

Faculty Senate Minutes #158

John Jay College of Criminal Justice

September 24, 1997

3:15 PM

Room 630T

Present (30): C. Jama Adams, George Andreopoulos, Michael Blitz, David Brotherton, Effie Papatzikou Cochran, Edward Davenport, Jane Davenport, John Donaruma, P.J. Gibson, **Amy** Green, Edward Green, Lou Guinta, Karen Kaplowitz, Kwando Kinshasa, Sandra Lanzone, Sondra Leftoff, Barry Luby, James Malone, Ellen Marson, Mary Ann McClure, Jill Norgren, Daniel Pinello, Jacqueline Jimenez-Polanco, Charles Reid, Frederik Rusch, Adina Schwartz, Lydia Segal, Ellen Sexton, Agnes Wieschenberg, Bessie Wright

Absent (7): Glenn Corbett, Kojo Dei, Arlene Geiger, Gavin Lewis, Robert Rothchild, Carmen Solis, Davidson Umeh

Invited Guests: Professor Ned Benton (Chair, Budget Planning Committee), Professor Tom Litwack (Chair, Faculty Senate Budget Committee)

Agenda

1. Announcements from the chair
2. Approval of Minutes #157 of the September 11 meeting
3. Overview of the CUNY budget allocation process and John Jay's inequitable funding: Professors Benton, Litwack, Kaplowitz
4. Proposed resolution: Resolved, That the Senate urges the John Jay administration to engage in a vigorous advertising campaign to recruit students to JJ, with special attention directed to potential transfer students
5. Proposed amendments to Article VII of the Senate Constitution

1. Announcements from the chair

Dr. Louise Mirrer, the new CUNY Vice Chancellor for Academic Affairs, has accepted the Faculty Senate's invitation. She will attend the Senate's Friday, December 12, meeting.

The Council of Chairs unanimously voted to co-sponsor the November 7 Faculty Development Retreat and called on the chairs of the academic departments to schedule department meetings that day.

The Council of Chairs voted to propose changes in the procedures of the College P&B, including several proposed by the Senate last semester. This will be reported on at a later meeting.

2. Approval of Minutes #157 of the September 11 meeting

By a motion duly made and carried, Minutes #157 of the September 11, 1997, meeting were adopted.

3. Overview of the CUNY budget allocation process and John Jay's inequitable funding: Professors Ned Benton, Tom Litwack, and Karen Kaplowitz [Attachment A, B, C]

The history of John Jay's underfunding, compared to the funding of the other CUNY senior colleges, was reviewed, in preparation for forthcoming meetings with members of the CUNY Board of Trustees for the purpose of briefing them about John Jay's mission, academic programs, and budget needs.

Professor Benton, Chair of the Budget Planning Committee, a subcommittee of the College Personnel and Budget Committee, explained that this year's budget for CUNY is not a bad budget compared to those of past years. There is no tuition increase, there are new lines, and so this is a year when there ought to be some progress with respect to John Jay's fiscal situation. However, he noted, there is a lot of fluidity on the Board of Trustees. The pattern we have seen in the last few years has been a combination of Base Level Equity, which is an attempt to redress some of the historical disparities in levels of funding between CUNY colleges, and the other budgetary track, Academic Program Planning, which strives to reward the quality of academic programs and the development of quality academic program planning. The fact of having those two tracks while less than a perfect solution did give John Jay an opportunity to resolve some of our fiscal problems based on historical inequity. However, in the current fluid situation at the Board we are in a curious situation whereas the Governor, in his Executive Budget for CUNY, has consistently and explicitly endorsed the concept of Base Level Equity but this Board has seemingly sent signals to the Central Administration to not do anything about this. And so it seems as if no allocations of new lines will be made this year based on Base Level Equity. Rather, allocations will be made based on Academic Program Plans.

Professor Tom Litwack, the chair of the Faculty Senate's Budget Committee, reviewed the background. He noted that for many years we at John Jay knew that we were underfunded compared to other senior colleges in CUNY. He noted that it should be said that for many years before the Faculty Senate became involved in the issue of John Jay's funding, President Lynch and John Jay's Budget Director Robert Sermier, lobbied behind the scenes with CUNY officials to get more funding for John Jay. He said that certainly those efforts bore some positive results but not the full results that we wanted. Most important of all, he added, is the fact that CUNY kept denying that John Jay was underfunded and said instead that although John Jay clearly had far smaller budget allocations than other colleges with similar numbers of students, CUNY said that was due to objective differences between those colleges. What finally changed that posture was when the Faculty Senate invited Vice Chancellor Richard Rothbard, who was then and who still is the Vice Chancellor for Finance, to meet with John Jay's Faculty Senate. Vice Chancellor Rothbard came to the Senate in December 1993. We made the case to him that John Jay is and has been funded in an inequitable manner and he took the position in that meeting that the differences in funding are due to an

objective funding formula. Professor Litwack recalled that the Senate's response was to ask Vice Chancellor Rothbard to send us the formula to explain the bases of these funding differences. Vice Chancellor Rothbard, as a consequence of that request, sent the Faculty Senate data that revealed -- through the analysis that the Faculty Senate's Budget Committee conducted -- that a large portion of the funding disparity was not based on objective factors but was, rather, based on other factors. The comparison we asked for was between John Jay and Lehman because although the two colleges then had almost the same number of students FTE's Lehman had an annual base budget that was \$10 million more than John Jay's.

