

FACULTY SENATE MINUTES #117

John Jay College of Criminal Justice

February 3, 1995

10:00 AM

Room 630 T

Present (30): Yahya Affinnih, Luis Barrios, Michael Blitz, Ira Bloomgarden, Orlanda Brugnola, Edward Davenport, Jane Davenport, Robert DeLucia, Janice Dunham, Pat Gary, Arlene Geiger, P. J. Gibson, Elisabeth Gitter, Lou Guinta, Elizabeth Hegeman, Zelma Henriques, Laurence Holder, Karen Kaplowitz, Richard Koehler, Tom Litwack, Barry Luby, James Malone, Jill Norgren, Daniel Pinello, Edward Shaughnessy, Carmen Solis, Davidson Umeh, Maurice Vodounon, Agnes Wieschenberg, Bessie Wright

Absent (8): Arvind Agarwal, James Cohen, Peter DeForest, Leona Lee, Gavin Lewis, Peter Manuel, Henry Morse, Charles Reid

Guests: led Benton (Chair, Budget Planning Committee & Public Management Department), Harold Sullivan (Chair, Council of Chairs & Government Department)

1. Announcements from the chair
2. Approval of Minutes #116 of December 9, 1994
3. Election of a Co-Recording Secretary
4. Report on CUNY's budget
5. Proposal to request the Department of Foreign Languages and Literature to consider offering American Sign Language
6. Discussion of the February 9 College Council agenda
7. Discussion about Phase II & North Hall & T Building
8. Invited Guest: Vice Chancellor Emma E. Macari
9. Update on Base Level Equity
10. Discussion about the Judicial Committee proceedings
11. Invited guest: Provost Basil Wilson

1. Announcements from the chair

The death of Professor Emeritus of Psychology Bernard Locke, a distinguished colleague who had been a founding faculty member of the College and our first dean of students, was reported.

President Lynch has written to convey his endorsement of the **Senate's** December 9 recommendation that a satellite program be

created for in-service personnel in light of 80th Street's decision to end the tuition waiver program. The satellite program was to have begun in February but in the meantime President Lynch has succeeded in having John Jay's tuition waiver program for in-service students extended for one more semester. Therefore, the recommendation of the Senate's Executive Committee and of Dean Curran and Professor Lindner is that the satellite program be postponed until the fall 1995 semester. The Senate supported this recommendation.

John Jay's conference on Criminal Justice Education, which was proposed by the Senate last May, and which is being co-sponsored by the council of Chairs and the Master's and Doctoral Programs, will take place on Friday, October 20. Professor Eli Silverman (Law, Police Science & CJ Adm) is the conference coordinator. The keynote speaker is Dr. Francis T. Cullen, the immediate past president of the Academy of Criminal Justice Sciences (ACJS), who is Distinguished Research Professor in the Department of Criminal Justice at the University of Cincinnati and the author of over 90 works in the areas of crime and deviance theory, corrections, and white collar crime. Distinguished Professor Freda Adler of Rutgers University, who is the current president of the American Society of Criminology (ASC), will be the featured luncheon speaker. Distinguished Professor Jerome Skolnick, immediate past president of ASC, who will be at John Jay that semester as a visiting distinguished professor, will speak. Professor Emeritus Donal MacNamara will be honored as a pioneer in criminal justice education. The alumni association has contributed generously to the funding of the conference, which will be free to CUNY people. President Lynch and Provost Wilson have given their endorsement and support. The deadline for paper proposals is April 15. (The conference steering committee members are Eli Silverman, conference coordinator, and Dorothy Bracey, Zelma Henriques, Karen Kaplowitz, John Kleinig, James Levine, Robert Loudon, Marilyn Lutzker, Barbara Price, Edward Shaughnessy, and Harold Sullivan.)

On February 22, the NYS Appellate Court will hear oral arguments on the CUNY/SUNY lawsuit. This is the lawsuit brought by CUNY faculty and students arguing that CUNY is underfunded in comparison to SUNY and that the reason is racial discrimination and is thus a violation of the equal protection clause of the State Constitution. The lawsuit steering committee, on which Professor Kaplowitz serves, has organized a rally outside the court at Madison Avenue Park and 25 Street at 12 Noon. City Councilman Linares and Borough President Messinger are scheduled to speak.

The University Faculty Senate's Executive Committee has filed an amicus curiae brief in the case of Jeffries v. Harleston, which is CUNY's appeal of the case involving Professor Leonard Jeffries of CCNY. The case has been returned to the NYS Appeals Court by the United States Supreme Court, to be reviewed on the basis of a 1994 Supreme Court decision, Waters v. Churchill. The UFS brief is on behalf of neither CUNY nor of Professor Jeffries: it speaks solely to what it believes to be the lack of applicability of the Waters v. Churchill decision, a decision which the UFS Executive Committee considers to be a serious threat to academic freedom. Senator Pinello explained that as a member of the UFS Legal Affairs Committee, which wrote the amicus brief, the Waters case is simply not applicable to matters of faculty employment and thus is not applicable to the Jeffries case. Senator Pinello added that the UFS is also very disturbed by the fact that the State Attorney General's Office, as legal counsel for CUNY, chose the Waters case as the basis for its appeal and that the Chancellory did not consult with the UFS (nor with the Board of Trustees, of which Professor Sandi Cooper is a member) before proceeding. He said the UFS did not at all address

the merits of the Jeffries case in its amicus brief but only the issue of the applicability of the Waters case to the Jeffries case. President Kaplowite explained that Waters v. Churchill involves a nurse employed by a public hospital who, during her dinner break in the hospital cafeteria, spoke critically about management to another hospital employee because of what she considered to be poor patient care. A third employee overheard the conversation and reported it and on the basis of the privately spoken criticism of management the nurse was fired. The nurse filed a lawsuit arguing that her free speech rights had been violated. The Supreme Court upheld the firing by addressing the difference between the government as sovereign and the government as employer and ruled that the government as employer has a greater latitude in limiting speech otherwise protected by the First Amendment and that the government, as employer, could restrict critical or "disruptive" speech by an employee and could fire an employee who in such a manner threatened the functioning of the state agency. The amicus brief asserts that academic freedom would be jeopardized if the Waters v. Churchill decision were to be found by the Court to be applicable to Jeffries v. Harleston.

A lawsuit, Camilo et al v. Giuliani, brought by CUNY community college students against Mayor Giuliani for inadequately funding CUNY's community colleges was successful, although the media did not report it that way. The lawsuit argued that the Mayor's proposed budget for the community colleges violated the maintenance of effort legislation which requires that the City contribute at least as large a percentage of the community college budget as it did the previous year. The judge held a hearing to determine the correct method of calculating what the City's contribution should be, which was the central issue: the ruling was that CUNY's method of determining the level of allocation was correct and that the City's method of calculation was incorrect. But because in the interim the City increased its allocation, the lawsuit was declared moot because the maintenance of effort had been achieved. But the judge ordered that if the City violates that maintenance of effort, calculated according to 80th Street's method, the suit would be reopened.

The two delegates to the UFS whose seats become vacant in May have been reelected in uncontested elections: Karen Kaplowitz and Orlanda Brugnola. Two alternate delegate seats need to be filled. Senator Malone agreed to be a candidate for an alternate position.

The search for a dean of undergraduate studies has been suspended. Professor Lawrence Kobilinsky (Forensic Science) has instead been named Acting Associate Provost (a new position). Dr. Kobilinsky, a founding member of the Faculty Senate, was one of the authors of the Senate's Constitution.

Mr. Hector Ortiz has been appointed Acting Dean of **Students** (a new position), effective February 1. He has 22 years of student services experience in New Jersey institutions of higher education.

Director of Advisement Paul Wyatt now reports to Vice President for Student Development Roger Witherspoon (his immediate supervisors are Professors James Malone and Robert DeLucia). Mr. Wyatt had reported to the Provost through the Dean of Undergraduate Studies.

Honorary degree candidate Bill Cosby has been approved by the CUNY Board of Trustees. He will be our commencement speaker. The other three candidates for honorary degrees, Rita Dove, Wayne LaFave, and John Shattuck, will be voted on by the Board next month.

The Board of Trustees accepted the resignation of York College

President Josephine Davis. The York College faculty senate on October 25 decided by a vote of 22 to 5 to conduct a faculty-wide vote of no-confidence in the President. The Honest Ballot Association sent ballots to the homes of all faculty members. Of the 156 faculty, 119 returned qualified ballots (2 ballots were not marked) and of the qualified ballots, 94 were in Favor of the no confidence motion and 15 were opposed: 79% voted in favor of the no confidence motion.

2. Approval of Minutes #116 of December 9

Minutes #116 of the December 9, 1994, Senate meeting were approved.

It was reported that in light of the CUNY budget crisis, the college administration and the Senate's executive committee have agreed that the adjunct faculty would be polled as to whether each person wishes to continue to receive his or own set of Senate minutes or wishes to have one set of each of the minutes sent to each department until the budget crisis is ended.

3. Election of a Co-Recording Secretary

The Senate Constitution permits Co-Recording Secretaries. The Executive Committee nominated Senator Orlanda Brugnola. There were no other nominations. Senator Brugnola was elected unanimously.

4. Report on CUNY's budget [Attachment A]

President Kaplowitz distributed documents on Governor Pataki's proposed budget which had been released two days earlier. Governor Pataki's budget proposes a cut of \$158.1 million from CUNY's budget, which is a 25.7% decrease. It assumes a tuition increase of \$1,000 a year for in-state undergraduates (although only the CUNY Board of Trustees can raise tuition) and it calls for the total elimination of all special programs: SEEK in the CUNY senior colleges, College Discovery in the CUNY community colleges, and the equivalent higher education opportunity programs at SUNY and at the private colleges. TAP (Tuition Assistance Program) would be cut to a maximum of 90% of tuition and TAP is to be eliminated for all part-time students, for all graduate students, and for the extra year of tuition assistance (STAP) for students taking remedial courses. Even if the Board of Trustees raises tuition by \$1,000, CUNY will still have a budget cut of \$46 million. If the Governor's budget is approved as proposed and the Board raises tuition by \$1,000, John Jay's cut would be \$2.4 million of our budget of slightly more than \$30 million. If the Governor's budget is passed as proposed and the Board does not raise tuition at all, John Jay's cut would be \$8.5 million. This is after a mid-year cut that the senior colleges just took because Governor Pataki cut CUNY by \$15 million, effective immediately, as soon as he took office last month.

Furthermore, the \$10 million that had been appropriated to John Jay last year and the previous year to purchase the land next to T Building for Phase II has been rescinded in this budget. Not only was CUNY's request for \$18 million to execute a new master plan for John Jay and to design Phase II not funded but the money to purchase the land, which the owner is ready to sell, has been cut. President

Kaplowits said that Vice Chancellor Macari has said that CUNY will work for restoration of the \$10 million as one of its top priorities.

After the 30-day amendment period the Governor's final budget proposal is sent to the Legislature for action. The Governor campaigned on a promise that the budget would be passed by April 1.

President Kaplowits said that President Lynch had briefed her, Professor Harold Sullivan (Chair, Council of Chairs), and Professor Haig Bohigian (Chair, PSC chapter) the previous day. A meeting of the Budget part of the College PLB will be held later today, which she will attend. She explained that most SEEK faculty have joint appointments with both SEEK and another academic department. A few years ago, 80th Street prohibited joint appointments of SEEK faculty and a few faculty are in that category but the entire salary of all SEEK faculty, whether they have joint appointments or not, is in John Jay's base budget. But the salary of the SEEK counselors and SEEK tutors is not in our base and the plan is that John Jay will absorb their salaries if the size of the cuts makes this fiscally possible. However, the absorption of the salaries of our SEEK counselors and tutors will increase John Jay's cut by another \$493,000. Therefore, if the proposed budget is approved and John Jay absorbed the SEEK salaries and there were no tuition increase, John Jay's cut would be \$9 million and if there were a \$1,000 tuition increase, John Jay's cut would be \$3 million.

