects in a holistic manner instead of in phases.

**HOW SUNY WISELY INVESTED ITS LIMITED CAPITAL FUNDS**  
2019/20 BONDED DISBURSEMENTS BY PROJECT TYPE (\$626.0M TOTAL)





**MUCH MORE INVESTMENT IS NEEDED TO MAINTAIN AGING ASSETS**  
**DISTRIBUTION OF \$6B IMMEDIATE ASSET RENEWAL NEEDS**



**Long-term Return on Investment.** An annual investment of \$650 million, with flexibility to construct new facilities where warranted, is needed to provide the renovations or new facilities that can serve the needs of students, faculty, and equipment in appropriate and relevant learning facilities. This level of capital investment would also accelerate SUNY’s already sizeable contribution to the New York State economy and continues the long-term return on investment that higher education facilitates.

Capital investment fuels significant returns:

- **SUNY Educates New York’s Workforce.** Since its creation, SUNY has educated more than three million students, the majority whom remain in New York, and grants 93,000 degrees annually. Modern, up-to-date, facilities are essential to providing a quality education for current and future students that will continue to sustain New York’s economy. In many cases, a SUNY education provides upward mobility for disadvantaged students, and an increasingly diverse population. Multiple studies have shown that the physical environment has a significant impact on student attraction, learning, retention, and the commitment to supporting the institution after graduation.
- **SUNY Generates Revenue.** Capital investment to update facilities and modernize laboratories that support research assists with the recruitment of world class faculty and researchers that generate \$1.6 billion annually through grants and patents. SUNY’s impact could even be greater with additional investment.
- **SUNY Revitalizes Communities.** Capital investment in SUNY, particularly in urban environments, revitalizes communities and brings SUNY and the community together.

- SUNY Excels in Addressing Climate Change. SUNY has been a leader in helping New York State meet its energy goals, including clean energy targets. SUNY has reduced its greenhouse emissions by almost 25 percent in the past 30 years and continues to lead the way by incorporating an ambitious clean energy vision into capital investments.

### Hospitals

The three SUNY teaching hospitals have a significant impact on the communities in which they are located, as well as on the overall State economy. The hospitals generate billions annually in economic activity and are among the largest employers in their respective regions. Hospitals are capital-intensive operations requiring very complex building systems to provide safe, quality care and compete in the constantly evolving health care market. SUNY hospitals, particularly Downstate Medical and Stony Brook, have also been on the front lines of treating COVID-19 patients, while Upstate Medical has provided pool and wastewater testing capabilities for SUNY campuses that allow administrations to act quickly regarding the need to quarantine or isolate students. Capital investment is crucial to ensure that the three SUNY teaching hospitals can sustain their \$3.3 billion operation, which would typically include approximately 1,700 licensed beds, more than 285,000 emergency room visits, and more than one million outpatient visits in a year.

The 2021/22 hospital capital request of \$150 million includes \$50 million for each hospital. The request is also for a multi-year capital commitment of \$750 million to provide for an ongoing investment to address immediate asset renewal needs at each hospital and to progress projects to ensure the long-term success of the hospital in the evolving health care sector.

### Residence Halls

The residential life is an important component of the higher education experience. Residence halls are self-funded and use revenue from room rents to fund both operations and capital needs. No State funds support this program. In recent years, \$75 million has been invested annually for minor rehabilitation projects, using pay-as-you-go hard dollars from program revenues along with funds from the system administered revolving loan program. For 2021/22, an annual appropriation of \$75 million is requested, for a five-year total of \$375 million. Capital projects funded through the issuance of bonds does not require a State capital appropriation as it is considered to be a non-state program independent of the State bond cap, however, it is subject to a separately established bond cap. Bonded dollars are used primarily for major critical maintenance, but can also be used to support new facilities on some campuses to meet changing housing needs. The residence hall program includes a separate legislative bond cap of \$1.394 billion, which is anticipated to provide sufficient spending authority through 2024/25. As of mid-October, \$753 million of the cap has been used with the next bond offering not yet scheduled.

### Community Colleges

This capital program is in support of the academic buildings located on community college campuses. The State supports half of the capital costs for community college capital projects, with the other half funded through the local sponsor. In 2020/21, the

State Budget provided \$46.0 million, representing the State share for 54 projects at 17 community colleges.

