



The State University  
of New York

**2015/16 Executive Budget Testimony  
Chancellor Nancy L. Zimpher  
February 10, 2015**

**Joint Legislative Public Hearing  
New York State Assembly Committees on Ways & Means and Higher Education  
New York State Senate Committees on Finance and Higher Education**

**Introduction**

Good morning. My name is Nancy Zimpher, and I am the Chancellor of The State University of New York.

I want to thank Chairpersons DeFrancisco, Farrell, LaValle, and Glick; members of the Senate and Assembly; and legislative staff for allowing us this opportunity to speak today. With me are President Harvey Stenger of Binghamton University, President Donald Christian of SUNY New Paltz, and President Anne Kress of Monroe Community College, all of whom I have asked to join me today to share their perspectives on the 2015/16 Executive Budget. I would also like to take this opportunity to acknowledge the other SUNY campus presidents who are with us today as well as the Chairman of our Board of Trustees, H. Carl McCall. I thank them for their time, and their continued devotion to the SUNY system.

As I have done since I first joined the SUNY System, I come before you today to discuss what we have accomplished in the last 12 months, what we are looking forward to in the upcoming year, and in particular what we hope to accomplish with continued support of the Governor and yourselves, our legislative leaders.

Since I first sat before you five years ago, SUNY has come a very long way. You have partnered with us in both good times and bad, and I hope the best times are still ahead of us.

We all remember the years when our State-operated campuses faced annual reductions in direct support from the State and our students applied to college not knowing what their annual tuition rates would be. I am proud that now, thanks to your leadership, we are successfully implementing a rational tuition policy that builds upon a foundation of maintained effort by the State.

We also recall the years where each new budget decreased funding per student for our Community Colleges. The aid per student provided to these institutions has grown in each of the last three years, showing your belief and trust in these essential community-based institutions of postsecondary education.

The 2015/16 Executive Budget provides a strong base for SUNY to continue to build upon this record of success. I will briefly highlight some items of particular importance to SUNY included in the Executive Budget and detail how you can help to ensure the continued ability of the SUNY system to deliver results for our students, employees, communities, and the State of New York.

## **The Executive Budget**

This year's Executive Budget includes:

- Recognition of NY-SUNY 2020 through:
  - The continuance of our maintenance of effort provision, ensuring that our State-operated campuses have a solid base level of funding;
  - Sufficient authority to spend expected revenue from planned tuition rates and enrollment at our State-operated institutions; and
  - \$55 million in additional capital funds to support a fifth round of NY-SUNY 2020 Challenge Grants for projects that spur economic growth and strengthen our academic programs.
  
- \$200 million in bonded critical maintenance funding for our State-operated institutions, paired with a long-term financial plan commitment to continue this level of investment for each of the following four years;
  
- Inclusion of capital funding for over 60 projects at our 30 Community Colleges for which the local sponsors have committed to matching 50 percent of the project cost;
  
- Maintenance of community college base aid per student at the 2014/15 Enacted Budget levels;
  
- Full funding to complete construction of the School of Pharmacy at Binghamton, providing a state-of-the-art facility to train the next generation of pharmacists; and
  
- For the first time, \$18 million dollars in net new performance-based funding for State-operated campuses and the introduction of Performance Improvement Plans at our State-operated and Community College campuses.

Yet among these highlights are also some challenges, including the elimination of last year's legislatively added funding for several of our University-wide and categorical programs totaling approximately \$5.3 million and \$7.6 million provided by the Legislature for our salary costs in the 2014/15 Enacted Budget. I request that you restore this essential funding, and bolster the foundation from which you can aid SUNY in providing for the educational and economic future of New York State.

We cannot plan the future of our State University on yesterday's dollars. While, with your continued support, we have been rebuilding New York's investment in higher education, there remains much more we can – and must – do.

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### **Step One: Maintain our Base**

There are costs that the State University incurs that are beyond the direct control of our campuses and System.

Such costs include the continued and growing burden on our operating budgets – currently at \$131.4 million – of collectively bargained salary agreements negotiated directly by the State. These costs limit the amount of rational tuition revenue that can be reinvested in student success by our State-operated institutions. While we have seen great results under the rational tuition plan, I know we could have reached greater success and aided more students if these centrally negotiated costs had been covered.

In addition, our Community Colleges are paying continually increasing salary and fringe benefit costs. Facing flat base aid funding, struggling local sponsors, and normalizing enrollments, these institutions will have to look elsewhere for support. For example, all but three of our institutions will see a reduction in direct State tax support if the Executive Budget is enacted as is. That is why we are advocating for a rational funding plan for Community Colleges, starting with an increase in base aid funding of \$250 per student in the 2015/16 Enacted Budget to enable them to continue to support the State's workforce.