Senator Brugnola asked whether the proposed budget would result in fewer adjuncts. President Kaplowits said we still have to cover our classes and, in addition, the Governor's budget assumes an enrollment increase for the purpose of generating several additional million dollars in revenue.

Senator Guinta and Senator Malone spoke about previous CUNY budget crises, especially the crisis of 1976, and explained that no one at John Jay has ever been fired because of budgetary reasons. Both suggested that the faculty should endorse this policy which is a policy that President Lynch had always followed. Senator Malone said that one of the wonderful things that President Lynch has done is to say at the time of each fiscal crisis that he will not fire anyone, that we will tighten our belts and share our resources but not fire anyone. President Kaplowitz said she would like to report at today's College Budget meeting that the Senate has endorsed the policy that no one be retrenched if at all possible.

Senator Koehler said he supports the position that no member of the John Jay community should have his or her employment terminated for financial reasons except as the very last resort. He moved that the Senate endorse the policy that in responding to the budget crisis, the very last consideration should be the termination of employment of any employee of John Jay College. Senator Edward Davenport seconded the motion. Senator Geiger asked whether the motion would be understood to include adjuncts. Senator Koehler said the phrase, "part-time or full-time," could be added. Senator Brugnola recommended that the phrase not be added because its inclusion implies that adjuncts are not employees. Senator Koehler noted that this motion is not saying that termination of employment should never take place but that termination of employment for financial reasons should take place only as the very last resort.

Senator Pinello asked whether this motion would require us to enroll even more students without the resources to teach them and he asked how academic standards would be affected by what we were now proposing. Senator Koehler said he recalls the Senate having two

very positive discussions about enrollment at the College. One was the Senate's very strong commitment to open enrollment in terms of accepting and including as many students as possible. But, he recalled, we also said that after a certain period of time in our students' academic careers, decisions must be made with regard to academic standards. And so admissions would be very inclusive and students would receive an opportunity to attend for at least a year at which time decisions would have to be made. He said the Senate did not vote on this but his sense was that there was consensus about it.

Senator Malone suggested dividing the issue of supporting the retention of college employees from the issue of academic standards. Senator Pinello said he thought the issues to be inextricable because it would seem that keeping all employees will require us to increase enrollment even if this adversely affects standards. President Kaplowitz explained that the Governor's budget assumes an enrollment growth that would generate \$2.9 million in revenues. Also, the Board of Trustees has mandated growth. So unless we want to argue that our College administration should seek a waiver from the Board policy that is not an option. After we see what budget the Legislature approves and what John Jay's budget will be, the Senate should, she said, discuss the issue of enrollment. She said one proposal we could make is to limit the number of credits a student can take both for academic reasons and so that there are courses for all the students to enroll in because a student taking 18 or 21 credits is taking up seats that other students could have. Vice Chancellor Nunez-Wormack, in telling us about enrollment management, pointed out that we can limit every student to 15 credits a semester. President Kaplowitz noted that Kingsborough's intersession semester that took place last month limited all students to one course instead of the two courses they had previously been permitted to take.

Senator Gibson asked whether enrollment at CUNY will not go down instead of up if tuition is increased and, at the same time, financial aid is cut. President Kaplowitz said that is a possibility especially since the last time there was such a large tuition increase (although not as large as this one), in 1976, enrollment dropped precipitously at CUNY. She said it is not clear that the Board will raise tuition and, if it does, it is unlikely it will raise it by \$1000. Furthermore we all need to lobby our legislators to restore the financial aid package. She said the other factor that might, in fact, lead to enrollment growth is that the Governor's budget reduces financial aid for all NYS students and eliminates not only SEEK but the higher education opportunity programs (HEOP) at SUNY and at the private colleges and also cuts Bundy aid (NYS aid to private colleges) and so students at BUNY and at the private colleges may decide to transfer to CUNY for financial reasons. She said that we have to do what our "Adopt" a high school, community college, or precinct program is designed for and do what Vice Chancellor Nunez-Wormack urged and that is do targeted recruitment so that we not only meet our enrollment target but get academically better prepared students. We need to involve the faculty in this.

The question was called. Senator Koehler restated the motion: The Faculty Senate endorses the policy that in responding to the budget crisis, the very last consideration should be the termination of employment of any employee of John Jay College.

Asked what would happen to SEEK students, President Kaplowitz explained that they would remain in CUNY (although not necessarily at the college they are currently attending) but not as part of a SEEK program and, therefore, they would not receive the special tutoring, counseling, the stipend, and additional contact hours for certain

courses. All BEEK staff would be let go unless each college found a way to absorb them. Asked about tenure, President Kaplowitz explained that faculty are tenured only in their department so by eliminating the SEEK department of each college, the tenure of SEEK faculty is eliminated. If a faculty member has a joint department and is tenured in both SEEK and the other department then the tenure in that other department remains operative. A BEEK faculty member who does not have a joint appointment can be offered a tenure-track position in an academic department if that department's P&B votes to do so and the President approves the appointment. It is expected that the Board of Trustees will declare a state of financial exigency at the senior colleges as it has at the community colleges (the Mayor's budget having already been issued a month ago): a declaration of financial exigency permits tenure to be broken.

Asked why the special higher education opportunity programs, such as SEEK, had been specifically targeted by Governor Pataki, President Kaplowitz read from the document issued by the NYB Department of Budget [Attachment A] which had been distributed to the Benators. The DOB states that SEEK is being eliminated "due to unproven program effectiveness." She said that since the BEEK budget is only \$15 million out of CUNY's operating budget which is proposed to be \$905 million (last year the operating budget was \$946 million), this is clearly a political issue rather than a fiscal issue. She reminded the Senate that Vice Chancellor Nunez-Wormack had told us of her fear that in looking at graduation and retention rates, the State might make academic decisions through its funding powers, decisions that only the faculty should make. President Kaplowitz said that our determination to address these issues is even more imperative now.

President Kaplowitz said we need to lobby our legislators in their local district offices. She said that Assemblyman Ed Sullivan, who chairs the Assembly Higher Education Committee, has been saying that CUNY faculty and students never visit their legislators' district offices about CUNY issues and that we are making a very big mistake by not doing so. The Senate is dominated by Republicans but the Assembly has a majority of Democrats but, she added, we should not take any legislator for granted. Senator Bloomgarden said this is an issue which affects regions outside New York City, such as Rockland County, and we have to make sure that visits are organized to legislators in outlying areas.

President Kaplowitz suggested that the Senate recommend that the next Town Hall Meeting be devoted to the budget crisis as an occasion for educating students and faculty about the budget cuts and about what actions need to be taken to prevent the Executive Budget from being approved by the Legislature. She said that the Town Meeting could be co-sponsored by the Senate (and by other groups).

[Vice Chancellor Emma Macari telephoned: in response to Governor Pataki's budget, Chancellor Reynolds has just called a meeting which Vice Chancellor Macari must attend. The Vice Chancellor apologized to the Senate for not being able to come to today's meeting and asked to be invited again and suggested that the date be in a month, at the end of the 30-day budget amendment period at which time she hopes to have good news to report. Ed. The meeting with Vice Chancellor Macari was rescheduled for March 1.]

[President Kaplowitz left for the College P&B meeting. Vice President Blitz chaired the meeting until her return.]

Senator Norgren recommended that a letter writing campaign be organized so that the legislators hear from us and from our students.

She suggested that tables be set up in the lobbies with sample letters and information and that faculty volunteer to staff the tables. Senator Brugnola recommended organizing group visits to legislators. Senator Gitter urged that a meeting immediately be set up with Vice President Rothlein so that a unified College response be organized. Senator Dunham spoke about the need to organize and mobilize the College community immediately.

5. Proposal to request the Department of Foreign Languages and Literature to consider offering American Sign Language

Senator Gitter moved that the Senate write a friendly letter to the Department of Foreign Languages and Literature encouraging them to offer a section of American Sign Language 1 & 2. Senator Gitter explained that she and President Kaplowitz have spoken with Professor Catherine Rovira, chair of the Department of Foreign Languages, who was very receptive to the proposal. Senator Gitter said that of course it is not within the power of the Senate to make a curriculum resolution and that, instead, she discussed with Professor Rovira the feasibility of Professor Rovira recommending to the Foreign Languages Department that they consider offering a section of ASL 1 and a section of ASL 2 upon the recommendation of the Senate, should the Senate approve this motion.

Once the courses are offered at John Jay, American Sign Language would be permitted to be used to fulfill the language requirement at John Jay. Both Lehman College and the College of Staten Island offer ASL (Lehman offers a two-semester sequence and CSI offers a four-semester sequence) and at both colleges ASL fulfills the language requirement. Senator Gitter explained that ASL is a language, with its own grammar and syntax, which Professor Rovira, of course, knew. She referred the Senate to the documents appended to today's agenda, one of which is a policy issued by the New York State Board of Regents permitting colleges to accept ASL as a language that fulfills the college's language requirement if a college wishes to do so.

Senator Gitter noted that people who work or plan to work in the public sector, especially law enforcement personnel, would benefit if they had a knowledge of ASL and, of course, the public they serve would benefit. She said this is especially true with the passage of the Americans with Disabilities Act. She said there is also a very large employment opportunity for sign language interpreters. Several John Jay students who are CUNY BA students wanted to study ASL and one has done so at Lehman but the CUNY BA program does not accept ASL as fulfilling the language requirement for our students because John Jay does not offer the courses. If we did, then the CUNY BA program would accept ASL as they do for any students whose home college is Lehman or CSI. She suggested that the initial offer of the courses could be under the 290 rubric. The motion passed by unanimous vote.

6. Discussion of the February 9 College Council agenda

Vice President Blitz pointed out that there is not much of substance on the College Council agenda. He noted that the question of the criteria for John Jay's Dean's List has been discussed by a number of administrators, faculty, and students as being problematic because to be on the Dean's List students need to have the required GPA of 3.2 in only 18 credits (excluding remedial, developmental, and

pass/fall courses) taken during just the previous academic year, even if their cumulative GPA is very low. Senator Malone said the Dean's List issue is important because this honor is listed on the student's permanent record. He said that in the past our Dean's List criteria were similar to what the other CUNY colleges still require: a high cumulative GPA, not just one year's GPA. Senator Gitter asked whether this has to be voted on by the College Council. Senator Malone said the change in criteria to the current requirements had been voted on by the College Council so any new change must as well.

4. Report on CUNY's budget (resumed)

President Kaplowitz returned from the College P&B meeting and reported that in response to the draconian budget cuts proposed in Governor Pataki's budget, Chancellor Reynolds has asked the senior college presidents to consult with the appropriate governance bodies after which the presidents are to issue a letter by 5 PM today requesting the Board to declare a state of financial exigency for the senior colleges. The presidents also have to report by 5 PM in writing what the impact on their colleges would be if the proposed budget were enacted: the impact statement is to list the number of people in each employment category who would have to be retrenched, the number of sections that would have to be cut, etc. She explained that a declaration of fiscal exigency does not mean that there will be retrenchment but that a retrenchment committee must be formed at each college and a retrenchment plan must be developed by the President of each college for approval by the Chancellor. The first goal of the retrenchment committee is to find ways to make the budget cuts without retrenchment. She said she will provide the Senate with copies of the retrenchment guidelines but that the retrenchment committee is not to be formed until the Board actually declares a state of financial exigency.