Community colleges are a vital part of the SUNY system, providing diverse programming from hands on learning and workforce training, to general education. These programs require specialized facilities to train students for today's workforce or to prepare them for entering 4-year programs at other institutions. Each community college has a sponsor(s) responsible for 50% of the capital improvements. The sponsors develop annual budgets and determine the amount of investment to be included in this year's request for the 50% matching State share. The figures provided indicate the colleges' estimated request. The final request will represent the Sponsor's ability to provide and document the 50% local match for capital projects.

This year's capital request reflects a contraction from previous years, as colleges and Sponsors review and reprioritize their capital needs and resources. Due to delays as a result of the pandemic, projects are still moving forward, but at a slower rate. Therefore, many colleges are using existing State appropriation from prior years for current capital activities. In addition, many of the colleges are in the middle of facility master planning process to analyze needs given current and future academic requirements and facility conditions. As of December 2020, the request is at \$14.6M for 29 projects at 15 community colleges.

While the majority of capital investment at the community colleges is restricted to critical maintenance repairs to extend the useful life of the existing educational facilities and the safety of students and staff, a few requests are included to meet the needs of new and changing programs at the colleges and are considered critical to the State's recovery by continuing to maintain accreditation and retain enrollment. A list of the current<sup>8</sup> Community College projects that are anticipated to receive Local Sponsor match is provided as an appendix to this section.

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<sup>8</sup> As of October 26, 2020.

**State University of New York (SUNY)**  
**2021/22 Community College Capital Request (as of December 16, 2020)**

<b>Item #</b>	<b>College</b>	<b>Submission Description</b>	<b>Total Project Cost</b>	<b>Project Costs: State Share</b>
1	Broome	Electrical Upgrade	500,000	\$ 250,000
2	Dutchess	Upgrade Campus IT Infrastructure Phase II	650,000	\$ 325,000
3	Dutchess	Technology, FF&E Replacements and Upgrades	200,000	\$ 100,000
4	Finger Lakes	Electrical Panel Replacement	300,000	\$ 150,000
5	FIT	Instructional Studio Renovation	5,462,340	\$ 2,731,170
6	FIT	Energy Savings Projects 2021-2022	2,350,778	\$ 1,175,389
7	FIT	Museum Lighting	1,200,000	\$ 600,000
8	Fulton-Montgomery	Financial Technology Lab Phase I	200,000	\$ 100,000
9	Herkimer	Roof Replacement	470,000	\$ 235,000
10	Jamestown	2021 Critical Maintenance	689,000	\$ 344,500
11	Mohawk Valley	Academic Classrooms and Spaces Renovation	1,326,000	\$ 663,000
12	Monroe	Services for Students Renovation	2,526,000	\$ 1,263,000
13	Monroe	Property Preservation Phase III	2,000,000	\$ 1,000,000
14	Monroe	Capital Equipment Replacement-Technology	700,000	\$ 350,000
15	Niagara	Academic Program Equipment and Technology	690,068	\$ 345,034
16	North Country	Critical Maintenance and Renovations	300,000	\$ 150,000
17	Orange	Chiller Replacement	425,000	\$ 212,500
18	Rockland	Roads, Parking Lots, Sidewalks Improvements	100,000	\$ 50,000
19	Rockland	ADA Program	75,000	\$ 37,500
20	Schenectady	CST and Elston Hall Roof Restoration	470,000	\$ 235,000
21	Schenectady	Chemistry Laboratory Renovations	250,000	\$ 125,000
22	Schenectady	Equipment Replacement	160,000	\$ 80,000
23	Westchester	Academic Arts Building Infrastructure Phase II	2,520,000	\$ 1,260,000
24	Westchester	Science Building Infrastructure Upgrade	1,568,000	\$ 784,000
25	Westchester	Roof Replacement Phase VII	1,460,000	\$ 730,000
26	Westchester	Technology Upgrade On Campus Phase IV	1,200,000	\$ 600,000
27	Westchester	Maintenance Buildings Infrastructure Phase I	708,000	\$ 354,000
28	Westchester	Infrastructure Upgrade Phase III	634,000	\$ 317,000
29	Westchester	Technology Upgrade Off Campus Phase IV	100,000	\$ 50,000
<b>Totals</b>			<b>29,234,186</b>	<b>14,617,093</b>