Through the Faculty Senate's analysis, we demonstrated that approximately at least \$5 million of that \$10 million difference was not justified by any objective factors although we did determine that some of the funding difference is justified: Lehman has a bigger campus than John Jay, Lehman has certain academic majors that require a more intensive faculty to student ratio than do John Jay's majors. So we sent our analysis to Vice Chancellor Rothbard and his response was that our analysis was right but that there were also historical and other factors that determine funding. We wrote back making the case that such inequity must be redressed. The next budget allocation from the CUNY Central Administration, several months later in the summer of 1994, included the Base Level Equity Initiative under which each of the senior colleges was supposed to be gradually brought to the same level of full-time teachers per need for full-time teachers. As a result of that initiative John Jay ultimately added approximately 20 full-time faculty lines to our budget and, in fact, the second column, entitled "Base Level Equity" [Attachment A] shows that John Jay has received \$1 million in that category and, it is important to note, this \$1 million is incorporated in John Jay's base budget this year for the first time.

So those additional 20 lines, amounting to an annual addition of \$1 million, has now been added to our base budget. And, Professor Litwack said, there is no question that this would not have happened were it not for John Jay's Faculty Senate. However, even though this is a big step forward, fiscally we are still tremendously behind other senior colleges and, he also noted, while we have increased the number of full-time faculty lines, we have further increased our enrollment at the same time, and so we are not a lot better off than we were before but, he said, we are a lot better off than we would have been had it not been for the efforts of John Jay's Faculty Senate.

President Kaplowitz noted that another example of the inequity in funding is that John Jay now has more student FTE's than CCNY and yet CCNY has a base budget that is more than double John Jay's. She explained that when the Senate requested that the CUNY Central Administration redress the inequitable funding, the Faculty Senate suggested that it be accomplished through the redistribution of funded vacant lines as they become vacant. She explained that when a line becomes vacant -- either through retirement, resignation, non-reappointment, or death -- a college retains the line and if that college chooses to fill the line, the line is funded at 100% of its dollar value, but if a college chooses to not fill the line, which is its choice to make, the college receives 82% of the dollar value of the line. Although the Faculty Senate recommended that these lines be redistributed after they became vacant, the BLE initiative called for the redistribution of existing funded vacant lines, many of which have

been vacant for many years, although the lines would be redistributed in a gradual way. Under BLE, no one is fired or is reassigned. And yet, many presidents, notably those at the colleges that have vacant funded lines, opposed BLE and recommended that instead of redistributing vacant lines, CUNY should request from the Governor and from the NYS Legislature new money and new lines to redress the funding inequity and should give the underfunded colleges these newly acquired full-time funded faculty lines. That, she explained, is what Professor Benton referred to as being in the Governor's budget for CUNY.

Professor Litwack asked President Kaplowitz to explain the Academic Program Planning (APP) initiative. President Kaplowitz explained that shortly after BLE was initiated in the summer of 1994, the then Vice Chancellor for Academic Affairs, Dr. Richard Freeland -- who has been superseded by Dr. Louise Mirrer -- was opposed to BLE and he created his own initiative, called Academic Program Planning, whereby he gave money and lines to colleges based on the quality of each college's academic programs and on the quality of the academic program planning of each college. And, in fact, the Budget Planning Committee of the University Faculty Senate, which Professor Benton and she are involved with, and which is meeting the next day with Vice Chancellor Mirrer, produced a chart in which the number of APP lines each college received was translated into grades from A through F. John Jay's funding was translated into the grade of F, reflecting how little APP funding John Jay received.

This year, the Governor and the Legislature allocated CUNY **\$4.25** million to create **85** full-time faculty lines and specifically names both Base Level Equity and Academic Program Planning Initiatives as the purposes of those lines. CUNY officials are now trying to determine whether this money should be allocated in such a way that 85 lines would be given to senior colleges or whether that \$4.25 million should be leveraged to create as many as 200 full-time faculty lines. And yet Professor Benton and she and others in CUNY have learned that, at this point, there seems to be no plan to allocate any BLE lines.