She said that President Lynch said that the most important place to lobby is at the district offices of each Senator and Assembly member by their constituents. She suggested that we organize a list of faculty by the district they live in so that students and faculty can go jointly to the local offices. Senator Norgren asked whether Vice President Rothlein could provide information as to when the legislators will be in their offices to be seen. President Kaplowitz said we need a teach-in or town meeting to convey such information. Professor Harold Sullivan (Chair, Government, and Chair, Council of Chairs) said that we have to provide information about the budget, about how to lobby, about the legislative process and agreed that a town meeting or teach-in is a good idea.

Professor Ned Benton (Chair, Public Management Department, and Chair, Budget Planning Committee) reported that the Budget Planning Committee and the Provost had together developed a plan for this semester for spending available resources in light of the mid-year cut by the Governor. He said that the Budget Planning Committee had asked that there be a one-month freeze which would give them time to learn more facts to determine whether the freeze should continue.

President Kaplowitz reported that Edwin Ortiz, the vice president of the student government, told the P&B that groups of students outside of student government have been organizing on various campuses to call for take-overs but that the University Student Senate has taken a position opposing take-overs but the USS has authority only with students within student governments. President Kaplowitz noted that not only do we have a very different

mayor now but a very different chancellor from when the last student takeovers took place four years ago. Chancellor Reynolds has told the college presidents that they would have two hours to bring any student takeovers to an end after which she will send a specially trained University security force to the campus to end the takeover. Senator Malone said that he hopes President Lynch has a plan for negotiating with any students who may engage in such an activity.

President Lynch told the P&B that the College would continue conducting searches for new faculty despite the freeze because he believes that we may have opportunities to hire under various contingencies and if we were to abandon the searches and those opportunities were to arise we would not be able to hire.

President Kaplowitz said that Academic Program Planning (APP) is even more important now than before because Vice Chancellor Freeland has 48 faculty lines which he will be allocating on the basis of the APP requests due in his Office from every college in May. Professor Sullivan said we have been quite successful in obtaining APP lines to date and that this is an important strategy to continue focusing on.

7. Discussion about Phase II & North Hall & T Building [Attachment B]

Professor Ned Benton (Chair, Public Management Department, and Chair, Budget Planning Committee) distributed charts he prepared for the Senate's meeting with Vice Chancellor Macari comparing internal space per FTE by campus [Attachment B]. Professor Benton explained that he serves on the University Faculty Senate's Budget Advisory Committee and in that capacity when he received documents about master plans at various campuses he asked to be provided with an analysis of existing space at each campus so as to have a framework for evaluating the master plans as they are done. His request resulted in his receiving documentation about each college's existing space. He explained that he performed an analysis of John Jay's space needs in preparation for today's meeting with Vice Chancellor Macari and that he would like to brief the Senate now in preparation for the rescheduled meeting of the Senate with the Vice Chancellor.

He explained that the table entitled "CUNY: Comparison of Space per FTE, by Campus" [Attachment B-1] is the representation of the total space divided by the number of full-time students at each college and, therefore, the amount of space should be the same at each college. The bars in the back show the total amount of space per student: the total amount of space ranges from 140 square feet per student at CCNY down to 60 square feet per student at John Jay. Professor Benton noted that it used to be that prisoners were entitled to 80 square feet per student in their cell. The two bars in the front for each campus divide the total space into what CUNY classifies as support space and instructional space. Instructional space includes classrooms, laboratories, department and faculty offices, research space. Then, he explained, he ranked all of the campuses, ranging from those with the most instructional space per student to those with the least instructional space per student and John Jay is right down at the very tail end, except for Medgar Evers. And, therefore, if the University's capital planning and the Legislature's capital planning priorities were to consider which students are most in need of additional instructional space, John Jay would have to be a top priority. The college that just had a master plan approved by the Board of Trustees is Brooklyn College even though it is near the top in terms of current space per student. But John Jay can't get into the door and, in fact, has just lost the

money to buy the land next to T Building. President Kaplowitz said she wants to make explicit the fact that the space that Professor Benton is talking about is space within buildings: it has nothing to do with landscape or grounds. The large amount of space that CCNY has according to the table is space inside buildings and has nothing to do with CCNY's huge campus. Hunter, which has no campus, also has a very large amount of space. Professor Benton said this is correct. Senator Jane Davenport asked what the "support space" category includes. Professor Benton said the next table answers her question.

Professor Benton explained that the next table, "John Jay: Net Space Analysis and Comparison" [Attachment B-2], focuses on John Jay. The first three categories -- classrooms/laboratories, academic support, and faculty -- are instructional space. Everything else -- all the rest -- is the category of "support," that Senator Davenport asked about. In other words, "support" includes library, physical education, assembly areas, student services, instructional resources, administration, data processing, and campus services. Professor Benton explained that all these classifications are CUNY's own designations. The first row, the front row of bars, in the table describe the number of square feet that John Jay has by category rather than by student. This is the absolute number of square feet that we have by category. The second row of bars, he explained, is his analysis of the number of square feet that John Jay would have if we were treated just like Brooklyn College in terms of space. He explained he chose Brooklyn College because Brooklyn is not at the top in terms of space and it is not at the bottom; also, he picked Brooklyn because it is a campus that apparently 80th Street thought is not too big to have just had a new master plan done for them to give them more space. The table shows the amount of space John Jay would have if we were treated like Brooklyn based upon last fall's flash BTE of 7300. So for all of us who are feeling cramped in our classrooms, offices, etc., he said, a move to a different campus would certainly change that feeling. The third row is the amount of space we would need if we continued to grow at 2.5% each year. That's the official assumption about what we're supposed to be doing in terms of growth and, yet, for example, spring 1994 to spring 1995 comparison of graduate enrollment at John Jay is marked by an increased enrollment of 50%. Our overall enrollment has been going up by more than 2.5%. We have actually been growing by 5% each year. We would need, therefore, a substantial amount of additional space in each category. When we do a master plan there will be a particularized analysis of our particular needs and, therefore, some categories would go up in terms of space needs and some categories would decrease. But this shows a general idea. The relative level of deprivation on the instructional side of the chart is much greater than the level of deprivation in the administration area.

The third table, entitled "John Jay: Current & 10-Year Space Needs Analysis" [Attachment B-3], looks at our buildings. The first bar is North Hall and T Building today: we have about 400,000 square feet (0.4 million). North Hall is approximately 200,000 square feet and T Building is about the same. If we did Phase II the way it is currently framed, we would get rid of North Hall (the striped bar on the first column) and we would add a new striped bar in the second column, and since Phase II is not supposed to be substantially bigger than North Hall we would be running in place. If we take the Brooklyn College assumption and apply it to our last fall FTE numbers, then what we would really need is to replace North Hall by a building that is three times bigger than T Building: the third bar shows our current space needs if our students received the benefits of the same amount of space as the students at Brooklyn College -- and Brooklyn is not unusual: actually CCNY is 136 square feet per student and

Brooklyn is only 116 square feet per student. These are figures that CUNY provided: these are all CUNY's own figures. In CUNY's capital budget request, in asking for the space for the new community college in East Harlem, CUNY said that its rule of thumb is 100 square feet of usable space per FTE. And so these are the numbers that CUNY uses and advocates. Professor Benton noted that if John Jay were to grow at 2.5% each year, which is a conservative assumption about what is going to happen here, then we need to stack four buildings the size of T Building onto T Building -- this is what the fourth column shows. The roofline going back toward 11th Avenue would be going up, not down, even though the floorline of 11th Avenue goes steeply down.

Professor Benton said he hopes the Senate has a sense of the scope of response that is really needed in order for John Jay to achieve physical base equity in CUNY as well as operational base level equity, which is now such a current issue at CUNY. He said we can also get a sense as to why everyone might feel so cramped, why it might be difficult to circulate in the corridors, and why it may be necessary to wait on line to use a toilet. It really is a situation, he said, where we have a critical space crisis at this College.

President Kaplowitz praised Professor Benton's brilliant analysis and dramatically effective tables and praised him for obtaining the campus by campus space data from Vice Chancellor Macari as a member of the UFS Budget Advisory Committee. She also spoke about our need for a new master plan noting that our last master plan was done in 1984 and anticipated that by 1994 we would have 7,000 students but we now have 10,000 students. She showed a copy of the new master plan for Kingsborough Community College which was just approved by the Board of Trustees as an example of a wonderfully executed master plan so that the Senators can see what a first-rate master plan looks like. This plan was done by Ms. Sheila Chaffin who was hired by 80th Street as a consultant to do the master plan and who has since been hired by Vice Chancellor Macari.

President Kaplowitz noted that there have been two philosophies by people at John Jay and at 80th Street about the timing of John Jay's new master plan. Some have felt we should not wait to have a new master plan so that Phase II could be expedited even though that would mean that Phase II would only replace the amount of space that we currently have in North Hall (because the 1984 master plan, the operative master plan, assumes a 1994 student enrollment at John Jay of 7,000 students). This philosophy argues that since Phase II would simply replace North Hall and no new master plan is required and no expansion would be proposed, we should proceed with lobbying for Phase II and after Phase II is approved and funded we would then have a new master plan which would demonstrate our need for new space and then we would work to get Phase III (which would bring us to the space shown in the third/fourth columns on table B-3). Others have felt that we should have a new master plan developed now and that Phase II should itself bring us not to the second column in Table B-3 but rather to the third/fourth columns. Now virtually everyone agrees that our space needs are so critical, as Professor Benton has said and as his charts demonstrate, that we need to have a new master plan now and that the new master plan would be for a Phase II that would accommodate not only our current needs but our projected space needs. She said that this is one of the things that we will want to talk with Vice Chancellor Macari about when she comes to the Senate: a master plan can be developed without special funding, especially since Ms. Chaffin, who did Kingsborough's excellent master plan, is now on Vice Chancellor Macari's staff. She said she hopes that Vice Chancellor Macari will bring Ms. Chaffin to also meet with us.

Professor Benton said he will return to make a more complete presentation when Vice Chancellor Macari comes to the Faculty Benate. The Senate applauded his presentation and thanked him.

8. Invited Guest: Vice Chancellor for Facilities, Planning, Construction and Management Emma E. Macari.

[Vice Chancellor Macari telephoned to say that Chancellor Reynolds had just called a budget meeting which Vice Chancellor Macari must attend. The Vice Chancellor apologized to the Senate for not being able to come today and asked to be invited again and suggested that the date be in a month, after the 30-day budget amendment period, at which time she hopes to have good news. Ed. Vice Chancellor Macari will be coming to the Senate March 1.]

9. Update on Base Level Equity reallocation [Attachment C & D]

Senator Litwack reported that the Council of Presidents' (COPS) Ad Hoc Committee on base level equity issued its report on December 21 and transmitted it to Chancellor Reynolds on December 27. The report conveys the Council of Presidents' recommendation that the Chancellor implement base level equity.

President Kaplowitz noted that the Minutes of the December 16 meeting of the COPS Committee report that President Lynch made the motion that "the Committee approve the document . . . for presentation to the Chancellor" and that the motion passed by unanimous vote [Attachment C]. It is now up to Chancellor Reynolds whether to implement base level equity and, if so, when.