As I mentioned, the Executive Budget provides new bonded capital funding for our State-operated institutions and a long-term plan for continued investment in our buildings and infrastructure, which represent more than 40 percent of all State-owned assets. However, because nearly half of the buildings on SUNY campuses were built 40 to 50 years ago, the level of funding recommended in the Executive Budget is not sufficient to address SUNY's critical maintenance needs.

Therefore, I am asking you, as our legislative champions, to boldly triple this planned \$200 million to \$600 million each year over the next five years. This level of investment will ensure that we can continue to keep our students, faculty, and staff warm, safe and dry. To demonstrate the need for this increased and sustained funding, I have included an illustrated example of how critical maintenance funding helped avoid a major structural issue at SUNY Brockport (*see Attachment A*).

To complement this capital plan, I am asking today that the Legislature and Governor explore creating a program to assist those Community Colleges within our System that have been unable to secure funding for essential capital projects because their sponsors do not have the financial capacity to provide the local match. To ensure that our Community Colleges remain ready to prepare New York's workforce of the future, we must ensure that no campus is left behind due to a local sponsor's inability to pay.

As an additional investment in our student's safety, I would ask the legislature to consider supporting our requested adjustments to the pension benefits offered to SUNY police officers. Under the current arrangement we simply cannot compete with the benefits offered by similar entities, and our students and campus communities would be better served by fewer turnovers at our University police departments. Since 2008, 64 officers have left their SUNY posts for other departments, which has resulted in recruitment and training costs of \$5.4 million.

Finally, I would be remiss if I did not mention the continued struggle of our three teaching hospitals. The Executive Budget included a reduction in the direct support provided to these institutions of \$18.5 million, returning it to 2013/14 levels. While we recognize that there are opportunities for hospitals to access additional funding elsewhere in the budget, the current status of the health care industry - coupled with the unique challenges faced by all three hospitals - necessitates a transition plan. Our hospitals have not received bonded capital support since 2008/09. This has left two out of the three

institutions facing mounting critical maintenance concerns, while also looking for ways to strategically invest in their operations.

While attention has been understandably been focused on a single institution, and we appreciate the aid that the Legislature and the Governor have provided in that arena, this cycle is doomed to repeat itself if our teaching hospitals do not have funding to address basic needs while their missions continue to evolve. Healthcare in New York is changing, and SUNY looks forward to working with our partners in these communities, the Legislature, the Executive, and the Department of Health to come to sustainable approach to the operating and capital needs of these hospitals.

### **Step Two: New Investment in SUNY**

As important as our base costs and needs are, today I would like to focus on the critical need for increased and new investment in the State University System. While New York has made great strides in rebuilding its support, I cannot stress enough the need for greater investment.

In my State of the University Address, I made the case – so eloquently stated by *New York Times* columnist David Leonhardt – that “education, educating more people, and educating them better, is simply the best bet any society can make.” Building off that premise, SUNY made a commitment. We made a promise to our State that by 2020, SUNY would produce 150,000 graduates each year. Currently, we graduate 93,000 students a year. Our goal is to increase that number by 60,000 graduates. That means 150,000 New Yorkers every year who would be better equipped to have a career that pays well, in a field they want to work in. One-hundred-fifty thousand New Yorkers with a better quality of life.

And to get to that 150,000, I am advocating for a number of initiatives that we know will be a game-changer for education in New York State. But without your investment, few if any of those initiatives can come to fruition and be brought to scale across the state.

To set the stage, I would like to share with you one sobering example of why we need to work together to do better for our students:

For every 100 ninth graders in New York, on average only 73 will graduate from high school. Of those 73, 51 will go directly to college, but only 37 will return for their sophomore year. And then of those 37, only 23 will complete their degree on time or close to on-time. Twenty-three out of 100.

And 23 is only the average. In our upstate urban centers, the statistics show a darker picture: only 16 of every 100 ninth graders will complete college close to on-time. Of those students who fall off, some of them will have college experience—but most of them will not finish. They will drop out for a variety of reasons: lack of preparedness, lack of guidance, lack of support.

In New York, the unemployment rate is two times higher for those without a college degree and we simply cannot allow anyone to be left behind.

We need your support to enable the State University to deliver on its mission: ensuring that every New Yorker has access to the highest quality education, access to the widest possible range of postsecondary programs, empowering our graduates to build better lives, stronger communities, and a vibrant State economy.

