

Follow up from the Higher Education Budget Hearing

ACADEMIC AFFAIRS/STUDENT AFFAIRS

Child Care Related:

How many more students are we serving at child care centers? What did we do with funds from last year? Breakdown of child care centers? **[Assemblywoman Rodneyse Bichotte-Hermelyn]**

Funds for Campus Child Care Centers

CUNY currently has 17 campus child care centers. These centers receive federal funds made available through the state, to support low-income student-parents. This 2-generation strategy has been shown to increase the graduation rates, supporting each parent's perseverance while providing their young children with meaningful, rich, and nurturing experiences in support of their development. Campus child care center staff are equally invested in the student-parent success in that they have a personal exposure to the family unit of each child and are committed to the goals these students have.

The amount of funding that comes through the Federal government is inadequate to ensure high quality early childhood programming. The limitations of the current funding also restrict the number of children that can be enrolled. While CUNY has a large number of student-parents, the centers have finite and limited space to meet the need. While each center director finds creative ways to complement the public funding, staff wages remain abysmally low and the children's classrooms are in need of equipment and materials to enhance early learning. The Governor has made an allocation of \$4.8M to support the establishment of new campus child care centers on campuses that do not currently have these services. The allocation for community colleges is being directed to Queensborough Community College, which has the space available and is now in the process of renovating. The remaining funds will be allocated to the existing centers at Baruch College, Brooklyn College, Lehman College, Queens College, and the NY College of Technology to expand their current capacity to serve additional infants and toddlers. New York City has a severe shortage of seats for infants and toddlers in early childhood centers, so this funding will address that need. This funding will also allow student parents to return to their studies as soon as they are ready, thereby supporting CUNY's ongoing enrollment and re-enrollment efforts.

The physical plants at each of the seven remaining colleges without on-site child care facilities (Guttman CC, School of Journalism, Graduate School of Public Health, School of Labor & Urban Studies, School of Law, School of Professional Studies, Macaulay Honors) are not conducive to establishing centers. In order to address the need for child care at these colleges, the 17 existing campus child care centers have created an articulation agreement that allows them to serve CUNY students from other campuses. In this way, CUNY students will have access to affordable campus child care that is responsive to their needs as student parents.

Child care centers list, colleges who have them and how many have wait list? How many have access to centers through MOU? **[Assemblyman Ra]**.

The following CUNY campuses have child care centers: Baruch, Bronx CC, BMCC, Brooklyn, City College, College of Staten Island, Graduate Center, Hostos, Hunter, John Jay, Kingsborough CC, LaGuardia, Lehman, Medgar Evers, City Tech, Queens, York. **None of the centers currently have a waitlist** and can serve student parents as their capacity and age limitations allow. All CUNY student parents have access to child care through the articulation agreement between the centers. The Centers and the Office of Early Childhood Initiatives have been working actively with the CUNY Reconnect team to make access to child care easier for student parents as they

re-enroll, and also if they are applying to CUNY for the first time. This includes a common initial application for child care and improved access to information on the CUNY website. Enrollment across all the centers has increased by 50% since September 2021.

With the one-time funding for expanding capacity, CUNY is in the process of using the funds to add 128 new child care seats, of which almost 90 seats will be for infants and toddlers, by the end of FY24. Fifty (50) of those seats will be created in the new child care center to be opened at Queensborough Community College, which will bring the total to 18 child care centers across CUNY's 25 campuses.

Teacher Education Related:

Assemblywoman JoAnn Simon:

A4659 – An act to amend the education law, in relation to requiring the incorporation of structured, explicit, language-based multisensory approaches to literacy instruction into at least three credits of the six credits of literacy courses currently required for prospective teachers in accredited college of education programs how to teach reading. She asked for support for the legislation.