President Kaplowitz also noted that the COPS Report [Attachment D] shows John Jay to be underfunded NOT only in terms of faculty lines but also in terms of non-faculty lines. Table 2 of the Report shows John Jay to be by far the most severely underfunded of the senior colleges in terms of the "unregulated" part of the budget, as Committee chair Dr. Matt Goldstein, President of Baruch, refers to it: the ratio of students to non-teaching staff at John Jay is 26.2. CCNY, at the other extreme, has only 15.3 students to each non-teaching staff. The average ratio is 19.0. Furthermore, no college except Baruch (at 21.6) is even over the 20 mark. She noted that a cover letter from President Matt Goldstein drew attention to Table 2, which was not in the draft version of the Report.

President Kaplowitz said now that we have made the case for base level equity in terms of faculty lines, the Benate should make the case for John Jay to have a more equitable share of the non-regulated part of the budget, but that we should wait to do so until such time as base level equity is implemented. Senator Litwack agreed.

10. Proposed ways to improve the Judicial Committee proceedings

Senator Hegeman reviewed the problems faced by the Judicial Committee, the student and faculty committee that adjudicates disciplinary charges brought by the College administration against students. As a member of the Committee, she said the committee members do not have sufficient information to do their jobs wisely and compassionately. She said there should be more open discussion on

campus about what the Judicial Committee should be doing. Senator Dunham asked whether there are in fact new guidelines for the Judicial Committee, because she had been on the Judicial Committee four years ago and did not find the guidelines that were in force at that time to provide sufficient guidance. [Provost Wilson arrived.]

11. Invited Guest: Provost Basil Wilson

Provost Wilson was welcomed and was asked, in light of the discussion, whether he has suggestions about how to make the Judicial Committee process more responsive to the needs of the College. The Provost said this issue had been triggered by a specific incident at the College which was reported at a recent Town Ball Meeting: a male student had exposed himself to several woman students on different occasions. Because the male student admitted his guilt to the Judicial Committee, the complainants were not called in to testify and the student was only given a letter of censure. One of the complainants brought this event to the awareness of the community by telling about it at a Town Hall Meeting. He said the issue is important both because she had not been treated fairly nor taken seriously and because of the possibility of student demonstrations in the Spring in light of the budget situation and the role the Judicial Committee would be called upon to play. He noted that a new acting Dean of Students had been hired, Hector Ortiz, to whom Assistant Dean George Best, staff to the Judicial Committee, now reports.

President Kaplowits said that she had consulted with legal counsel at 80th Street about the Judicial Committee's work and was told that because it is the College that brings the disciplinary charges once a complaint is filed (if the College decides to bring disciplinary charges), therefore the College administration must prosecute the case and must bring to the Judicial Committee all the evidence and all the information it needs to make a fully informed decision and that the College administration should also recommend the penalty that should be imposed if there is a finding of guilt. The Judicial Committee in that way knows how seriously the College considers the alleged action: the Judicial Committee can, of course, impose a lesser or more harsh sentence than the one recommended. The student, who has the right to be represented by legal counsel, has the obligation of providing the defense. The Judicial Committee then considers the case presented by the College administration and the defense provided by the student. But that has not been the procedure to date. No recommended penalty is proposed and a number of the Judicial Committee members, the faculty members in particular, report having insufficient information from the College to make an informed decision. Senator Malone suggested that we should raise this issue when Vice President Roger Witherspoon is present.

Provost Wilson reviewed the budget situation. He said he believes it will be possible to make the cuts without any kind of retrenchment. He spoke about having heard about the possibility of another early retirement initiative (ERI) which could act as a cushion. The problem with ERP is that people may retire in areas where faculty are particularly needed: we were not able to replace faculty who retired as part of the last two ERI's but, he added, if we were to get Academic Program Planning lines we could replace faculty who retire.

Senator Geiger asked whether Provost Wilson includes adjuncts when he says that he thinks no one would have to be fired. Provost Wilson said that the hope is that no one would have to be fired and

noted that we rely on adjunct faculty to teach many of our courses. But, he explained, the retrenchment guidelines dictate that priority must be given to full-time faculty over adjunct faculty. This is mandated by the Board of Trustees' retrenchment guidelines which go into effect when and if the Board declares financial exigency. He said that if we had to increase class size in certain courses in order to reduce the number of sections in order to keep full-time faculty we would have to do that. Senator Geiger said in other words there really is not a full commitment to protecting adjunct faculty. Provost Wilson said the wish is to protect all employees, but if we had to reduce a \$30 million budget by \$2.4 million it becomes very difficult to do so. But, he added, we are hoping it will not come to that. He said one reason we have been able to continue on the road to academic excellence is the contribution from the adjunct faculty, Adjuncts play a critical role in the education of our students.

President Kaplowitz reported that the Senate has been discussing recommending that the Town Hall Meeting be devoted to the budget crisis so that people can become educated and can be mobilized to visit legislators' home offices and write letters and so forth. Provost Wilson said that we have to work diligently to not fracture this community. He said that at a meeting with the student leaders he had been shocked by the number of students who asserted that the administration knew about the Governor's proposed budget in advance and chose to not share the information with them. He said the students have to be convinced that we -- administrators and faculty -- are not the enemy, He said that the last time there was a problem on campus the issue became "us versus them" and we have to avoid that at all costs. And, therefore, we have to lead and not find ourselves catching up with the student movement. With regard to the concern that there be no student takeovers of the buildings, Provost Wilson said that politically it is absolutely the wrong signal to chain the doors of the University while calling for funds to keep open the doors of the University.

President Kaplowitz said that since Vice Chancellor Freeland has 48 academic program planning lines, we should concentrate on developing a first-rate request proposal for a share of those lines. Provost Wilson said we have to send the request proposal in May and, therefore, we should start preparing the letter now. Senator Gitter asked if there is some way that she and other members of the Senate can be helpful in preparing the most impressive possible document. Provost Wilson explained that the request proposal is not just for faculty lines but for such things as the Internet: in fact, last year we received \$40,080 in academic program planning money to rewire for Internet. Bunds have already been also committed to refurbish the graduate computer lab, which had been falling apart technologically. The external review of the master's program in criminal justice recommended doing this but we had already begun that project. Last year we spent \$14,000 for tutoring but this year we are spending \$40,000 because we received \$25,000 additional monies from academic program planning for tutoring, Senator Gitter asked if there is a way of dividing up the work and developing a draft document now which could be circulated and reworked. Provost Wilson said the Academic Program Planning Committee will be meeting to work on this.

Senator Guinta asked what the College is doing about a search committee for the chief librarian position. The Provost said a search committee is being formed and will be announced shortly. He said even though there is a hiring freeze he believes we will be permitted to hire and he hopes the person will be someone in the vanguard of computer information technology.

Senator Norgren asked what division of responsibilities has been worked out between Provost Wilson and Acting Associate Provost Kobilinsky. Provost Wilson spoke about discussions about restructuring academic affairs in the sense that the Middle States Report pointed out that too many people report to the Provost: the Chairs, the different support services, the academic computing center, the writing center, formerly academic advisement, and also almost all the members of the faculty report directly to him and as much as it is inspiring to meet with every one it becomes terribly difficult managerially to be doing all that and also reading reports and interfacing with 80th Street and working with the President. The associate provost will be responsible for most of the duties of the former dean of undergraduate studies and, in addition, he will have much more of an involvement with faculty. The question that came up continually by the leading candidates during the two searches for the dean of undergraduate studies position is that the dean was not involved in budgetary matters nor did the faculty report to this person. Provost Wilson said under a normal budget situation he would have found it terribly helpful to have an associate dean and two associate provosts: the faculty would have reported to them and the chairs would have continued to report to the provost. He said he has not made all the decisions involving the division of labor but he does want Associate Provost Kobilinsky to become much more involved in budgetary matters with, perhaps, faculty reporting to the him and the chairs continuing to report to the provost. Senator Norgren said many of the candidates for the undergraduate dean's position spoke about the fact that the dean did not have a budget and, she said, if the faculty are going to report to an associate provost and ask for decisions, then that person has to have a budget or else all we're doing is adding another layer of talk because the associate provost will have to go to the provost about each faculty request. Provost Wilson said decentralization is difficult and he recognizes the irony of citing the difficulties at the very time he is arguing for decentralization. He said that, for example, released time is a difficult issue to decentralize in the kind of budgetary climate that we face. He said our position for a long time at John Jay is that we don't give released time unless it is reimbursed. The reason we're been able to do more with less in comparison to the other CUNY colleges is that the John Jay faculty have pursued a work ethic: our faculty teach their 21 hours. At Brooklyn College, City College, Hunter College it is almost standard operating procedure that people do not teach the 21 hours. The associate provost can have responsibility for certain budgetary issues, he added.

Senator Norgren asked about capping the number of credits students can register for. Provost Wilson said we do this already for students who are on academic probation. And students cannot take 21 credits unless they have a 3.2 GPA or the permission of the Registrar. He said we should study the number of students who are taking more than 15 credits. Senator Norgren said that in the lower-level courses it is easier to get good grades but when students come into 400-level courses and are taking a very heavy course load they simply can not cope with the work. She said this semester she surveyed her students and a third of her morning students are taking six or seven courses. Professor Nanda did a similar survey and had the same results. She said she finds it devastating: it almost makes us, as faculty, adversaries of our students as soon as the semester begins. Also, Senator Norgren said, it is fraudulent educationally. And, furthermore, we are freezing out other students from these courses because some are taking more than what should be the absolute maximum of five courses. Provost Wilson said we really need data about this to analyze it and said he would ask Registrar Don Gray for data which we will examine to see the correlation between students

taking many courses and the grades they are getting. Senator Pinello said he wants to support Senator Norgren's concern about students taking too many courses and as a result freezing out students from courses. He recalled having observed this while working at registration. He said that two sections of a required 400-level Government course filled up immediately and he could have filled three or four more sections of that course.

Senator Gitter said she thinks the question of whether students who are taking seven courses are getting all A's is the wrong question: even if every single student who is taking seven courses is getting all A's that is irrelevant. The issue is that they can't be taking seal college courses if this is what is happening. Provost Wilson said his point is that we are being anecdotal and we need real data. Senator Gitter agreed but added that the question should be how could this be happening if it is. Provost Wilson said another possibility, and we'll learn this from Registrar Gray, is that students register for 21 credits and shop around during the semester and then drop 6 or 9 credits. Senator Gibson said that in doing this they use up the seats because they don't drop the courses in time for other students to register for them. Senator DeLucia said there is a cap based on the number of credits a student has completed and those caps permit what we are discussing and so the students are exercising their rights. If we want to change students' behavior in this area, we have to change the rules. Provost Wilson said that he opened 35 additional sections this semester at registration and now we offer enough sections of English and Mathematics courses for all students to get those courses. But what might be happening, he said, is that as the base expands, even though there is a problem with retention, there are more students trying to register for 300-level and 400-level courses. President Kaplowitz said the issue is one of both enrollment management and academic standards. If we limit students to 15 credits, they can graduate in 4 years and we would free up lots of seats for lots of students. She agreed that there are more students moving up to junior and senior status but noted that we also have a very large number of transfer students who need those 300-level and 400-level courses also. Provost Wilson said that 80th Street anticipates that if tuition is raised and TAP is decreased as the Governor proposes, there may be a drop in enrollment. President Kaplowits said another possibility is that students may transfer to CUNY from SUNY and from the private colleges in even larger numbers than they have this year. Provost Wilson said that is also a possibility, noting that we take 700 transfer students each semester, many of whom are transferring to the best bargain in town.