Professor Benton explained that we have a new Board and a new Vice Chancellor for Academic Affairs and that presidents of colleges such as Queens are vigorously arguing that there should not be mechanistic kinds of approaches to allocating lines and funds and that there should be local autonomy and that enrollment should not drive budgets. It was announced that it was Dr. Mirrer who would be deciding how to allocate as many as 200 lines: he noted that if 200 lines are distributed and we get our traditional 5% budget share, we would receive 10 lines and this would be a triumph of those who oppose BLE; if we get 8%, which is our share in terms of enrollment, we would receive 16 lines, and this would mean someone agreed to a compromise; and if we get 12%, in other words 20 to 25 lines, we would be looking at Base Level Equity and it would mean that something good has happened.

Professor Benton explained that he had conferred with Karen Kaplowitz who, in turn, conferred with Tom Litwack. Because Professor Benton had given a speech on the budget allocation process at a UFS conference last spring which Dr. Mirrer attended, it was agreed that he would write to Vice Chancellor Mirrer. Professor Benton distributed copies of his letter [Attachment B]. He explained that he wrote to Dr. Mirrer raising the issue because he feared she was not hearing about this part of the budget picture. For his letter, he created two tables. The first table

compares the number of budgeted lines each senior college has to the number of lines that college is supposed to have based on the Instructional Staffing Model (ISM), which is CUNY's model as to the student/faculty ratio needed for upper-division and lower-division and master's level courses in each academic discipline. For example, master's level courses generate more lines than do undergraduate courses, and various kinds of academic programs generate more lines than other programs. Based on the model, John Jay should have 494 full-time faculty lines, but we actually have 220 such lines. So we are at 44.5% of target, which is the lowest of all the senior colleges of CUNY and substantially lower than colleges such as City College, which is at 93% of target.

In explaining his second table [Attachment B], Professor Benton explained that we finally received data showing the number of dollars each college receives from the Central Administration for salaries and expenses (except for buildings) compared to the number of dollars that come from the tuition that students pay (whether the tuition is paid directly by the student, or through loans, or through TAP). John Jay students are expected to account for 89% of our budget allocation and yet, for example, City College students are expected to account for only 54% of its allocation. And so for every dollar each CCNY student provides in tuition, CCNY receives and is able to provide two dollars of education and services for its students. But for every dollar each John Jay student provides in tuition, John Jay receives and is able to provide only \$1.10 of education and services for its students. No explanation for this disparity is provided.

Professor Benton explained that the purpose of his letter to Vice Chancellor Mirrer was to point out that when Academic Program Planning allocations should be informed by Base Level Equity needs and goals. He said he also wanted to raise the point that programs that are attaining quality in the face of severe fiscal shortages might be a very wise investment.

Professor Benton further explained that in consultation with President Kaplowitz they decided that Professor Benton would first write to Vice Chancellor Mirrer and that should another letter be required, based on the response to Professor Benton's letter, President Kaplowitz and Professor Tom Litwack would write a letter on behalf of the Faculty Senate, upon the Senate's authorization.

Senator Edward Green asked whether a lawsuit could be brought on the grounds of discriminatory treatment. Professor Benton said that he does not think so because although the allocation is arbitrary he does not think it is discriminatory. Senator Adina Schwartz noted that the predicate for an Article 78 proceeding in New York State, which is brought in the Appellate Division and is only against government officials, is that officials have acted in an arbitrary and capricious fashion. An Article 78 proceeding permits a case based on a legal framework stating that officials violated their own rules. Professor Litwack agreed, adding that such a proceeding could also be based on the argument that the officials followed no rules, that no rules exist, and that, therefore, it is arbitrary and capricious by definition. Senator Schwartz agreed but added that it is another issue entirely whether we would want to take such action at this time.

President Kaplowitz said that another reason for Professor Benton's letter is that because there are so many changes at 80th Street there is some misunderstanding and that when Professor

Benton and she were told that Base Level Equity allocations had already been made this year and they then received the budget documents they realized that what had happened was that the base level dollars were imbedded, for the first time, into our base, which is a significant achievement, but no base level equity lines were allocated. Because so many Trustees and members of the Central Administration are new or have left, there may have been inadvertent confusion about this, that the imbedding of Base Level Equity dollars from allocations of the past three years into our base meant that we received BLE lines this year, which is not the case. Because of this seeming confusion, Professor Benton wrote to Vice Chancellor Mirrer.

Professor Benton reported that he received an answer to his letter to Vice Chancellor Mirrer the previous day [Attachment C] and the letter basically states that Academic Program Planning is not based on equity, and is not attempting to remedy inequity, and it is instead designed to reward academic program quality. He said that although our Academic Program Planning has resulted in some lines, we need far more lines. In fact, he explained, in order for John Jay to get to the University's own target, John Jay needs 274 new full-time faculty lines: in other words, we need more than twice the number of faculty that we now have.