#### Performance Improvement Plans / Investment Fund

The Executive Budget includes a new appropriation of \$18 million in support of our State-operated campuses, to be allocated by our Board of Trustees following submission and approval of Performance Improvement Plans. I applaud this initial approach to performance-based funding in New York State and am happy to report that SUNY is ready to meet this challenge. In fact, the SUNY Board of Trustees adopted a resolution at the last Board meeting in support of a Performance Improvement Plan.

Over the last two years we have been busy engaging with students, campus leaders, faculty, and other stakeholders in the creation of our own performance metrics. We call this SUNY Excels, and it will ensure that we invest State dollars in taking programs that we know work to scale across the entire System.

However, the \$18 million in the Executive Budget is not sufficient to drive real change at all of our campuses. Therefore, I am asking you today to raise this support to \$50 million for 2015/16, a \$32 million increase, and put into place a five-year plan to maintain this performance funding. This would allow us to expand the opportunity provided by this approach to our Community Colleges, and through a multi-year investment this Legislature would support evidence based programs such as:

- “Finish in Four” completion guarantee programs,
- Expansion of online programs through Open SUNY,
- Quantway / Statway remedial pathways which have shown more than twice the student success rate in half the time,
- Improved coordination and advisement in high school and college,
- Increased opportunities for applied learning,
- Expansion of the Educational Opportunity Program where we have 30,000 applicants annually for only 2,500 available seats, and
- Many more strategies that we know work on selected campuses, but rapidly need to operate on all campuses.

However, I would caution that any future performance-based funding be made through new investment, rather than re-distributing our base funding. Performance-based investment for SUNY means that through SUNY Excels, we can be held accountable for improving completion rates among our students.

Our presidents will speak to specific evidence-based programs they would like to implement through this funding, but I am excited about the opportunities these performance improvement plans present, and I look forward to partnering with you to make it a part of the fabric of New York’s higher education funding system.

### Master Researchers Program

Another opportunity for scaling success is the Executive Budget's reference to the Master Researchers Program, which is included in the Performance Improvement Plans for our State-operated campuses. I am proud to say that this developed from our own "Master Innovators" budget request, and I am excited for the opportunities that real investment in this program offers.

A funded Master Researchers Program would enable SUNY to successfully recruit and retain high-profile professors who generate the greatest research, development, and commercialization opportunities. This is essential for SUNY, as we know firsthand how impactful investing in our research faculty can be.

For example, of the entire SUNY faculty base, there are approximately 100 research-intensive professors who together drive more than \$500 million in sponsored research for SUNY each year. Our success, both internally and for the State in terms of research, relies on this very small number of "rainmakers."

With proper funding, SUNY can build on the approaches of the past such as the Empire State Development's Division of Science, Technology, and Innovation (NYSTAR), to recruit and retain high-impact faculty to enrich our academic programs and catalyze our economic development efforts across the State.

To do this we again ask the Legislature to think in the long-term, and support an incremental plan to invest in this area. Starting with \$10 million in the current year and growing to \$50 million by year five, it is estimated that SUNY can enhance our upstate economic development by doubling our sponsored research expenditures to \$2 billion over the next decade and bring tens of thousands of jobs to the State.

To supplement the innovative work of these researchers and to capitalize on the ingenuity of the people of New York, I would also ask that the legislature consider additional support for the SUNY-associated Small Business Development Centers. New York's SBDC's are among the lowest funded in the nation, and additional State tax dollars can amplify the already outstanding results of this program. For examples of this great work, I refer you to the Economic Development report that we submitted in line with the requirements of the 2014/15 Enacted Budget.

### Rational Tuition Extension

Before concluding, I would like to remind you that we are in the fourth year of implementation of the rational tuition plan. I believe it is never too early to start looking ahead to when the plan sunsets in 2016.

In 2011, NYSUNY 2020 was introduced and passed after a tumultuous budget season. I would like to once again personally thank you for your support in this area. Through this statute alone, the Legislature and Governor positively changed the way SUNY was funded and saved students and their families from the rollercoaster of tuition changes that had been the norm for far too long. It also reduced budgetary uncertainty allowing for planned strategic investment by our campuses.

As you know, this plan provided for much-needed predictable revenues enabled by fair and responsible increases in tuition and a maintenance-of-effort promise from the State. The presidents in attendance here today will share examples of how these revenues were directly reinvested in the educational experience of our students at State-operated campuses.

With this money, we have employed 520 more instructional staff, including 270 net new full-time faculty and created over 100 new degree programs in high-need areas. In order to keep the momentum going, we are asking you to live up to the promise of NYSUNY 2020 and extend the provisions of this legislation through its indicated goal: 2020.