President Kaplowitz asked the Provost what he thinks could be done about alleviating our space problem and spoke about Professor Benton's splendid analysis and presentation to the Senate earlier in the meeting. The Provost said that we all know that this is becoming a very, very serious problem. He said all the capital budget projects have been put on hold by the Governor. The State Senate does, however, seem favorably disposed to capital projects, he said.

The Provost thanked the Senate for inviting him and the Senate expressed its appreciation to the Provost for meeting with us.

The meeting was adjourned at 4 PM.

Respectfully submitted,

Edward Davenport
Recording Secretary

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BUD STATE

CITY UNIVERSITY OF NEW YORK

Through its senior and community colleges, the City University of New York (CUNY) educates more than 100,000 students at its senior colleges and more than 57,000 at its community colleges. The University offers degrees which range from two-year associates to doctorates, including a law degree.

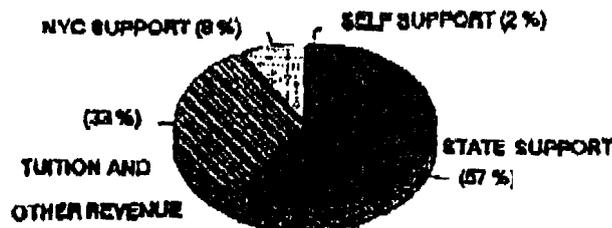
CITY UNIVERSITY OF NEW YORK

ESTIMATED SOURCES OF FUNDS

ACADEMIC YEAR 1994-95

SENIOR COLLEGES

Reflecting the need to reduce State spending in 1995-96, the Executive Budget recommends a senior college academic year operating budget of \$905.5 million. Executive Budget recommendations ask the Trustees to achieve savings of \$46.0 million, a 4.8 percent reduction from academic year 1994-95, but allow them to do so in a manner sensitive to University priorities. In addition, the Budget recommends elimination of the Search for Education, Elevation and Knowledge (SEEK) program, due to unproven program effectiveness and the availability of alternative student support services and financial aid.



The Trustees may achieve required savings through actions such as:

- Eliminating or consolidating high-cost and low-demand programs and courses;
- Increasing productivity through technologies such as distance learning, multimedia curricula, and on-line, university-wide administrative systems; and
- Reassessing current activities and programs that may not be central to the core mission of the University.

The 1995-96 Executive Budget recognizes the authority of the Board of Trustees to adopt a tuition increase. If they decide to exercise such authority, the Trustees are encouraged to promulgate a policy which would reflect increasing costs. Currently, tuition and required fees at CUNY and at the State University are significantly lower than tuition and fees charged by other states in the Northeast. Until the fiscal pressures of 1991, tuition rates had not changed since 1983, even though inflation increased about 30 percent during those years. Tuition has not been increased since 1992-93.

The Executive Budget also recommends \$42.7 million in bonded and \$9.7 million in "pay as you go" capital appropriations for senior college projects to maintain health and safety and preserve facilities, to comply with the Americans with Disabilities Act, and to preserve research and technology activities.

The City University of New York
1995-96 Executive Budget Recommendations
Preliminary Overview -- Revised February 2, 1995

Senior College Highlights

Overall Budget:

- Operating Budget recommendation of \$905.5 million, a net decrease of \$41.5 million (4.4%) from 1994-95.
- State Aid recommendation of \$456 million, a decrease of \$158.1 million (25.7%) from 1994-95.
- Tuition revenues are increased by \$116.6 million (38.8%) to \$417.3 million, based on an assumption of an across-the-board annual tuition increase of \$1,000 for all students (\$100 million); \$13.7 million for increases in the graduate and non-resident tuition charges; and \$2.9 million for revenues generated by additional enrollment.
- A lump sum reduction of **\$46** million, to be allocated by the University, is recommended.
- No full-time position target officially identified by DOB, pending University actions taken in implementing the lump sum reduction.
- \$6.2 million reduction for the 1990 and 1992 Retirement Incentive Initiatives reflects continuation of State requirements for the University to make continuing pension payments
- The City University Tuition Reimbursable Account (CUTRA) remains at \$7 million.
- The Income Fund Reimbursable (IFR) account remains at \$31.9 million.
- Associate degree program costs for New York City Tech, John Jay, the College of Staten Island, and Medgar Evers, and the City share of Central Administration funded in the City offset to the senior college budget at the same level as in 1994-95.

The City University of New York
1995-96 Executive Budget Recommendations
Preliminary Overview -- Revised February 2, 1995

Senior College Highlights (Cont.)

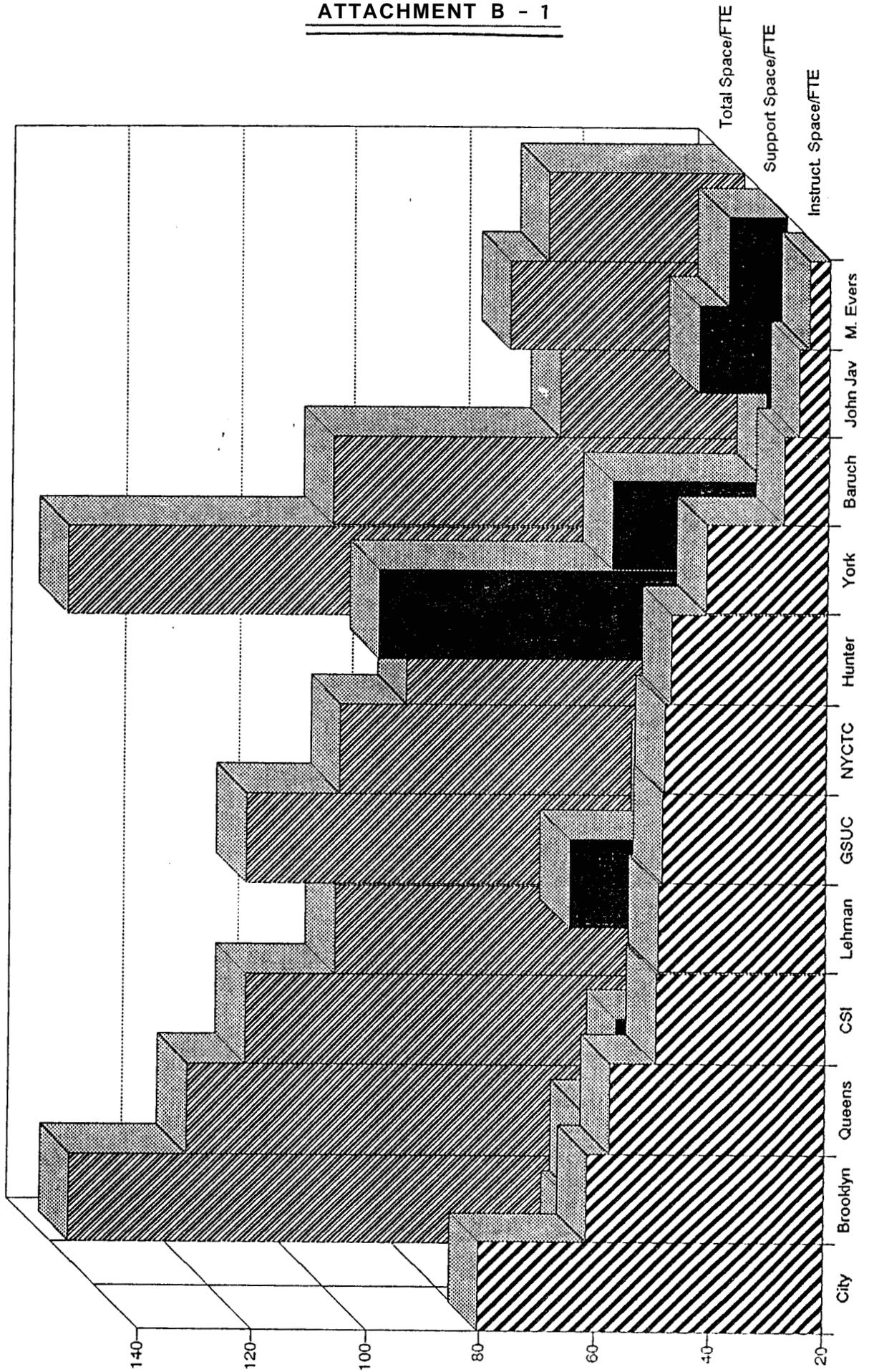
- Funding for SEEK program eliminated (\$15.1 million/115 positions plus fringe benefits).
- Tuition reimbursement account increased by \$2.6 million to account for last-semester free.
- Mandatory increases for collective bargaining and OTPS inflation funded.
- New building funds for temporary service (\$150,000) and equipment (\$180,000 in equipment lump sum) at the College of Staten Island.
- Transfer of funding from OTPS to PS and creation of 160 positions for campus security initiative.
- \$1.4 million reduction in Central Administration, as a technical adjustment to the personal service base budget.

Community College Highlights

- State aid recommendation of **\$109.5** million, an overall decrease of \$10.6 million (8.9%) from **1994-95**. Changes include:
 - No base aid increase (remains at \$1,800/FTE), but recognition of enrollment growth of **1,887 FTEs (\$3.4 million) to 57,285 FTE**.
 - Supplemental funding eliminated for business, technical, and disadvantaged students (**\$9.3 million**).
 - Funding also eliminated for all categorical and special programs except Child Care. Eliminated are: Critical Student Support Services - **\$2.7 million**; Nursing and Allied Health support - \$1 million; College Discovery - **\$0.8 million**; and the Youth Internship Program - \$0.5 million.
- No assumption of community college tuition increase.