President Kaplowitz explained that the plan that she and Professors Benton and Litwack developed was that Professor Benton write the initial letter, since he was able to frame his letter within the context of his presentation at the UFS Conference last May that Vice Chancellor Mirrer attended, of the budget allocation process. Also, the three had agreed that if all three wrote the letter and the response was unsatisfactory, there would be no room for a second letter. And the plan was that if the response to Professor Benton's letter was not satisfactory, the Senate would be asked to authorize Professor Litwack and her to write a letter on behalf of the Senate, which is what they are proposing.

Senator Quinta said those were excellent plans and proposals but he has two questions: are these efforts being coordinated with John Jay's administration and is the administration doing anything beyond what we are doing. Professor Benton said the answer is yes to both questions: we are coordinating with the administration and the administration has said it is planning a response although we have not yet seen the response.

President Kaplowitz concurred and added that the \$4.25 million and the lines, whether 85 or 200 or some number in between, have not been allocated because the Trustees want to be involved in the allocation. And, in fact, a special meeting of the Fiscal Affairs Committee of the Board has been scheduled for late in October about the allocation of this year's lines and, thus, there is time to make the case to the Board and to the Central Administration and to influence the decisions about the allocation of lines.

Professor Benton noted that he copied his letter to Vice Chancellor Mirrer to Trustee Ronald Marino, Chair of Fiscal Affairs, with whom he has met, saying he thinks Trustee Marino will be amenable to a rational discussion about resource allocations.

Senator James Malone said this is a critical moment in the life of the College: the Chancellor has left, the new Board is trying to find its way and wants to be very involved in running

the University. So we really have to develop a very tight approach and he praised the strategy of Professors Benton, Litwack, and Kaplowitz. He suggested that we develop a think tank to develop further strategies. Professor Benton said that he and President Kaplowitz are meeting with Vice Chancellor Mirrer the following morning and are working to coordinate with faculty from the College of Staten Island and Baruch and other similarly fiscally disadvantaged colleges, which are in a fiscal situation similar to but less severe than John Jay's. Senator Malone said that if the Governor and Legislature funded Base Level Equity, we need to pressure 80th Street to provide BLE. [Professor Benton excused himself to teach a class: he was thanked by the Senate.]

President Kaplowitz said that the difference between what our administration can do and we can do is that we can act publicly, which the administration of the College can do to a much lesser extent if at all. That is actually what Professor Litwack meant when he recalled that although President Lynch and others had worked behind the scenes they had been unable to get data that the Senate was able to get: we asked for the data on the record, at a public meeting, and this is information about tax levy money and, therefore, has to be given when asked for publicly. Between December 1993, when Vice Chancellor Rothbard met with our Senate, and August 1994, when Base Level Equity was announced, we had made our case, in letter after letter based on data that we asked for at the December meeting and received from Vice Chancellor Rothbard in response to our official request.

With reference to a possible Article 78 proceeding, President Kaplowitz said she recommends that we work internally, within CUNY, until such time, if it happens, that we have exhausted every avenue with no meaningful results and that only then should we even contemplate such an action. She said that we do not want to do anything that will generate the Board's anger against John Jay: it would be counterproductive, in terms of budget allocations, and might create other, dire, consequences. Senator Schwartz concurred. Senator Jill Norgren also concurred saying that we have to use our very best efforts but must do so after factoring in the views and possible actions of the new Board of Trustees.

Professor Litwack said that until now, the Faculty Senate has been working with the CUNY Central Administration: the Chancellor and the Vice Chancellors. Those are the people the Senate has been sending its letters to. He said that he now thinks that if we are going to be successful we have to be successful with the members of the Board of Trustees. And, he said, as President Kaplowitz said earlier, there is tremendous opposition to Base Level Equity from other colleges, because we are talking about big dollars. If there were full Base Level Equity at CUNY, not just for faculty lines but for everything, he estimates John Jay would receive between \$5 million and \$8 million more each year in our budget, in addition to our current annual budget of approximately \$37 million. And if BLE went into effect fully, it would not just be John Jay that received a larger budget, it would also be the College of Staten Island, Baruch, and other colleges as well. Unless that money is coming from the largesse of the Legislature, it has to come from the more advantageously funded senior colleges. So there is going to be tremendous resistance to any implementation of Base Level Equity. However, Professor Litwack said, he recommends that we as a College should argue strongly to the University that a clear plan should be put in place for distributing all resources to and amongst the senior colleges in a fair and equitable manner.

A motion directing President Kaplowitz and Professor Litwack, the Chair of the Senate's Budget Committee, to write to the CUNY Board of Trustees and to the Central Administration on behalf of the Faculty Senate was approved by unanimous vote.

