

## **Faculty Senate Minutes #377**

**October 6, 2011**

**1:40 PM**

**Room 630 T**

**Present (35):** Michael Alperstein, Jana Arsovska, Andrea Balis, Elton Beckett, Erica Burleigh, James Cauthen, Kathleen Collins, Lyell Davies, Virginia Diaz-Mendoza, James DiGiovanna, Mathieu Dufour, DeeDee Falkenbach, Terry Furst, Jay Gates, Demis Glasford, Laura Greenberg, Maki Haberfeld, Devin Harner, Veronica Hendrick, Tim Horohoe, Shaobai Kan, Karen Kaplowitz, Anru Lee, Richard Li, Vincent Maiorino, Roger McDonald, Sara Mcdougall, Brian Montes, David Munns, Richard Ocejo, Raul Rubio, Manouska Saint Gilles, Francis Sheehan, Staci Strobl, Denise Thompson, Patricia Tovar

**Absent (15):** Demi Cheng, Janice Dunham, Jennifer Dysart, Beverly Frazier, Lior Gideon, Norman Groner, Richard Haw, Kwando Kinshasa, Yu Ma, Evan Mandery, Mickey Melendez, Catherine Mulder, David Munns, Nicholas Petraco, Rick Richardson

### **Agenda**

- 1. Adoption of the agenda**
- 2. Announcements & Reports**
- 3. Adoption of Minutes #376 of the September 19, 2011, Faculty Senate meeting**
- 4. Student Evaluation of the Faculty: Should faculty scores be made public**
- 5. Lecturer lines**
- 6. Proposed policy on the change of final grades after grades are submitted to the Registrar**
- 7. John Jay's Performance Management Process (PMP) scores**
- 8. John Jay Budget Report**
- 9. Request from the Chancellery for Items for inclusion in the CUNY 2012-2016 Master Plan**
- 10. Review of the agenda of the October 19 College Council meeting**

**1. Adoption of the Agenda    Approved**

**2. Announcements & Reports    Noted**

**3. Adoption of Minutes #376 of September 19, 2011, meeting Approved**

**4. Student Evaluation of the Faculty**

At its previous meeting, the Senate discussed a proposal by some student leaders, a proposal which is being supported by Provost Bowers, to have the scores of the student evaluations of faculty posted online. The Senate decided to postpone a vote on this issue until today's meeting so that its members could consult with their departments and with colleagues.

President Kaplowitz reported that she had consulted the four faculty members on the Committee on the Student Evaluation of Faculty – Alexander Long (Chair), Joshua Clegg, Yu Li, and Keith Markus – and all four are opposed to the posting of faculty members' scores, saying the purposes for which the evaluation instrument exist and the reasons the instrument is being revised will not provide the information students will be looking for and that the more uses for which an evaluation instrument are used the less effective such an instrument becomes. They said that because the evaluations are used in personnel decision, it is not appropriate for such confidential information to be made public.

Objections by Senators to the posting of the student evaluation scores prevailed during the discussion. Senators' reasons for opposing the proposed posting included the fact that these evaluations were always meant to be confidential and are used for confidential personnel decisions; student evaluations are not being posted of administrators or of staff nor are faculty evaluations being posted of administrators and staff; students can create their own evaluation system, asking the questions that they want asked and posting the information; that without the comments on the reverse side of the numerical sheet the numerical ratings are without a context; indeed, many cited cases of scores of "1" – the lowest, least desirable score – and yet on the reverse side the student's comments praised the excellence of the professors, revealing students' misunderstanding of the numerical rating system.

A proposal that was received positively by many was to have course syllabi posted on the intranet so students can know the amounts and kinds of reading and writing and other assignments that will be required of them before they decide to register for the course, which is often the information they are most interested in. Some Senators said that our views about this subject might change when we see the revised instrument, which is being developed.

A motion was, therefore, made and seconded that because the current instrument is flawed and many of the questions on it are less than appropriate or useful, the scores generated by the current instrument are not suitable for posting and, therefore, the scores should not be posted but that this issue should be revisited when the revised instrument is in place because it may generate the kinds of information for which posted scores are more appropriate. The motion was adopted by a vote 25-3-7.

## **5. Lecturer lines**

The Senate continued a discussion started at its previous meeting about lecturer lines. The discussion was prompted by the review at its last meeting by the Senate of John Jay's PMP (Performance Management Process) scores that show both how small a percentage of our courses are taught by full-time faculty and also how low our students' retention and graduation rates are.