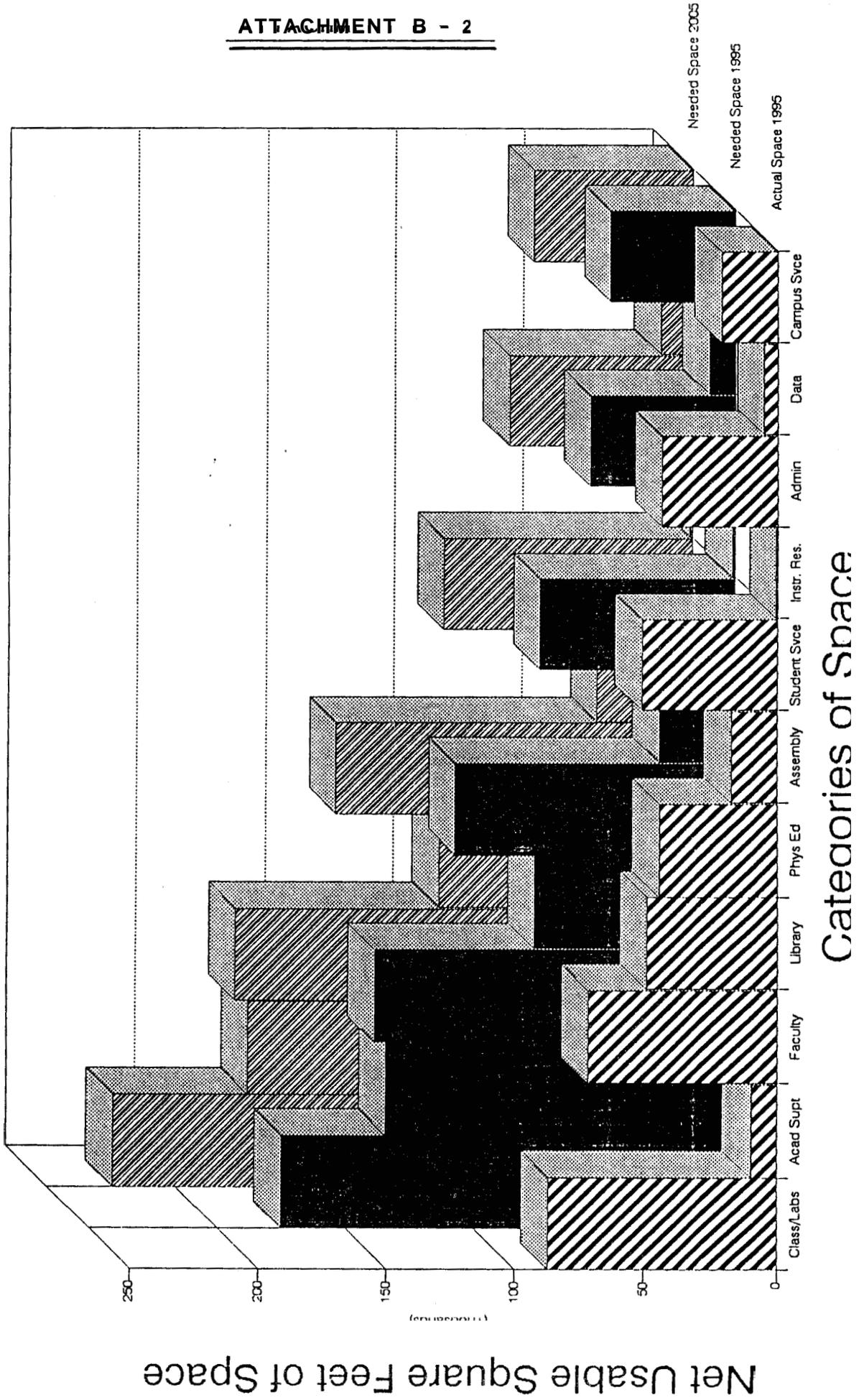
City University of New York

Comparison of Space per FTE, by Campus



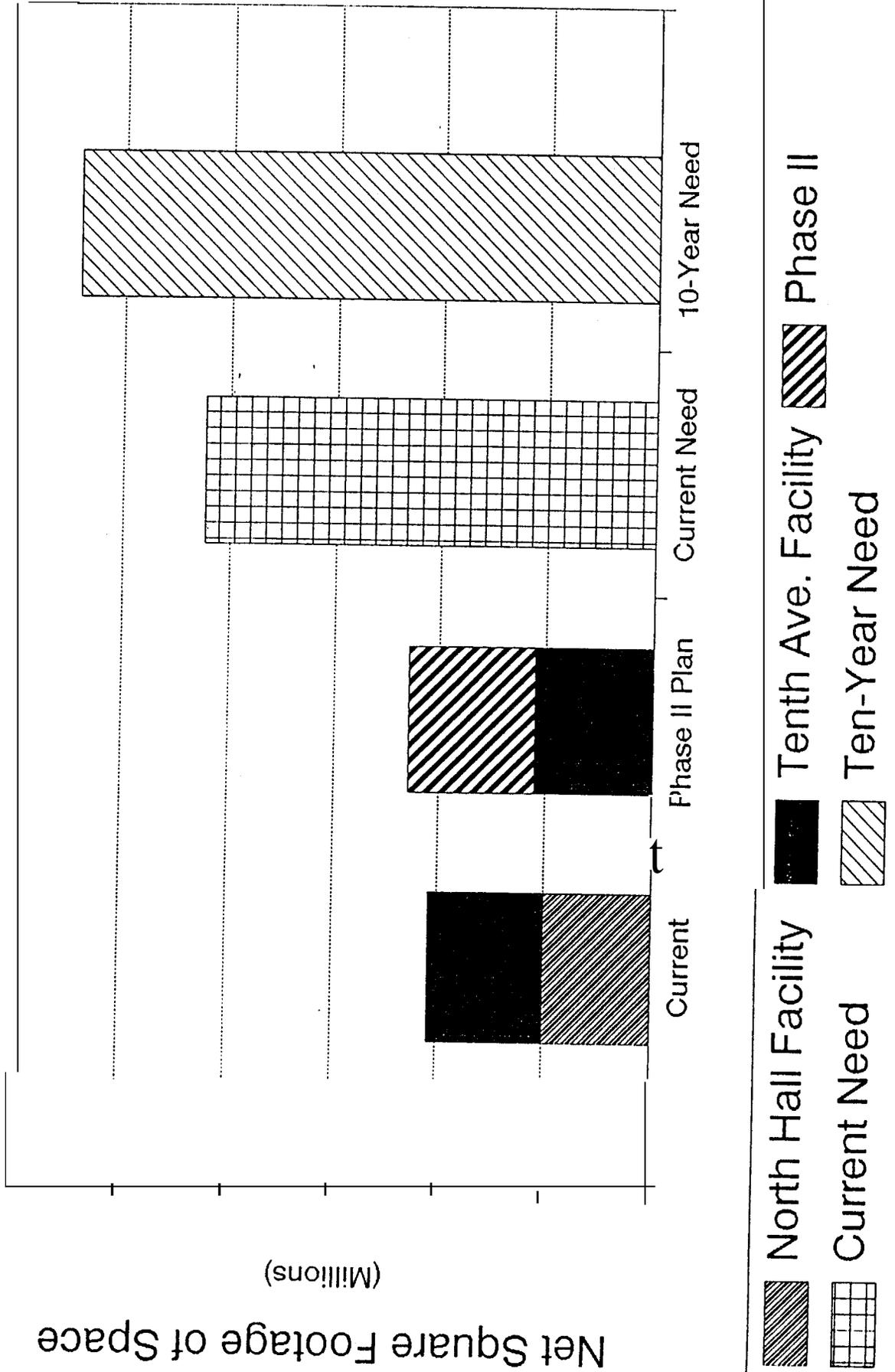
John Jay College of Criminal Justice

Net Space Analysis and Comparison



John Jay College of Criminal Justice

Current & Ten-Year Space Needs Analysis



	North Hall Facility		Tenth Ave. Facility		Phase II
	Current Need		Ten-Year Need		

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**COUNCIL OF PRESIDENTS
AD HOC COMMITTEE ON BASE LEVEL EQUITY**

Record of the Meeting of Friday December 16, 1994

Present:

- President Matthew Goldstein (Chairperson)
- Acting President Blanche Blank
- Acting **President** Stephen Curtis
- President Josephine Davis
- President Ricardo Fernandez
- President** Frances Degen Horowitz
- President** Edison Jackson
- President Vernon Lattin
- President Gerald Lynch
- President Charles Merideth
- President Yolanda **Moses**
- President Marlene Springer

Note pg. 3

University Staff

- Deputy Chancellor Laurence Mucciolo
- Vice Chancellor Richard M. Freeland
- Vice Chancellor Richard F. Rothbard
- Ms.** Sherry Brabham
- Dean Anne L. Martin
- Mr. Ernesto Malave**

1. Minutes of the Meeting of November 18, 1994

The minutes of the previous meeting were adopted without amendment.

2. Draft Report to the Chancellor

President Goldstein referred the Committee to the draft report which he had previously circulated. Prior to speaking to it, he reminded the Committee that he had earlier undertaken to keep both the University Faculty Senate and Student Senate informed of the work of the Committee, and reported that he had had a lengthy meeting several weeks previously with the **UFS** Executive. A number of useful suggestions had been made, and he had subsequently received a letter thanking him for the clarity of the presentation. **He** also advised that he had had lengthy correspondence from the President of the John Jay Faculty Senate, and offered to make the documents available to any member of the committee who wished to see them.

He then introduced the draft report, which was based on principles he believed the Committee had arrived at in its deliberations. He noted that the text incorporated verbatim the reports of the Fernandez and Horowitz Subcommittees. He led the Committee through the table at the end of the document, which presented a revised version of the Instructional Staffing Model, adjusted to take account of Sponsored Research and Doctoral Teaching, as well as dollar equivalence smoothing. The first two adjustments introduced academic factors to buffer the effect of using only enrollment

figures to drive the model. The dollar smoothing buffered the effect on colleges of any major losses or gains resulting from the direct application of the Base Level Equity Model through the injection of some additional money into the system. He noted that the table worked from the original figures used in the Base Level Equity calculations, i.e. that it did not reflect the reallocations carried out in 1994/95. He particularly called attention to several points:

- o Row C3 (Ph.D. Teaching Adjustment) does not include the full value of GSUC lines, as to do so would double count these, but it does make a 15% allowance in recognition of the fact that colleges are contributing more effort than is recognized through the Allocation System.
- o That Academic Program Planning lines had been removed from the calculation to protect colleges from having these counted against them in the calculation of their base.
- o That the \$20,000 identified in row CC, the dollar equivalence smoothing factor, was an essentially arbitrary figure.

As a result of these adjustments and smoothings, this revised model reallocates only 60 lines, rather than the 125 which the original Base Level Equity model reallocated. President Goldstein noted that the report is silent on the matter of the period of time over which the revised model might be implemented, as well as over the matter of where the additional lines it requires would come from. In his view, application of the model should not be a one time event. Rather it should be applied annually in future, so as to take account of changes in enrollments, increased participation in sponsored research, etc. He characterized it as a dynamic model, which gives a rational basis for ongoing adjustments and which has room to incorporate additional academic performance indicators as needed.

President Goldstein then invited members to respond to the draft.

President Lattin expressed the concern that the report dealt only with the instructional cost budget and did not take the non-instructional side into account. He argued that there were inequities on that side as well and that these should be addressed. After discussion, during which Vice Chancellor Rothbard noted that these areas were in fact modeled for the community colleges, and that the models could easily be applied to the senior colleges, it was agreed that the University Budget Office would prepare a table reflecting non-instructional lines for inclusion in the report.

The matter of where the additional lines required by the report would come from was discussed. President Goldstein identified various sources, including APP lines, new lines, the non-regulated part of the University budget, and the non-instructional part of college budgets. It was recognized that new lines were unlikely to be made available in the current budgetary climate, and that a pool for reallocation would have to be created from internal sources.

President Davis noted the intent, identified at the top of pg. 6 of the draft, to enable colleges to use their additional lines for non-instructional as well as teaching purposes. There was a general acceptance that if no new lines were to become available and a pool of lines were to be created by reallocation, then that pool might include both faculty and non faculty lines.

President Curtis spoke forcefully to the importance of recommending that efforts be made to maintain or improve, but not worsen, the current FT/PT faculty ratios at all senior colleges. He proposed an amendment to the document which incorporated this point, together with recommendations concerning the allocation of new funds and of APP funds in support of Base Level Equity priorities. He offered a specific proposal to govern future rounds of resource allocation that stressed the importance of integrating Base Level Equity concerns into the process while also maintaining the emphasis, which has characterized APP so far, on campus-based planning and priority-setting.

The Committee discussed at some length how President Curtis' proposal might be operationalized. It was suggested that in the future, APP dollars and lines available for the senior colleges in a given budget cycle could be subdivided into two pools. One pool would be made available programmatically to all senior colleges on the basis of their agreed academic priorities, exactly as at present. The other would be distributed to eligible colleges according to the principles and formulas of Base Level Equity. This was generally agreed to by the Committee, although Vice Chancellor Rothbard warned that, in the absence of new money, the formulaic approach should not be characterized as APP. The Committee endorsed this approach and agreed to include President Curtis' amendment in the report.

President Moses argued that the Base Level Equity exercise effectively made improving the full time staffing position of needier campuses a central priority, and that as a result, funding from that portion of the University budget devoted to central priority areas should be used in support of Base Level Equity. There was general agreement with this point of view.