In our tracking, we have recorded an oppose position with an explanation that CUNY currently incorporates multiple approaches to literacy instruction. Generally, in most circumstances, CUNY would not/does not support legislation that dictates course content, which is the purview of the faculty. We wouldn't consider issuing an opposition memo to this, however. Per Dean Thompson, the Chancellor met with Assemblymember Simon on 2/18/21 and this question of literacy coursework and Reading Science came up; the Chancellor was provided with notes for her in March 2021. The Chancellor put Dean Thompson in direct communication with the Assemblywoman in fall 2021 on this issue. She facilitated CUNY faculty participation in Assemblymember Simon's literacy roundtable in November 2021, and faculty participated again in November 2022. CUNY Reading Corps is grounded in Reading Science and aligns well with her aims.

Post-Education Data Related:

Senator Murray:

How many students stay in NYS/NYC? He would like information broken down by campus.
Chancellor advised that 95% remain after 5 years and 10 years.

- The attached table (CUNY_POST_GRAD_RESID_FLOWS.pdf) provides detailed information on the geographic destinations of CUNY grads by degree level and by campus at 1, 5, and 10 years following graduation. Summary comparison of CUNY and SUNY below:

Associate	1 year	5 years	10 years
CUNY	91.6	88.3	83.9
SUNY	87.4	83.0	77.6
Baccalaureate			
CUNY	88.7	84.5	80.1
SUNY	83.1	76.3	71.7
Master's			
CUNY	88.9	82.6	78.4
SUNY	81.5	77.7	76.2

- College variation around CUNY averages in the summary table, 5 years following graduation:
- Associate: QCC has the largest share remaining in NY (92.1%) and Hostos has the smallest share (83.5%)
 - Baccalaureate: Queens has the largest share (87.2%) and City has the smallest (78.7%)
 - Master's: Queens has the largest share (89.6%) and the Grad School has the smallest (56.0%)

Senator Krueger:

Some believe we produce too many PhD's. Would like 5 year data on PhD's: where are they now; Are they in jobs in their fields?

- The second attached table (Sending_major_Recv_Industry_PhD.pdf) provides the top 4 industries employing CUNY PhD graduates in total (bottom row) and by major category, in case that information is useful.
- The largest share (30.9%) of CUNY PhD graduates enter the public sector in NY after graduation. *CUNY doctoral programs are directly contributing to NY's public institutions.*
- The next largest are: Educational Services (12%), Health Care (10.9%), and Professional Scientific Tech Services (7.4%). All other industries hire too few PhD graduates for us to report.

Nursing Programs Related:

Assemblywoman Hyndman:

Nursing programs: Data on Waitlist numbers for nursing programs? Can we complete with other schools regarding nursing faculty salaries?

Number of Nursing Applicants: CUNY does not typically maintain waitlists for admission to nursing programs. We enroll approximately 1,775 new nursing students each year into 14 pre-licensure RN programs across 12 campuses: with an average of 1,000 into the nine associate degree programs (ranging from 31 to 174 per program) and 775 into the three generic and two accelerated baccalaureate degree programs (ranging from 41 to 334 per program). Admission criteria and selection processes vary across programs, with specific pre-requisite/grade requirements and overall GPA thresholds at each campus. Program enrollment numbers are limited by the number of available seats -- based on faculty capacity and clinical placement spots. The total number of *eligible* students not accepted in each admission cycle is ~100 across programs, with a range of 0-30 per program. There are much higher numbers of students that apply who are *ineligible*, or do not meet admission criteria. For example, there may be up to 60 applicants deemed ineligible by an individual associate degree program, whereas the number of ineligible applicants for a bachelor program may be greater than 100, as in the case at Hunter College. These students are asked to re-apply when they meet the admission requirements.

Competitive Salaries: Most nursing programs will appoint a new hire at the Assistant Professor level with a starting salary of at least \$80,000 (ave. salary is ~\$86,000). Senior colleges require the candidate to have a doctorate for this rank, whereas associate degree programs will appoint a nurse with a master's degree. Most will not appoint faculty at Associate or Professor levels unless the candidate has already attained this rank at another college. The average nursing Professor salary in New York, NY is **\$119,597** as of February 27, 2023, but the range typically falls between **\$96,346** and **\$175,463**. Up to 50% of vacant nursing faculty positions at CUNY are unfilled due to limited number of eligible/interested applicants and competitive salaries offered by other colleges and universities, with the overall impression that CUNY nursing faculty salaries are ~\$20,000 below competitors. These salary differences may be starker on clinical faculty lines where we are competing with nurses still employed in the clinical setting where salaries are much higher, particularly in response to workforce shortages and recent salary/benefit hikes from union re-negotiations.