The discussion was also prompted by the discovery that the Provost, after declining to consider lecturer lines, has now agreed to allocate such lines, with three lecturer lines for basic Mathematics courses having been given to the Mathematics Department and with three new lecturer lines for English composition having just been given to the English Department (which already has three composition lecturer adjunct conversion lines that were allocated and filled a few years ago) but that she nevertheless will not entertain proposals for lecturer lines for "content" courses— that is, for non-skills courses despite the request by some academic departments for such lines.

It was explained that John Jay currently has about 30 full-time faculty members on lecturer lines and that as lecturers their responsibilities are teaching and service but not research or publication. For this reason lecturers' teaching load is higher than those in professorial ranks, 27 credits a year instead of 21 credits. Lecturers have a five-year tenure clock, although the term tenure is not used for lecturers but rather the term Certificate of Continuing Employment (CCE); it is tenure but under a different name.

Senator Roger McDonald identified himself as a lecturer in the Department of Political Science and said he loves his position and loves the fact that he has the opportunity to teach so many of our students. Senator James Cauthen said that as a member, also, of the Department of Political Science he can affirm that Roger is a first-rate teacher whom his department is very fortunate to have and is very happy to have.

A motion was made and seconded recommending that the Provost consider allocating lecturer lines to those academic departments whose Department Personnel & Budget Committees request them. The motion was adopted by a vote of 32-1-2.

## **6. Proposed policy on the change of final grades after grades are submitted to the Registrar** **[Attachment A]**

The proposed policy under consideration [Attachment A] had been approved by the Undergraduate Curriculum and Academic Standards Committee (UCASC) during the spring semester and discussed at the College Council in March 2011. Because of questions raised by faculty members on the College Council, the item was withdrawn and the Senate promised to

study the issue and to bring it back to the College Council this semester either unchanged or revised to address the Senate's concerns.

This proposed policy would prohibit professors from changing the final course grades that they have submitted to the Registrar unless the grade change is to correct errors in computation or transmission and, therefore, prohibits professors from permitting students to redo course work or to do additional work after the course is over in an attempt to raise their final grade.

A different policy approved by the College Council during the spring semester was reviewed: that policy prohibits professors from giving any students extra credits assignments during the semester unless they give all the students enrolled in the course the option of doing extra credit assignments.

President Kaplowitz explained that this policy would not affect the professor's option of giving a student the grade of Incomplete and, furthermore, students with documentation can still withdraw from a course after the deadline to do so and can even receive a Retroactive Withdrawal, which means it is as if the student never even registered for the course.

The proposed policy is to ensure integrity of the grading process and of grades and to provide a level playing field for all students. It is also to provide a clear and unambiguous way for faculty members – especially untenured and adjunct faculty members – to respond to the pressure some students try to apply to their professors in an effort to raise their grade: a clear policy which faculty members can cite will render this issue moot. Some Senators reported that they are besieged and pressured by many students who, after receiving their final course grades, want to redo work or do extra work to improve their grades; these faculty members said they very much want this policy to be approved.

It was also reported that Associate Provost James Llana, who is leading our College's Middle States accreditation process, has expressed his concern that we do not have such a policy and that some students are now being given additional work after the course is completed and after grades have been submitted in the hopes that they can raise their final grade. He has reported that this is an issue of institutional integrity that Middle States takes very seriously and that, in fact, this is on the Middle State Commission's radar screen. He has urged, in the strongest terms, that the faculty adopt this proposed policy and has offered to come to a Faculty Senate to speak to this issue and to discuss it with the Senate if invited.

Senators recommended changes in the final sentence of the proposed policy, as indicated by the following underlinings and brackets: "Given this policy, faculty members shall not permit students to redo already graded assignments or to submit supplemental/extra [credit] work in an attempt [to try] to improve their final course grade after final grades have been submitted to the Registrar. (Implementation date: [Fall 2011] Spring 2012).

A motion to submit the proposed policy with these changes was approved by a vote of 33-1-1.



## **7. John Jay's Performance Management Process (PMP) Scores [Attachment B, C]**

At the end of the discussion at the Senate's previous meeting of John Jay's major weaknesses as identified by our PMP scores, the Senate requested data about John Jay's strengths and also requested the goals and targets set by the Chancellor for our College. Accordingly, Associate Provost James Llana provided the Senate with a copy of a report he had prepared for President Travis about both John Jay's strengths and weaknesses [Attachment B] and also with a copy of John Jay's 2011-2012 PMP Goals & Targets as set by the Chancellor [Attachment C].