Since December, I have been travelling across the State to speak to students about their thoughts on the continuation of rational tuition increases. At these "SUNY Speak Outs," students talk about the need for better high school and academic advising. They ask for investment in online courses, as well as expanded course availability to enhance on-time completion. All these students – the future workers and leaders within New York and the world – wanted was a guarantee that their own willingness to invest in their education would be met with an investment by their State.

In short, they appear willing to do their part if the State creates new investment in SUNY. This sounds like a fair deal.

Now I will turn it over to Presidents Stenger, Christian, and Kress to share their perspectives on the Executive Budget and the need for increased investment in the SUNY System.

### **Conclusion**

I thank you for your time, and I hope that our response to the Executive Budget, our vision for the eventual Enacted Budget, and the comments made here today by our esteemed presidents help you in your coming conversations.

It is a privilege to come before you on behalf of The State University of New York, and I look forward to working with you all during the upcoming legislative session.





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**State University of New York (SUNY)**  
**2015/16 Executive Budget: Article VII Legislation and New Initiatives**

<u>Legislation</u>	<u>Impact</u>	<u>Support/Oppose/No Position</u>
<b>Education Labor/Family Assistance (ELFA) Article VII</b>		
<b>Part B - Streamline new education program approval to meet State workforce needs</b>	New curriculum or program of study offered by a community college or a four-year college that does not require Board of Regents approval of a master plan amendment and that is approved by the State University Board of Trustees will be deemed registered with the State Education Department.	Support.
<b>Part C - Get on Your Feet Loan Forgiveness Program</b>	New York State would pay the first two years of monthly student loan obligations under the PAYE program. To be eligible students must be New York State residents who attended college in New York, continue to live in New York State following graduation, participate in the Federal "Pay As You Earn" (PAYE) income-based loan repayment program, and earn less than \$50,000 in annual income.	Support.
<b>Part D - New York State Dream Act</b>	TAP eligibility for students without lawful immigration status. The bill also makes conforming changes to the laws governing resident tuition policy.	Support. The SUNY Board of Trustees passed a resolution in support of a DREAM Act for New York State in January 2012.
<b>Part F - Standardize College Financial Aid Award Letters</b>	Requires standard financial aid award letter by December 31, 2015 for colleges and vocational institutions to use in responding to financial aid applicants for the 2016-2017 academic year and thereafter.	Support. SUNY already uses a standard financial aid award letter through our "Smart Track" initiative and hopes that it can serve as an example for statewide implementation.
<b>Part H: Uniform Prevention and Response Policies and Procedures Relating to Sexual Violence in all Colleges and Universities</b>	Requires all colleges and universities in the State of New York to implement uniform prevention and response policies and procedures relating to sexual violence including sexual assault, domestic violence, dating violence, and stalking.	Support. SUNY was proud to partner with the Governor to lead efforts to create policies informed by an inclusive process and nationally recognized best practices.
<b>Part Q - Make Experiential Learning a Graduation Requirement at SUNY and CUNY</b>	Requires the Boards of Trustees of the State University of New York to each pass a resolution making experiential learning or applied learning activities a mandatory requirement for graduation.	Support. Chancellor Zimpher called for applied learning opportunities for every student in 2013. With years of expertise in delivering these experiences to our students, our Board of Trustees looks forward to partnering with faculty, students, and staff to make the Governor's proposal a reality.
<b>Transportation Economic Development/Environmental Conservation (TED) Article VII</b>		
<b>Part B - Make the Infrastructure Investment Act permanent, expand the definition of authorized state entity, and increase threshold amounts for projects utilizing design-build contracts</b>	Includes SUNY in the definition of authorized State entity using design build contract.	Support.