As a point of emphasis, it's important for legislators to consider opportunities to incentivize faculty and clinical instructor lines, both in academic and clinical settings where there are critical shortages. This may include faculty salary incentives, loan forgiveness for nurse educator graduate degrees, and grants for health systems to work with academic partners on innovative models for advancing clinical nurses into educator roles.

Anti-Semitism

Assemblywoman Weinstein:

Questions regarding what actions we have taken to combat Anti-Semitism. In regards to the RFP campuses used to receive funds to combat hate, she would like to see the criteria for the RFP

Criteria for the RFP:

College plans were expected to:

1. Demonstrate responsiveness to the recent uptick in anti-Asian hate, antisemitism, and other forms of discrimination
2. Address the needs of the whole college community, including staff, faculty, and students
3. Include meaningful and concrete actions in one or more of the following categories below (examples have been provided in each category to illustrate the range of creative activities that this funding can support)

CAMPUS CLIMATE & COMMUNICATIONS

1. Community events, public programs, art projects, and podcasts focused on unity, campus climate, justice, awareness, wellness
2. Programs and activities promoting cross-cultural understandings among members of the Asian American, Black, Jewish, Latino, Muslim, and LGBTQI+ communities, among others
3. Difficult conversations, dialogues, town halls, and discussions about intersecting religious, ethnic, and cultural identities
4. Interdisciplinary partnerships with community-based organizations
5. Community-wide messaging about existing policies that protect the rights of all students and employees
6. Campus climate surveys with specific reference to concerns pertaining to religious and ethnic discrimination

TRAINING & DEVELOPMENT FOR MULTIPLE STAKEHOLDERS

1. Local expansion of training related to diversity, equity, inclusion, and belonging, incorporating faith-based identities along with ethnic, racial and other identities
2. Training on how to incorporate inclusive practices in leadership
3. Training on how to protest respectfully
4. Training on student engagement strategies
5. Training on how to plan for controversial speakers
6. Inclusive, culturally responsive, trauma-informed pedagogy seminars

STUDENT ENGAGEMENT & SUPPORT

1. Student resource & support spaces, affinity groups, community forums, book clubs
2. Collaborative efforts with student leaders to develop strategies promoting a sense of belonging on campus and building a community that is free of discrimination against faith-based identities along with ethnic, racial, and other identities

ACADEMIC & CO-CURRICULAR PROGRAMS

1. Programs that foster understanding and are reflective of the ethnic and cultural diversity of CUNY students
2. Courses that help students to understand discrimination more broadly and include representatives across a spectrum of marginalized groups
3. Place-based and experiential learning that enables relationship-building through the practice of mindful listening and the exploration of personal narratives
4. Cohort-based programs that create space for communicating across differences and skillbuilding related to navigating cultural tensions as well as religious, ethnic, and race powerdynamics
5. Study abroad programs that enable students to think expansively about religious, ethnic, and cultural identity

Budget and Capital Budget Related

Assemblywoman Weinstein:

Structural deficit and efficiencies, what plans do you have to close the gap?

CUNY has been proactive to address our structural deficit.

- Instituted a 2% Savings Plan in fiscal year 2023 and there is an additional saving target for fiscal year 2024 of between 5%-7%.
- Launched several new initiatives aimed at increasing our enrollment and retention.
- With assistance from the State budget last year (\$40M)
- CUNY Online
- New marketing campaigns
- With the assistance of \$4.4 million from the City, launched the CUNY Reconnect initiative. This focuses on bringing back students who have not completed their degrees. So far has yielded 16,000 students.

Assemblywoman Weinstein:

School of Labor: What is the status of the Welcome Center?

At this time, the school of Labor is not pursuing funding.