There was some discussion of the time frame for the application of the revised model, and it was agreed that the committee understood that their recommendations, if accepted, would be implemented from next year.

Several minor alterations to the text were agreed to, and President Goldstein invited members to communicate any editorial changes to Dean Martin within the next few days.

President Jackson, noting that Medgar Evers had not been involved in the Base Level Equity exercise this time around because of its recent change in status, expressed his admiration for the collegial way in which the Committee had worked to find an outcome which, in his view, was a sound one and would be widely acceptable to the University community.

A motion by President Lynch, seconded by President Davis, that the Committee adopt the document as amended at the meeting for presentation to the Chancellor was passed unanimously.

Members expressed their desire to meet with the Chancellor, once she had received the report, and President Goldstein undertook to organize this. He also undertook to circulate the final version of the report to the Committee early the following week. It was agreed that, although the Committee had with this meeting finished its task, it would be useful for the group to hold one or two additional meetings to explore some of the issues to which the forthcoming Executive Budget would give rise, and President Goldstein agreed to explore possible dates.

The meeting concluded with a round of applause by Committee members in appreciation of President Goldstein's excellent work as its Chair.

Report to Chancellor W. **AM** Reynolds

from

Ad Hoc Committee on Base Level Equity

December 21, 1994

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BACKGROUND

The Ad Hoc Committee on Base Level Equity was charged by Chancellor Reynolds in a memorandum of September 7, 1994, "to study and make recommendations regarding the allocation of faculty positions among the senior colleges." Her charge noted the fact that, although a modest reallocation in full-time faculty positions had been made in the 1994-95 senior college budget, "these changes were cushioned . . . partly by the fact that additional adjunct funds were provided to offset the positions cut, and partly by the fact that virtually all of the reallocated positions were vacant."

The Committee's charge reminds us that "the ultimate objective of reallocation is to make more equitable the distribution of full-time positions," taking into account changing college enrollments and differences among their academic offerings. In **this** context, the committee was asked to consider the following questions.

- 1) *What strategies should the University pursue to acquire additional faculty resources?*
- 2) *How can the internal reallocation of resources for full-time faculty be encouraged and expedited?*
- 3) *What additional elements should be considered in the budget allocation model [i.e. the instructional staffing model (ISM)] to ensure an equitable distribution of faculty positions? How do we take into account such factors as faculty scholarship, sponsored research, and participation in graduate education?*
- 4) *How can we further enhance the coordination of the goals of academic program planning and budgeting and make them mutually reinforcing?*

At the inaugural meeting on September 23, 1994, the Committee embraced guidelines for our work this Fall: all senior colleges presidents would be welcome to participate in discussions; they would be encouraged to bring ideas back from their campuses; and the University Faculty Senate and the University Student Senate would be kept informed of discussions and drafts. In all, five meetings took place, the last on December 16, 1994.

FRAMEWORK GUIDING THE COMMITTEE

The Committee's starting point was a snapshot comparison among the senior colleges of FTE enrollments, of the numbers of full-time faculty, and of the ratio of full-time faculty to FTE teaching power (i.e. the sum of full-time and FTE adjunct faculty) as actually funded at each college. The wide variation among colleges is illustrated in Table 1.

Table 1

Full-Time Faculty Share of Total Teaching Power
(1994-95 data)

	FTE Enrollment	Actual FT Faculty	Ratio of Actual FT Faculty to Total Actual Teaching Power
Baruch	11,241	396	75.3 %
Brooklyn	10,752	529	94.3 %
City	10,026	467	84.3 %
Hunter	12,644	503	44.6 %
Queens	12,130	516	87.1 %
John Jay	6,856	194	61.0 %
Lehman	6,889	290	82.6 %
York	5,215	146	62.6 %
CSI	8,140	265	66.7 %
NYCT	8,053	274	72.0 %

At the suggestion of one president, comparative data on non-teaching positions were requested from the Vice Chancellor for Budget. These data and a calculated ratio of students to staff are presented in Table 2. Security positions were excluded from this tabulation to avoid tainting the comparison with the extreme variation in security staffing as some campuses have the new security initiative in place and others do not.

Table 2

Ratio of Students to Non-Teaching Staff (excluding Security) at the Senior College

	FTE Enrollment (1994-95)	Total Budgeted Positions excluding FT Teaching and Security (1993-94)	Ratio
Baruch	11,241	521	21.6
Brooklyn	10,752	588	18.3
City	10,026	656	15.3
Hunter	12,645	670	18.9
Queens	12,130	641	18.9
John Jay	6,856	262	26.2
Lehman	6,889	387	17.8
York	5,215	269	19.4
CSI	8,140	403	20.2
NYCT	8,053	445	18.1
total/avg.	91,947	4842	19.0

Framework Summary

In consideration of the wide variation among the colleges and a need by the University to increase the number of FT faculty available for teaching at under-supported campuses, the Committee devised its recommendations within the following framework.

- 1) First and foremost, the University needs to be aggressive, focused, and imaginative in securing higher levels of base funding for the campuses.
- 2) The senior colleges are different in maturity, scope, orientation, and reputation. **Any** movement to redirect existing resources or to differentially direct added resources should be done in such a manner as not to compromise quality.
- 3) Any reallocation of positions must be done in a manner that is not disruptive to the academic program planning done on individual campuses
- 4) If higher levels of funding for instruction are made available to the University overall, it would not be unreasonable to direct proportionally more to the "needier" campuses.
- 5) Even in the absence of additional funding, the reallocation of existing faculty lines may not **be** the only or best procedure for addressing imbalances among colleges. The same goal may be achieved, for example, by moving some funding from the non-instructional part of the budget or from central, university-wide priorities to campus-level instruction.
- 6) It would be a worthwhile investment in time **if** consideration were given to learning more about the means developed in other large university systems, both here **and** abroad, to deploy scarce resources. Paradigms that make sense elsewhere should be considered for implementation at CUNY.

RECOMMENDATIONS

The Committee was persuaded that the most efficient way to respond to our charge was to offer three short-term recommendations which could be implemented quickly and to call for a more comprehensive study over a longer term. Such a study would take into account the initial conditions and assumptions characterizing the current model, the relationship between those parts of college budgets which are model driven and those which are not, and approaches elsewhere which might, if appropriate, become part of the fabric of budgeting at The City University.

A. Short-Term Recommendations

1) With respect to what strategies the University should pursue to acquire additional faculty resources, the Committee accepted the following statement forwarded from a subcommittee chaired by President Fernandez.

I. Creating new lines out of existing resources

The proposed strategy would allow colleges, over a specified period (3-5 years), to use the salaries of positions that become vacant to hire one or more persons over and above the number of lines being vacated. For example, if two full professors near the top of the scale were to retire or resign, it might be possible to hire three or even four assistant professors or instructors with the funds associated with their salaries. It is assumed that a specific number of lines would be available to CUNY solely for this purpose and that the increase in fringe benefits (approximately 30% of salaries) would be absorbed centrally. (This strategy could be also applied to vacancies occurring in the HEO series.) The State Division of the Budget would have to approve this proposal, given its impact on the total number of lines the University is allowed to have. However, it should be noted that there would not be an initial increase in the funding level associated with these newly-created positions. However, as salary increments accrue, there would be a gradual rise in the funding level needed to carry these lines over the years.

The main benefit to colleges under this strategy would be a net increase in faculty and/or staff to be deployed in areas of current or potential growth as reflected in the academic program planning process. It would also allow a college with needs in other areas, such as student services, library or administrative services, to use some of these new positions to address urgent internal priorities.

II. Incentives for reallocation of faculty lines

An experimental variation of the strategy described above might also be explored by which CUNY, as a part of its academic program planning, would create a pool of centrally-controlled lines to be used as incentives to entice colleges in addressing specific system-wide curricular needs, such as math/science, health professions, special education, ESL, bilingual education, and others. Colleges developing new program or strengthening existing ones in pre-determined areas would receive a number of positions temporarily, along with the funding for these lines. After one year, part of the funding (e.g., a third or a fourth, depending on the length of the experiment) would be withdrawn but the Line would remain at the college. In the second year, another third (or fourth) of the salary for that line would be removed. In the third year another portion would be withdrawn. In the final year, the college would be expected to absorb the entire salary and the line into its budget by using a line that had become vacant during that four-year period. As lines revert to the CUNY central pool, they would be free to be re-allocated to other institutions under the same conditions.

This experimental strategy might be employed for a given number of years and then suspended, once the agreed-upon curricular priorities have been achieved. There are several advantages to this proposed scheme. First, it would move colleges more quickly into academic program planning, provided its priorities were in line with the University's. Second, it capitalizes on the anticipated faculty/staff retirements that will take place across the University in the next 7-10 years. Third, it forces institutions to take their commitment seriously through the gradual withdrawal of the funding associated with these positions and also by requiring colleges to utilize vacant lines for this purpose. Finally, it links directly the coordination and mutually reinforces the goals of academic planning and budgeting (#2 and 4 of the Chancellor's charge).

If the budget planning process were expanded to include the non-teaching side of a college's operations (the currently non-regulated part of the budget), a similar strategy might be employed to assist colleges in addressing urgent needs by redeploying HEO lines to areas considered urgent priorities, e.g., enrollment management.

One of the concerns raised by several presidents about the strategy of redistributing faculty lines is that the larger, non-regulated portion of the budget of the senior college is not included in the analysis and redistribution of lines. Some colleges may be underfunded (or overfunded) but it is impossible at this time to determine this because there is no formula analogous to the teaching power

*allocation paradigm used to distribute non-teaching lines in areas such as student affairs, administrative affairs, etc. An important step in making **total** line allocations for all senior colleges more equitable will be the development of criteria which take into consideration not only enrollment (FTEs) but also the physical plant of each college and other pertinent characteristics. This issue must be resolved expeditiously because a truly equitable and objective system of resource allocation across the senior colleges depends on it.*

- 2) **With respect to how the University can further enhance the coordination of the goals of academic program planning and budgeting and make them mutually reinforcing, the Committee accepted the following statement forwarded from a subcommittee chaired by President Horowitz.**

The current organization of academic program planning as it relates to budget implications has been conceived largely in terms of the academic program review process that is focussed primarily on degree programs, course offerings, student interest, and faculty needs. It has been difficult to include in the academic program planning efforts other issues that have budget implications and that are also immediately related to the academic area or program under review and, ultimately, to student success.

For these reasons, we recommend that academic program planning for purposes of budget requests be broadened to include related needs such as OTPS, library resources, computation, equipment, and space. As well, recommendations for programs under review may be related to the need to strengthen counseling and other student services and concomitant needs for support services such as those provided by secretarial, administrative, and technical staff.

Coordination between academic program planning and budgeting will be greatly enhanced, if campuses can present an integrated budget request that fully reflects the totality of the needs relevant to the academic review process.

Such a development would be greatly facilitated if communications between the University administration and the colleges with respect to the budget could be more coordinated than is currently the case. For example, at the present time, colleges are asked to submit statements of programmatic priorities through two different channels: one to Academic Affairs as part of the year-end report on academic program planning and a second one to the Budget Office in response to the annual call letter. A unified process would be less confusing and would permit

colleges to relate their academic priorities to their broader budgetary needs while reinforcing the integration of their academic and financial planning.

We thus recommend that consideration be given to issuing a single budget call with instructions for campuses to make requests that include both academic program planning priorities and other needs.