Education Reform Bill		
<b>Sub-Part B - New York state masters-in-education teacher incentive scholarship program</b>	Authorizes HESC to make up to 500 awards to recipients annually to cover costs of tuition not more than 2 academic years of full-time graduate study leading to certification as an elementary or secondary school classroom teacher. The institution shall defer the amount of tuition equal to the award. No award shall be final until the recipient's successful completion of a term has been certified by the institution.	Support. SUNY educates over 5,000 teachers a year in its 17 teacher preparation programs. We support efforts to strengthen the pipeline of highly-qualified educators who will prepare our future students.
<b>Sub-Part F – Charter School</b>	Raises the total number of charter issued statewide from 400 to 500. Additional charters issued on or after February 1, 2015 and counted toward the numerical limits ... shall be issued by the board of regents upon application directly to the board of regents or on the recommendation of the board of trustees of the state university of New York pursuant to a competitive process.	No position.
Other Initiatives		
<b>Performance Improvement Plan</b>	10% of State operating funding for the State's two public higher education systems (SUNY and CUNY) will be held back until colleges and universities develop a Performance Improvement Plan (PIP) that will include goals to improve access, completion rates, academic and post-graduation success, research potential, and community engagement. The plan must be approved by the systems' Boards of Trustees and submitted to the Executive by December 1, 2015, after which campuses will receive the 10% withheld from their base State funding. The plans will serve as the basis for Performance-Based Funding (PBF) in future years.	Support. SUNY requests that funding be increased to \$50 million each year for five years and made available to both State-operated campuses and Community Colleges.
<b>New Critical Maintenance Funding and Long Term Plan</b>	Would provide for \$200 million in new bonded capital support for the State-operated and Statutory campuses, as well as provide for a five-year plan for future investment.	Support. SUNY requests the proposed funding to be tripled to \$600 million in each of the five years.
<b>Support for Community College Capital Projects with Local Sponsor Match</b>	Supports nearly 60 projects that currently have, or have had, local sponsor support.	Support. This enables our Community Colleges to utilize local sponsor contributions to ensure that facilities are up-to-date, safe, and ready to meet the ever-changing pedagogy of postsecondary education.
<b>College of Emergency Preparedness, Homeland Security and Cybersecurity</b>	Funded in last year's budget, the college will be located at University at Albany, with a satellite campus in Oriskany.	Support.
<b>Community Schools Grants Awards for Community Colleges</b>	\$2.5 million included in the Budget to for five community colleges to participate in a community schools initiative (SUNY, \$1.5 Million for 3 community schools). This program will bring healthcare to campus, assist students with transportation, provide	Support.

	additional resources for child/elder care, and augment existing academic and career development supports.	
<b>Expanded Master Teacher Program</b>	Would provide additional funding of \$5 million to support an expansion of the Master Teacher Program with a focus on bilingual/ESL and dual-certified special education.	Support. SUNY is committed to continuing to support ongoing professional development for outstanding teachers in high-demand fields.
<b>Reductions to University-wide and Categorical Programs</b>	Approximately \$5.3 million in support for programs such as Educational Opportunity Program (EOP), Advanced Technology Training and Information Networking (ATTAIN), Child Care, and the Graduation Achievement Program (GAP) added by the Legislature in the 2014/15 Enacted budget would be eliminated	Oppose.
<b>Elimination of Salary Support</b>	Would eliminate approximately \$7.6 million in funding provided by the Legislature in the 2014/15 Enacted Budget in recognition of State-operated campus salary costs.	Oppose.
<b>Reduction of Direct State Support for Teaching Hospitals</b>	Would eliminate approximately \$18.5 million from the \$87.8 million provided in the 2014/15 Enacted Budget.	Oppose.



Testimony before New York State Joint Senate and Assembly  
Standing Committees on Higher Education  
Albany, NY  
February 10, 2015  
Harvey G. Stenger  
President, State University of New York at Binghamton

On behalf of the State University of New York at Binghamton (Binghamton University) we would like to thank the Senate and Assembly for holding these important public hearings. I especially want to thank the Chair of the Senate Higher Education Committee, Senator Ken LaValle and the Honorable Deborah Glick, Chairperson of the Assembly Committee on Higher Education, as well as members of the Senate and Assembly, especially our local Assemblywoman Donna Lupardo, who has been a strong supporter of Binghamton University.

Binghamton University is pleased to have this opportunity to meet with our leaders in Albany to recognize the importance of their continued support for our campus and for all of SUNY. Speaking from my perspective as President of Binghamton University I can say, unequivocally, that this support has strengthened our campus, provided access for deserving students, and had a significant impact on the economic and social vitality of the Southern Tier. At the same time, I also would like to indicate some of the challenges my campus faces as we work to meet the educational needs of the state's citizens while pursuing important external activities vital to the State's economic resurgence.

First, let me describe the benefits that have accrued to Binghamton University and to the Southern Tier as a result of the continued funding from the Rational Tuition Plan. As Chancellor Zimpher has discussed, implementation of NYSUNY 2020 has significantly reduced the uncertainties—for both students and campuses—that used to attend the annual discussions regarding tuition and campus revenues. Because of the leadership provided by our Senate and Assembly members, as well as Governor Cuomo, Binghamton University has had a strong and

predictable source of revenues; at the same time, students and parents have been much better prepared to understand, plan for, and meet the incremental tuition increases that are part of the NYSUNY 2020 plan.

One of the fundamental parts of NYSUNY 2020 for Binghamton was its provision that our campus would be able to expand our enrollment by 2000 students. Having nearly met this objective this past fall after three years of growth, I can say that it is having a real impact, not only on the vibrancy of the campus, but also in the vitality of the community that surrounds us. According to conservative economic impact models, we estimate that each student has an annual impact of over \$50,000 in the community. By this measure alone, NYSUNY 2020 has had a powerful stimulating effect on the region; given the Southern Tier's still-lagging economy, I believe it is imperative that this support continues.