4. Proposed resolution: Resolved, That the Faculty Senate urges the John Jay College administration to engage in a vigorous advertising campaign to recruit students to John Jay, with special attention directed to potential transfer students [Attachment D]

The Senate reviewed data provided by President Kaplowitz about the percent of upper-division and lower-division credits registered for by students at the various senior colleges [Attachment D]. John Jay's preponderance of lower-division credits among undergraduate studies (67%) as compared to upper-division (32.8%) was discussed. President Kaplowitz explained that upper-division courses are funded at a much higher monetary rate than are lower-division courses and, thus, our imbalance between upper-division and lower-division further hurts us fiscally. Many faculty might philosophically disagree, but lower-division (freshman and sophomore) courses, according to the Instructional Staffing Model (ISM), which is a matrix that assigns student-faculty ratios according to academic disciplines, assigns a higher student-faculty ratio for lower-division courses than for upper division courses.

It was noted that it is also important to have larger numbers of upper-division students because it is they who take advanced electives, it is they who do not need the costly freshman support services, and also, such an imbalance makes John Jay open to criticism with regard to its status as a senior college.

Senators remarked that educational supplements in the various newspapers during the past year have included advertisements from virtually all the CUNY colleges but advertisements for John Jay were not to be found among them.

A motion was made and seconded: **"Resolved, That the Faculty Senate urges the John Jay College administration to engage in a vigorous advertising campaign to recruit students to John Jay, with special attention directed to potential transfer students."** The motion was approved by unanimous vote.

5. Second reading of the proposed amendments to Article VII of the Faculty Senate Constitution: Executive Committee

Because of loss of a quorum, this item was not acted upon.

By a motion duly made and carried, the meeting was adjourned at 5 PM.

Respectfully submitted,

Edward Davenport  
Amy Green

Recording Secretaries



HE CITY UNIV  
Senior College  
197-98 Initial Budget Allocations (\$000)

Colleges	1998-97 Adopted Budget	FY98 & FY97 Base Level Equity	FY94 Prk Year / P	FY95 FY96 / P	New Buildings	Supplemental College Support	1998-97 Total Base Adjustments	1998-97 Adjusted Base	1997-98 Budget Increase	1997-98 Adopted Budget	Adjunct	Calandra Institute	Centers, Institutes & Consortia	Child Care	Collaborative Programs	College Commitments	Computer Access
Borough	49,442.2	95.8	990.0	990.0	(191.9)	0.0	893.9	50,336.1	507.0	50,843.1	3,489.6	0.0	135.0	94.5	0.0	0.0	143.4
Brooklyn	63,211.5	0.0	485.0	485.0	(245.4)	45.7	285.3	63,496.8	646.0	64,142.8	2,547.3	0.0	650.0	101.0	572.4	93.8	132.0
City	61,195.1	0.0	1,130.0	1,130.0	(238.0)	243.5	1,135.5	62,330.6	636.4	62,967.0	515.3	0.0	818.0	104.2	0.0	276.8	107.7
Center for Worker Education	885.5	0.0	0.0	0.0	0.0	17.3	17.3	902.8	9.2	912.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Sophie Davis Biomedical Program	6,635.4	0.0	0.0	0.0	0.0	164.5	164.5	6,799.9	69.4	6,869.3	799.0	0.0	485.2	107.5	0.0	0.0	40.0
Hunter	64,953.2	239.3	540.0	540.0	(252.2)	(83.9)	443.2	65,406.4	665.0	66,071.4	4,682.2	0.0	147.0	110.8	0.0	7.5	164.6
John Jay	26,819.2	1,005.0	498.0	498.0	1104.1	25.0	1,423.9	28,243.1	300.0	28,543.1	4,034.4	0.0	185.0	112.7	0.0	49.4	108.3
Lehman	37,210.1	0.0	259.0	259.0	356.2	0.0	615.2	37,825.3	401.0	38,226.3	1,987.7	0.0	200.0	110.7	190.9	0.0	79.2
Medgar Evers	18,440.0	478.6	245.0	245.0	(71.6)	0.0	652.0	19,092.0	202.0	19,294.0	1,501.8	0.0	0.0	153.4	100.0	83.6	108.8
New York City Technical	35,860.7	191.4	294.0	294.0	(139.1)	0.0	346.3	36,207.0	383.0	36,590.0	3,805.2	1,086.0	255.0	101.0	0.0	32.0	147.1
Queens	60,603.8	0.0	394.0	394.0	(235.1)	114.4	273.3	60,877.1	619.0	61,496.1	2,871.2	0.0	55.0	149.8	0.0	0.0	109.5
Staten Island	38,410.0	785.7	610.0	610.0	2,888.6	0.0	4,264.3	43,174.3	453.0	43,627.3	3,748.5	0.0	0.0	0.0	0.0	0.0	60.1
York	20,976.6	670.0	580.0	580.0	(81.2)	43.5	1,212.3	22,188.9	235.0	22,423.9	1,798.3	0.0	312.0	0.0	101.6	1,031.3	39.8
Graduate School	41,075.7	0.0	0.0	0.0	(159.4)	2,288.5	2,129.1	43,204.8	458.0	43,662.8	823.0	0.0	0.0	84.7	0.0	104.5	15.0
Law School	6,789.7	0.0	0.0	0.0	(26.4)	530.1	503.7	7,293.4	78.0	7,371.4	278.0	0.0	0.0	0.0	0.0	0.0	0.0
<b>College Total</b>	<b>532,518.7</b>	<b>3,445.9</b>	<b>6,025.0</b>	<b>6,025.0</b>	<b>1,500.4</b>	<b>3,388.6</b>	<b>14,353.8</b>	<b>546,878.5</b>	<b>5,662.0</b>	<b>552,540.5</b>	<b>32,873.5</b>	<b>1,086.0</b>	<b>3,062.2</b>	<b>1,230.3</b>	<b>964.9</b>	<b>1,788.1</b>	<b>1,300.0</b>