3) The wide variation in FT share of teaching power on the different campuses suggests that some reallocation may be appropriate even if no additional resources are available. If reallocation is to proceed, the Committee recommends that the **1994-95** allocations be taken as the appropriate starting point since they usefully embody the different histories, traditions, and programmatic variations among the colleges. But instead of an abrupt shift in position counts by a simple arithmetic reassignment to bring all senior colleges closer to the CUNY-wide ratio for FT share of teaching power (currently 78% in **1994-95**), we recommend moving cautiously by modulating any re-allocation through two valuable and objective mechanisms: a Released-Time Correction and Dollar-Equivalence Smoothing.

The Released Time Correction. Achieving base level equity would require reducing the differences among campuses with respect to the ratio of full-time faculty to overall teaching power. It is recommended, however, that before any reallocation algorithm is employed, a more accurate assessment of the number of full-time faculty who are truly contributing to the teaching power within each institution be made. Faculty members who teach in the doctoral program or are released to work on a sponsored project are not providing as much classroom instruction as those devoted exclusively to teaching. By subtracting such released-time effort from the full-time cohort and adding it back to the part-time cohort, classroom teaching power is more accurately quantified, and the ratios make a more equitable comparison. This approach is embraced by the committee because, while far from perfect, it explicitly embeds two credible indicators of academic quality in the calculations.

Dollar-Equivalence Smoothing will also be a crucial part of any re-allocation process. This is how the methodology would work. As an initial condition, colleges would be entitled to gain or lose full-time positions depending upon where they are relative to the senior college average for the ratio of actual FT faculty to actual teaching power. (For **1994-95** this average is **78%**.) To accomplish smoothing, the committee suggests employing a concept of dollar equivalencies associated with units of teaching power to measure the number of new lines as a quantity of funds needed to accomplish the objective. Using a dollar equivalence for a unit of teaching power (values of \$15,000, \$20,000, and \$25,000 may be employed for illustrative purposes), the projected gains or

losses in lines would first be converted to dollars. For example, if Hunter initially were entitled to **24** lines and a \$15,000 threshold were taken for a unit of teaching power, then these lines would be given an equivalence of \$360,000 (or $24 \times \$15,000$). Then, using an average salary or say \$50,000, their increment of \$360,000 in teaching power would be converted back to seven faculty lines (rounded). These seven lines would then be added to Hunter's full-time faculty counts, but subtracted from Hunter's adjunct FTE counts thereby keeping their teaching power constant while improving the FT share of their total teaching power. In a similar calculation for a college with a higher-than-average FT component of their teaching power, lines would be lost, but with no diminution of actual teaching power.

What is appealing about this smoothing approach is that it buffers the effects on those campuses who might lose positions (both lines and dollars), and it provides the opportunity to support those dollars ~~from~~ any incremental support the University might obtain. It further permits dollars to support the redistribution from outside the instructional budget, and it allows the algorithm to be applied on a yearly basis to make adjustments depending on college circumstances. Examples of the application of the approaches using a released-time correction and dollar-equivalence smoothing are given in Appendix A.

- 4) Summarizing our analysis of Short-Term changes: if internal reallocation of tax levy monies continues to be implemented, the Committee's recommendations are:
- i. That new State funds/lines be allocated with Base Level Equity goals as a priority.
 - ii. That future academic program planning-related allocations by the University to support the academic programs of the colleges be distributed according to the following two principles: (a) Academic Program Planning driven by campus planning and priority-setting and (b) Base Level Equity as adjusted **by** this document.
 - iii. That the approaches outlined in this document (reports of the Fernandez Subcommittee, of the Horowitz Subcommittee, the Released Time Correction, and Dollar-Equivalence Smoothing) be given precedence over the Base Level Equity methodology utilized in **FY 95**.
 - iv. That every effort be made to maintain or exceed -- but not lower -- current full-time/part-time faculty ratios at all senior colleges.

B. Long-Term Recommendations

1) In modelling the instructional part of the budget, two elements are used -- FTE enrollments and the Instructional Staffing Model Matrix (Appendix B). In this eleven-by-three matrix, rows are substantive discipline areas (natural sciences, education, psychology, mathematics, etc.) and columns are level of instruction -- lower division, upper division, and masters level. Each of the thirty-three cells contains a "recommended" number of FTE students corresponding to one FTE faculty member. It is the sentiment of the Committee that this critical matrix, which converts enrollment data into a modeled or appropriate staffing level, is in need of revision. Since the original formulation of this matrix in the early 1960s, pedagogy in many of the disciplines has changed dramatically. The Committee recommends that the Vice Chancellor for Academic Affairs convene a task force with the participation of the University Budget Office to study what revisions to the staffing matrix are supportable.

2) The committee spent most of its time considering the instructional component of colleges' budgets and some time being briefed on central priorities in the overall University budget. Knowing full well that this is only a partial picture, the committee believes that recommendations should be made to the Chancellor by an appropriate body on the non-regulated parts of colleges' budgets. For example, such a body could devise a paradigm to model budgets for security, physical plant, and student-support services; the models would include such parameters as the physical characteristics of a campus and its enrollment.

3) There is a wealth of material on alternative funding models in public higher education available for review and analysis at the Office of Academic Affairs at the Central Office. (See Appendix C.) Models incorporating variables not considered in CUNY's **ISM** may be promising for use here. Totally different approaches around performance funding standards seem particularly interesting; the Tennessee Higher Education Commission has taken a substantial lead in this approach. Other systems use various approaches applying historically-referenced, model-referenced, and priority-referenced data to the development of operating budgets. Other than enrollment shifts as a trigger for reducing budgets, the Committee is unfamiliar with any program-driven methodology. The Committee recommends that the office of the Vice Chancellor for Budget, Finance, and Computing and the Office of the Vice Chancellor for Academic Affairs examine which approaches seem most promising for The City University.

Appendix A

Unit Teaching Power Adjustment = \$20,000

Row	Brae Model	BARUCH	BROOKLYN	CITY	HUNTER	QUEENS	LARGEST 6 COLLEGES
A	Enrollment- FTE	11,241	10,752	10,026	12,645	12,130	56,794
B	ISM Model FTE Teaching Power	658	702	693	844	741	3,638
E1	Revised Model FTE Teaching Power [Row B - Row C-2 - Row C-3]	652	693	675	819	730	3,569
C-1	Budgeted Full Time Faculty	396	529	467	503	516	2,411
C-2	Less: Sponsored Research FTEs [Sponsored Research / Faculty Avg Salary]	3	4	10	19	4	40
C-3	Less: PhD Teaching Adjustment [15% of Graduate Center Lines]	3	5	8	6	7	29
C-4	Less: Academic Program Planning	0	0	0	0	0	0
C	Adjusted Full Time Faculty	390	520		478	505	2,342
D	100% Model Adjunct FTE	268	182	244	366	236	1,296
E	Actual Adjunct FTE	130	32	87	172	76	497
F	Actual FTE Teaching Power	520	552	536	650	581	2,839
F-1	Funded Portion of Revised Model	79.7%	79.7%	79.4%	79.3%	79.6%	79.5%
J	Enrollment / Actual Faculty	21.6	19.5	18.7	19.5	20.9	20.0
K	Ratio FT Faculty / Actual	75.0%	94.2%	83.8%	73.6%	86.9%	82.5%
Equalization of ISM							
AA	Full Time Faculty Target 77.6% of 79.6% of Revised Model [Row K * Row F-1 * Row B-1]	403	428	417	506	451	2,205
BB	Raw Base Level Gain / (Loss) [Row AA - Row C]	13	(92)	(32)	28	(54)	(137)
CC	FT / Adjunct Equalization [Row BB x \$20,000 FTE Adjustment]	\$260,000	(\$1,840,000)	(\$640,000)	\$560,000	(\$1,080,000)	(\$2,740,000)
DD	Refined Base Level Gain / (Loss) [Row CC / Row LL]	4	(28)	(9)	9	(17)	(41)
EE	Compensation Required [Row BB - Row DD > 0, * \$20,000]	\$180,000	\$0	\$0	\$380,000	\$0	\$560,000
FF	Equalized FTE Teaching Power	519	552	537	652	581	2,841
GG	Full Time Faculty [Row DD + Row C]	394	492	440	487	488	2,301
HH	Adjunct FTE	125	60	97	165	93	540
JJ	Enrollment / Revised Faculty [Row A / Row FF]	21.7	19.5	18.7	19.4	20.9	20.0
KK	Ratio Full Time Faculty [Row GG / Row FF]	75.9%	89.1%	81.9%	74.7%	84.0%	81.0%
LL	Average Faculty Salary	\$62,909	\$65,562	\$65,398	\$58,127	\$63,305	\$63,060
MM	Faculty \$'s / FTE Student	\$2,455	\$3,126	\$3,088	\$2,532	\$2,719	\$2,769

Unit Teaching Power Adjustment = \$20,000

Row	Base Model	JOHN JAY	LEHMAN	YORK	CSI	NYCTC	ALL SENIOR COLLEGES
A	Enrollment- FTE	6,856	6,889	5,215	8,140	8,053	91,947
B	ISM Model FTE Teaching Power	398	439	292	497	476	5,740
B-1	Revised Model FTE Teaching Power [Row B - Row C-2 - Row C-3]	396	428	290	494	476	5,853
C-1	Budgeted Full Time Faculty	194	290	146	265	274	3,580
C-2	Less: Sponsored Research FTEs [Sponsored Research / Faculty Avg Salary]	1	8	2	1	0	52
c-3	Less: PhD Teaching Adjustment [15% of Graduate Center Lines]	1	3	0	2	0	35
C-4	Less: Academic Program Planning	0	0	0	0	0	0
C	Adjusted Full Time Faculty	192	279	144	262	274	3,493
D	100% Model Adjunct FTE	206	160	148	235	202	2,247
E	Actual Adjunct FTE	124	61	87	132	106	1,007
F	Actual FTE Teaching Power	316	340	231	394	380	4,500
F-1	Funded Portion of Revised Model	79.8%	79.4%	79.8%	79.8%	79.9%	79.6%
J	Enrollment / Actual Faculty	21.7	20.3	22.5	20.6	21.2	20.4
K	Ratio FT Faculty / Actual	60.7%	82.1%	62.2%	66.5%	72.0%	77.6%
Equalization of ISM							
AA	Full Time Faculty Target 77.6% of 79.6% of Revised Model [Row K * Row F-1 * Row B-1]	245	264	179	305	294	3,493
BB	Raw Base Level Gain / (Loss) [Row AA - Row C]	53	(15)	35	43	20	(1)
CC	FT / Adjunct Equalization [Row BB x \$20,000 FTE Adjustment]	\$1,060,000	(\$300,000)	\$700,000	\$860,000	\$400,000	(\$20,000)
W	Refined Base Level Gain / (Loss) [Row CC / Row LL]	17	(4)	11	13	6	2
EE	Compensation Required [Row BB - Row DD > 0 * \$20,000]	\$720,000	\$0	\$480,000	\$600,000	\$280,000	\$2,640,000
FF	Equalized FTE Teaching Power	315	341	231	393	379	4,500
GG	Full Time Faculty [Row DD + Row C]	209	275	155	275	280	3,495
HH	Adjunct FTE	106	66	76	118	99	1,005
JJ	Enrollment / Revised Faculty [Row A / Row FF]	21.8	20.2	22.6	20.7	21.2	20.4
KK	Ratio Full Time Faculty [Row GG / Row FF]	68.3%	80.6%	67.1%	70.0%	73.9%	77.7%
LL	Average Faculty Salary	\$59,998	\$63,309	\$59,732	\$63,559	\$60,314	\$62,605
MM	Faculty \$'s / FTE Student	\$2.177	\$2,743	\$2,103	\$2,473	\$2.374	\$2,626