The resources that have come to Binghamton as a result of the Rational Tuition Plan have enabled us to significantly strengthen our academic and research programs. By next year, Binghamton will have added 150 net new faculty since the start of NYSUNY 2020. These faculty are both experienced scholars and outstanding young researchers. For example, among the 46 faculty we hired this fall, 39 have received PhDs from universities listed among the nation's top-50 research universities. Importantly, these new hires have allowed us to reduce our student:faculty ratio—even as we have increased our total enrollment. Among our new hires have been a number of senior faculty who have joined Binghamton University after leaving prestigious institutions including Columbia, Carnegie Mellon, and Purdue. Chancellor Zimpher has rightly emphasized the importance of highly skilled, highly effective researchers and the value that they bring to SUNY and New York state. The Master Researchers Program in the Executive Budget is a very important item that has the potential to significantly increase SUNY's

research productivity while adding millions of dollars in impact to the state's economy. At Binghamton we have already seen the effect that a well-established senior researcher can have on a campus. We are in the process of hiring away from the University of California-Los Angeles one of the nations most renowned researchers in the field of neuroscience. This new faculty member will bring to Binghamton millions of dollars in federal grants and graduate student support. The Master Researchers program would enable us to expand our recruiting efforts to attract similar faculty in other fields resulting not only in increases in outside resources and enhanced economic impact, but also strengthening our reputation and visibility among top research institutions.

Chancellor Zimpher has urged that the Legislature consider extending the funding promises of NY-SUNY 2020 through the end of the decade. At Binghamton, such funding would provide resources that would enable us to improve learning spaces and develop teaching laboratories that would strengthen our pedagogy and produce better learning outcomes. Binghamton University students feel strongly that these improvements are entirely worth the relatively small increases in tuition that fund them. It is crucial that the Maintenance of Effort (MOE) provision of NYSUNY 2020 be continued if we are to sustain our academic momentum. Because MOE ensures that tuition costs are directly invested in students' education while at the same time providing for regular and appropriate tuition increases, MOE has helped Binghamton plan more effectively for the future by enabling us to estimate more accurately the costs involved in establishing new academic programs and strengthening existing ones.

The Governor has proposed \$50 million in support for a new School of Pharmaceutical Sciences and Pharmacy at Binghamton, in addition to \$10 million allocated last year. I strongly urge you to support this measure. First, the school will meet a significant unmet need for

residents and students of New York state, with the only existing public pharmacy school in the state receiving nine applications for every seat it offers. Second, the new School of Pharmacy will enable the campus to work closely with industrial partners in a fast-growing area of research and technology development, while complementing the already strong programs we have in health-related fields. Third, and most important, the School will contribute directly to the economic revitalization of a significantly depressed area. We estimate that when the School opens it will have an annual regional economic impact in excess of \$100 million. By placing the new campus in Johnson City we are developing a new locus of economic activity including retail, housing, and industry.

Binghamton's growth and development in faculty, students, and academic programs is a welcome turn for the campus. However, I am concerned that the progress we are making may be partially offset if the state is unable to fund already-negotiated salary increases for our faculty and staff. Without a commitment of funds from the state, Binghamton University will be forced to significantly reduce our faculty and staff hiring plans; this will have a detrimental impact not only on the educational and research programs of the University, but also will limit the impact that bringing in new faculty and staff has on the regional economy. Up to this point, the failure to fund these negotiated salary increases has caused the University to redirect approximately \$7 million per year that otherwise would have paid for an additional 70 to 80 faculty and staff who would have strengthened our academic and co-curricular programming.

I am pleased that the Executive Budget has established a long-term Critical Maintenance budget, funded at \$200 million annually. Nonetheless, I am concerned that this level may prove insufficient to meet the on-going maintenance needs of our campus. At Binghamton we are especially in need of repairs to our infrastructure—electrical and heating systems, fire alarm,



etc.—as well as periodic renovations to classroom and research space necessary to meet the educational needs of students as well as state-of-the art research facilities required by our faculty. I strongly urge you to consider Chancellor Zimpher's request that the SUNY Critical Maintenance fund be significantly increased.

Binghamton University is honored to play a key role in the education of the states' citizens. Our scholars and researchers excel in the process of discovery that drives new technologies and fosters new understandings of the world we live in. And we are proud that our campus is continually adding to the economic vitality of our region and state. Each year, Binghamton produces more than 1.2 billion dollars in economic impact—approximately eight times the states' investment in our campus. This is an extraordinary return on investment.