ATTACHMENT A

Colleges	Coord. Freshman Year Programs (1)	CUNY CAP	Equipment Replacement	Fuel Oil (2)	Graduate Fellowship	International Programs	Language Immersion	Maintenance and Repair	SEEK	SEEK CUNYCAP	Services for the Disabled	Other College Support (4)	Workers Dev Initiative	Total Lump Sums	Grand Total
Borough	319.0	30.0	137.4	125.3	0.0	0.0	0.0	60.0	544.8	0.0	179.1	0.0	335.0	5,593.1	56,436.2
Brooklyn	273.4	30.0	126.4	66.5	0.0	13.5	0.0	70.0	621.9	24.0	59.4	0.0	0.0	5,381.6	69,524.4
City	328.1	36.0	98.4	98.4	0.0	0.0	0.0	170.0	612.9	12.0	35.6	0.0	35.7	3,194.1	66,161.1
Center for Worker Education	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	917.0
Sophie Davis Biomedical Program	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	839.0	7,708.3
Hunter	328.1	30.0	157.7	77.9	0.0	64.5	0.0	120.0	772.4	6.0	294.9	0.0	83.7	7,324.7	73,396.1
John Jay	218.7	36.0	103.7	18.8	0.0	0.0	0.0	70.0	816.0	18.0	59.4	0.0	75.0	3,617.6	34,252.9
Lehman	288.6	30.0	75.9	18.8	0.0	0.0	0.0	75.0	412.2	24.0	94.9	250.0	0.0	2,698.3	21,992.3
Medgar Evers	182.3	30.0	47.3	0.7	0.0	0.0	628.3	75.0	782.1	18.0	225.8	800.0	0.0	7,160.4	43,750.4
New York City Technical	243.0	30.0	104.2	3.0	0.0	3.3	0.0	96.0	460.9	6.0	115.0	0.0	0.0	5,687.7	67,183.8
Queens	252.0	30.0	141.0	91.2	0.0	6.9	0.0	40.0	407.6	6.0	245.2	0.0	0.0	5,191.6	48,318.9
Staten Island	273.4	36.0	105.0	14.6	0.0	0.0	332.7	65.0	376.2	6.0	54.6	0.0	0.0	2,949.2	25,373.1
York	142.8	12.0	38.1	21.9	0.0	0.0	0.0	0.0	0.0	0.0	15.7	1,091.0	49.0	4,773.5	48,436.3
Graduate School	0.0	0.0	0.0	0.0	1,260.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	531.9	7,903.3
Law School	0.0	0.0	7.3	2.4	0.0	0.0	0.0	30.0	0.0	0.0	10.0	0.0	0.0	0.0	0.0
<b>College Total</b>	<b>532,518.7</b>	<b>3,445.9</b>	<b>6,025.0</b>	<b>1,500.4</b>	<b>3,388.6</b>	<b>14,353.8</b>	<b>546,878.5</b>	<b>5,662.0</b>	<b>552,540.5</b>	<b>32,873.5</b>	<b>1,086.0</b>	<b>3,062.2</b>	<b>1,230.3</b>	<b>964.9</b>	<b>613,193.0</b>

- (1) 75% of 1996-97 funding level.
  - (2) 75% of annual projected allocation.
  - (3) Revised Child Care allocations 8/27/97.
  - (4) Medgar Evers - New Buildings
- NYCIC - Student Services Supplement from  
\$1.7 million lump sum.  
Graduate - HEAT/ASCI, CUNY BA, Faculty Development

ATTACHMENT B

**John Jay College of Criminal Justice**

*The City University of New York*  
445 West 59th  
New York, NY 10019  
(212)237-8070

**The Department of Public Management**

*Economics, Fire Science, and Public Administration*

September 8, 1997

Dr. Louise Mirrer  
Vice Chancellor for Academic Affairs  
City University of New York  
535 East 80th Street  
New York, NY 10021

Re: 1997-1998 Academic Program Planning Allocations

Dear Dr. Mirrer:

I met you last Spring at the University Faculty Senate conference, when I made a presentation about the CUNY budget process. That presentation concerned a topic that is closely related to a decision currently before you: the allocation of the new professorships to campuses. At the end of the presentation at the Conference, I made the following observation:

Today, we are most fortunate to have the opportunity to meet our new Vice Chancellor for Academic Affairs, Dr. Louise Mirrer. She will have to confront the issue of informed fund allocation: making distinctions between academic disciplines, instructional levels and modalities, and levels of faculty and program achievement. In the end, she may initiate change, or she may leave the current system in place, but either course of action represents a choice. Whatever she decides will not **be** satisfactory to all members of the faculty, but, we should strive to support her as she makes her choices. I invite all of us to offer her our support, because these decisions will be critically important to the quality of City University in the future.

In this spirit, I write concerning the Base Level Equity (BLE) initiative, which has been consistently and explicitly supported **by** Governor Pataki in his budget messages since its inception.

ATTACHMENT B (cont)

The initiative was intended to provide additional funded full-time professorships for campuses that are particularly understaffed as reflected in measures such as the Instructional staffing Model and the adjunct-to-faculty ratio in the classroom.

Apparently, no new BLE line allocations have been or will be made this year. However, the inequities that the BLE initiative is designed to remedy continue to exist. For example, based on the Instruction Staffing Model (ISM) for FY 1997-1998, John Jay College of Criminal Justice has been budgeted for a number of faculty lines that is only 44.5% of the recommended ISM level.

Campus	ISM Lines	Budgeted Lines	Percent
Baruch	627	390	62.2%
Brooklyn	659	486	73.7%
City	511	476	93.2%
Hunter	805	487	60.5%
John Jay	494	220	44.5%
Lehman	386	251	65.0%
Medgar	213	111	52.1%
NYCTC	461	260	56.4%
Queens	672	477	71.0%
CSI	510	267	52.4%
York	261	139	53.3%
<b>Total</b>	<b>5,599</b>	<b>3,564</b>	<b>63.7%</b>

Another indication of the ongoing problem is illustrated by the initial budget allocations to the campuses, when compared to the revenue targets for campuses. For example, students at John Jay College of Criminal Justice are expected to account for revenues in excess of 89% of the initial budget allocations for their campus.

campus	Revenue Target	Initial Allocation	Percent
Baruch	\$56,436	\$46,775	82.9%
Brooklyn	\$69,524	\$38,946	56.0%
City	\$66,161	\$36,097	54.6%
Hunter	\$73,396	\$51,374	70.0%
John Jay	\$34,253	\$30,524	89.1%
Lehman	\$41,844	\$23,394	55.9%
Medgar	\$21,992	\$14,397	65.5%
NYCTC	\$43,750	\$30,197	69.0%
Queens	\$67,184	\$47,159	70.2%
CSI	\$48,319	\$32,439	67.1%
York	\$25,373	\$16,783	66.1%
<b>Total</b>	<b>\$548,232</b>	<b>\$368,085</b>	<b>67.1%</b>

I raise these concerns not to criticize the officials who made

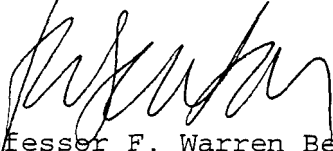
**ATTACHMENT B (cont)**

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the allocations. They have been confronted with a situation that has taken decades to develop. Solutions that are effective and constructive for the entire university require deliberate planning, with sensitivity to distinctions between academic disciplines, instructional levels and modalities, and levels of faculty and program achievement. In the past, some have perceived Academic Program Planning and Base Level Equity as competing and conflicting initiatives. However, I believe that fairness, equity, and rationality in resource allocation is a necessary foundation on which to develop academic programs of sustainable quality and distinction.

**As** you formulate your recommendations for Academic Program Planning allocations, I hope that you will take these equity considerations into account. You may find that some of the wisest investments in academic program quality can be found in those faculties, students, programs, and campuses that are attaining distinction despite severe shortages in full-time faculty lines and other academic resources.