But we can and want to do more. So I thank you for your consideration of Chancellor Zimpher's request for enhanced funding for SUNY. I believe that the initiatives she champions will have a powerful impact on Binghamton University and its surrounding communities. More students will receive an even better education, more industry will partner with us in research in fields such as healthcare and high technology, and more residents of the Southern Tier will benefit from the economic engine that is Binghamton University.

Thank you for your time.



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**2015/16 Executive Budget Testimony**

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**President Donald P. Christian, SUNY New Paltz**

Thank you for this opportunity to provide campus perspective and examples that support Chancellor Zimpher's forward-looking budget request. I am pleased and honored that two of our distinguished New Paltz alumni, Assemblymember Kevin Cahill and Senator Ken LaValle, have risen to such prominent positions of public service and play a pivotal role in shaping the state's higher education agenda.

I echo President Stenger's strong endorsement of an extension of the rational tuition policy and maintenance of effort.

Since 2011, SUNY's comprehensive colleges have reinvested more than 40 percent of rational tuition dollars in promoting access. We will maintain our commitment to affordability, particularly for the State's highest-need students. Here's why this matters: a young American whose family income is \$90,000 or more has a one in two chance of earning a college degree. But an American from a family with income of \$30,000 or less has only a one in 17 chance of earning a college degree. The average family income for the 500 Educational Opportunity Program students at New Paltz is about \$23,000. These students face especially harsh financial challenges, but we need to recognize that very few New Paltz students have no financial need.

SUNY students in 2015 are lucky never to have experienced the unpredictable spikes in tuition that occurred commonly before 2011. In those years, what should have been several consecutive years of incremental, predictable tuition increases were bundled into one legislative act.

They also have the benefit of seeing how their tuition has led to major changes at New Paltz, a highly ranked, top-quality public institution, named by Kiplingers as one of 100 Best Values in Public Colleges and ranked highly by others for our excellent return on investment.

With rational tuition, New Paltz increased student financial aid annually to this year's total of about \$2.2 million. This investment helps keep student loan debt of New Paltz graduates below the national average, and makes an education possible for some students who otherwise could not afford it.

Faculty are at the heart of the academic experience. From 2011 to 2014, we added a net 42 new faculty at New Paltz, along with new support staff in key areas like services for transfer and veteran students. This 13 percent increase in new faculty targeted areas of greatest student demand, helping us increase course offerings, keep class sizes from burgeoning, and support student progress and timely graduation.

We have added faculty in growth fields such as our new mechanical engineering program and our burgeoning 3D printing initiative. We launched our mechanical engineering program in response to longstanding concerns among Hudson Valley manufacturers about a shortage of mechanical engineers – underscoring our commitment to link our academic programs to regional needs.

We do not have space and facilities for the expected growth in our mechanical engineering program, but we are planning a new engineering hub, thanks to capital support from the NYSUNY2020 Challenge Grant program. That space will also house our 3D printing program that supports Hudson Valley business and entrepreneurs with prototyping, design, testing, and fabrication. Collaboration with industry provides our engineering, art, and business students remarkable opportunities to apply what they have learned in the classroom to real-world problems and opportunities – precisely the kind of applied learning that SUNY seeks for all students.

This year, we have about 500 more students in STEM majors at New Paltz than in 2009 – a remarkable growth of more than 70 percent in 5 years. Rational tuition has let us add faculty and equipment to support this growth, but we do not have space for these students and programs. Our classrooms and laboratories are strained, and many are outdated. I would be in deep despair about providing our students with high-quality learning experiences if I could not look out my office window to see steel rising for our new, \$48 million science building.

I am also watching the \$36 million transformation of a 1960s-era building into a modern, high-performance building that will bring many student services under one roof – ending what our students have called “the New Paltz shuffle.” This building will also include engineering labs and new space for two growing academic departments.

These were two top priorities in our 2008-2013 capital plan. The enrollment growth and student support these buildings provide underscore the critical importance of continuing investment in SUNY facilities. A multi-year capital plan for both new construction and critical maintenance ensured a framework for thoughtful, strategic planning aligned with key areas of growth and opportunity.

Of course, capital investment is not the only thing we need. I speak with students about what we have done for them with new tuition revenue, to explain why I advocate for an extension of rational tuition to 2020. But I also share my worry that **their** increasing tuition has not been matched by increased investment from the State. If the Legislature grows the performance funding available through the Executive Budget – and commits to that investment for five years – SUNY can expand its positive impact on New York State and its continued economic resurgence.

Here are examples of how we would invest increased tuition and taxpayer support: Even though we have added faculty in STEM fields, we need more faculty and support staff to sustain high-quality offerings in rapidly growing areas like biochemistry and engineering, as well as other key fields like digital media, communication disorders, special education, and disaster mental health.

A great education that prepares students to thrive in and contribute to a 21<sup>st</sup>-century society and economy includes more than great classes with great professors. It requires out-of-classroom experiences like internships, study abroad, research projects, and service learning that let students apply classroom lessons to the real world. All of these require faculty and staff time, attention, and energy, state-of-the-art facilities, and operating funds. We have invested in growing such programs, but bringing them to scale requires deeper investment than we can make with current resources.

New Paltz recently earned a prestigious national award from the Institute for International Education that recognized our success at expanding study abroad opportunities for our EOP students. Study abroad prepares students to navigate a complex, diverse, global world, and colleges across the U.S. struggle to include economically disadvantaged and historically underrepresented students in study abroad. Our success is the result of tremendous collaboration between our EOP program and our Center for International Programs. We are proud of this success, but it does not involve as many of our EOP students as we would like. New resources would let us bring a successful program like this to scale. This point also underscores the critical importance of continued and expanded funding for university-wide programs such as EOP.

Finally, I will highlight a program developed by our education faculty and graduate students in literacy to increase reading skills of disadvantaged youth in Newburgh. Our assessments show dramatic increases in reading capability, along with awakened academic interests. One mother told us of her surprise that suddenly all

her young son wants to talk about is human rights -- the subject of one of his reading assignments. At the same time, the 15 graduate students engaged in this program gain important training beyond the classroom. Our partner in this endeavor, a Newburgh philanthropist and entrepreneur, told me recently that to really make a difference in Newburgh, we should have 200 university students working with these youth, not 15. Additional state funding would let us expand such a program to make a momentous impact on the state's educational pipeline and the academic future of New York's urban youth.

Thank you for this opportunity to share these thoughts with you.

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**Testimony before New York State Joint Senate and Assembly**

**Standing Committees on Higher Education**

**Albany, NY**

**February 10, 2015**

**President Anne M. Kress, Monroe Community College**

I'm Anne Kress, President of Monroe Community College (MCC), and I'm honored to come before you today as the representative of SUNY's 30 community colleges. Together, we thank you for your past – and continued - support.

Historically, your investment in our colleges has provided an essential and welcomed door of access to opportunity for our State's residents seeking higher education. Today, we account for 52% of overall enrollment at the SUNY System.

Our students come to us with diverse goals: some arrive seeking an affordable, high-quality path to transfer to one of New York's outstanding universities.

And, an increasing number of our students come to pursue career pathways. These students are often nontraditional: as dislocated workers, they are looking for new careers; as returning veterans, they deserve a chance for opportunity at home; as residents of challenged neighborhoods, they want to build brighter futures.

In these programs, SUNY's community colleges link what students learn to what they can earn post graduation. As an example, MCC returns over \$8 for each \$1 of student tuition, and 8% on each tax dollar. The credits earned at MCC add over \$600M annually to our region. SUNY's community colleges work for state and our students.

I know the faces and stories of the students we serve: Adrian who went from Rochester city schools to the Marines to MCC to Yale; Teresa who came to MCC to become a nurse and has inspire real change in her Rochester neighborhood; Tim who went from MCC to Cornell to lead a Fortune 20 company. Any of my 29 colleagues could share similar stories.

But, today, we are increasingly challenged as we seek to fulfill our missions and serve these students and our communities.

As our enrollments settle back to pre-recession levels, the economic hardships facing our students and our counties do not seem to have subsided. And community colleges are feeling this hardship, too.

Therefore, I join the Chancellor today in advocating for the Legislature to provide a long-term and rational funding plan for the community colleges, one provides our students with the access to high-quality, affordable higher education and career pathways that they deserve and that our State needs. This rational funding plan would support continued improvement at the Community Colleges, fulfilling the promise we hold out for all of New York. Your investment would help us

- o Guarantee that qualified students can "finish in two"
- o Support underprepared students with accelerated success-based programs like quantway/statway and competency-based education
- o Expand innovative and cutting edge programs linked to industry and business workforce needs
- o Assure that under-represented and low-income students receive the additional supports they need to succeed

Finally, I thank the Governor for the inclusion of the community college capital projects in his Executive Budget and ask that these projects be included in the Enacted Budget for 2015/16. I also add my voice to

the call for New York to find an avenue to provide funding for facilities at those colleges whose sponsors are unable to provide a local match for these capital projects.

Thank you so much for this opportunity to speak on behalf of my colleagues, our colleges, and our students.