Sincerely,



Professor F. Warren Benton, Ph.D.  
Chair, Department of Public Management  
Director, MPA Inspector General Program

cc: Trustee Ronald Marino  
Vice Chancellor Richard Rothbard



*Vice-Chancellor for Academic Affairs*

*535 East 80 Street, New York, N.Y. 10021*

*(212) 794-5414*

September 22, 1997

Professor F. Warren Benton, Ph.D.  
Chair, Department of Public Management  
Director, MPA Inspector General Program  
John Jay College of Criminal Justice  
The City University of New York  
445 West 59th Street  
New York, NY 10019

Dear Professor Benton:

I remember your kind words at the University Faculty Senate conference and thank you for the welcome and for your support.

As you are well aware, the University utilizes various initiatives to guide its allocation of scarce resources, particularly in times of severe budgetary constraints. These initiatives are administered by the various departments within the system. Base Level Equity and Revenue Targets are determined by the University Budget Office. Similarly, Academic Program Planning allocations are determined by the Office of Academic Affairs.

Academic Program Planning is not an "equity based" initiative and therefore does not address the challenges outlined in your letter. Allocations under this initiative reflect a college's work in implementing the Board Resolution on Academic Program Planning and takes into consideration multi-year planning and the college's performance during the reporting period. Particular attention is focused on whether previous allocations and annualizations were used to support the college's planning priorities.

Having said this, I would like to add that John Jay College's APP allocations have recently shown an increase, reflecting the Office of Academic Affairs' understanding that the College is moving forward in its long range academic planning. This is further confirmed by the College's submission of a multi-year plan in August, which is currently under review.

I thank you for your letter and want to assure you that my office is committed, within the parameters of the Board's APP mandate, to working with faculty and administrators to support the college's efforts to provide students with quality academic programs.

ATTACHMENT C (cont)

Thank you for your letter and for your words of support.

Sincerely,

A handwritten signature in cursive script that reads "Louise Mirrer".

Louise Mirrer

c: Trustee Ronald Marino  
Vice Chancellor Richard Rothbard  
Dean *Anne* Martin

ATTACHMENT D

Fall 1996

Credit hours of instruction

	<u>Remedial</u>	<u>Lower Division</u>	<u>Upper Division</u>	<u>Grad</u>	<u>Total</u>	<u>Undergrad Total</u>
<b>Baruch</b>	17,199	74,852	69,311	18,663	180,025	161,362
% of total	9.55%	41.57%	38.50%	10.36%		
% of undergrad	10.65%	46.38%	42.95%			
<b>Brooklyn</b>	12,755	72,991	58,454	13,855	158,055	144,200
% of total	8.06%	46.18%	36.98%	8.76%		
% of undergrad	8.84%	50.61%	40.53%			
<b>City</b>	12,108	42,486	70,258	16,022	140,874	124,852
% of total	8.59%	30.15%	49.87%	11.37%		
% of undergrad	9.69%	34.02%	56.27%			
<b>Hunter</b>	5,418	73,699	64,520	28,405	172,042	143,637
% of total	3.14%	42.83%	37.50%	16.51%		
% of undergrad	3.77%	51.30%	44.91%			
<b>John Jay</b>	10,521	69,417	39,043	5,151	124,132	118,981
% of total	8.47%	55.92%	31.45%	4.14%		
% of undergrad	8.84%	58.34%	32.81%			
<b>Lehman</b>	5,919	41,701	40,671	6,939	95,230	88,291
% of total	6.21%	43.78%	42.70%	7.28%		
% of undergrad	6.70%	47.23%	46.06%			
<b>Yedgar</b>	9,258	41,083	11,535	-----	61,876	
% of total	14.96%	66.39%	18.64%			

ATTACHMENT D (cont)

Fall 1996

Credit hours of instruction (cont)

	<u>Remedial</u>	<u>Lower Division</u>	<u>Upper Division</u>	<u>Grad</u>	<u>Total</u>	<u>Undergrad Total</u>
<u>NYCTC</u>	22,474	100,546	15,645	-----	138,665	
% of total	16.20%	72.51%	11.28%			
<u>Queens</u>	11,350	86,278	67,118	19,101	183,847	164,746
% of total	6.17%	46.92%	36.50%	10.38%		
% of undergr	6.88%	52.37%	40.74%			
<u>CUNY</u>	10,836	79,520	34,419	8,082	132,857	124,775
% of total	8.15%	59.85%	25.90%	6.08%		
% of undergr	8.68%	63.73%	27.58%			
<u>York</u>	10,958	42,436	30,914	-----	84,308	
% of total	12.99%	50.33%	36.66%			
<u>Bronx</u>	37,452	68,643			106,095	
<u>OCC</u>	34,347	93,813			128,160	
<u>KCC</u>	30,833	135,831			166,665	
<u>BMCC</u>	59,575	130,760			190,335	
<u>Hostos</u>	41,060	41,890			82,950	
<u>LaGCC</u>	51,098	88,897			139,995	