## **8. John Jay Budget Report [Attachment D]**

A meeting of the College's Budget & Planning Committee was held this morning at which the College's financial plan, which is due at 80<sup>th</sup> Street the following day, was presented [Attachment D]. A copy of the plan was distributed and was reviewed. Attending from the Senate were Karen Kaplowitz, Francis Sheehan, and Staci Strobl.

At this morning's meeting the FY 2012 investments in the staffing for the new building were reviewed [see page 7 of Attachment D]. Included are 36 CUNY public safety officers – includes 5 sergeants – who will supplement our student public safety officers. The investment for this is \$226,201 for start-up costs and \$1,228,665 as an annual recurring expense.

President Kaplowitz reported that because the faculty members were hearing about this for the first time (although they had previously been told that five CUNY peace officer sergeants would be hired) many questions were raised and many objections voiced to both the total lack of consultation and to the decision to go in this direction.

VP Francis Sheehan noted that he represents the Senate on the College's Security Advisory Committee, which is chaired by the Director of Public Safety, a committee required by NYS Law, and he, who has attended every meeting, knew nothing about this decision.

President Travis explained at the budget meeting that the new building afforded the College the opportunity to request additional personnel and so this opportunity was used to request 36 CUNY security peace officers, who hold peace officer status, and who have the power to arrest.

Senators spoke about the excellent work of our student security officers; of the on campus jobs this provides to so many of our students; about the fact that the student security officers are "at will" employees which means that they know they must do their job excellently because they can be fired "at will" unlike the CUNY peace officers who are members of the Teamsters Union; that these positions are a kind of internship for our students; that having full-time peace officers who wear uniforms virtually identical to those of the NYPD and with arrest powers will dramatically change the culture of the College; and that no problems at all have occurred by our having student security officers, at least to anyone's knowledge.

A motion was made that given the fact that John Jay students have provided the main source of security at John Jay from the beginning or from virtually the beginning of our College; that the Senate had not been consulted and had not even been informed; that so many of our students depend on these public safety positions as on-campus jobs by which they earn the money they need in order to attend college; and that this change would significantly alter the culture of the College; the Senate requests information about the impact this change would have on the numbers of students employed as public safety officers and on the numbers of hours student security officers would be employed in the future as compared to FY2011. The motion was approved by a vote of 35-0-0.

**9. Request from the Chancellery for Items for inclusion in the CUNY 2012-2016 Master Plan**  
**[Attachment E, F]**

CUNY is required to develop a Master Plan every four years which must be approved by the CUNY Board of Trustees and then by the NYS Board of Regents. Until Matthew Goldstein became the Chancellor, the CUNY Master Plan was simply put on the shelf after it was approved and collected dust. When Dr. Goldstein became Chancellor in 2000, this changed. The CUNY Master Plan became the blueprint for the University's initiatives for the following four years. CUNY must now develop a new Master Plan for 2012-2016. Each CUNY college has been asked to contribute proposals for inclusion in the Master Plan [Attachment E, F]

**10. Review of the agenda of the October 19 College Council meeting**

On the agenda of the October 19 meeting of the College Council are the following action items: a proposal to establish a dual/joint program in Associate in Science in Accounting for Forensic Accounting at QCC Leading to the Bachelor of Science in Economics at John Jay; a new course in screenwriting for film, television and the internet proposed by the Department of English; revisions of the correctional psychology course and in the Anthropology course in cities and culture; a series of proposed revisions in the model syllabus; and a proposal for a new course on the investigation of violent crime proposed by the Criminal Justice Masters Program.

Because there were several issues raised about the proposed changes in the Model Syllabus proposed by UCASC, the Senate agreed to revisit this item at its next meeting on May 17, which is two days prior to the College Council meeting.

The meeting was adjourned at 3:15 pm.

Submitted by  
Virginia Diaz-Mendoza  
Co-Recording Secretary

## ATTACHMENT A

**Agenda Item #6: Proposed policy regarding the change of grades after final course grades are submitted to the Office of the Registrar**

**This item was withdrawn from the March 2011 agenda of the College Council because of questions raised by members of the Faculty Senate. The Senate agreed to revisit this proposed policy at the beginning of the Fall 2011 Semester when this item will be submitted again, as is or revised, to the College Council .**



JOHN JAY COLLEGE  
THE CITY UNIVERSITY OF NEW YORK  
OF CRIMINAL JUSTICE

To: Undergraduate Curriculum and Academic Standards Committee

From: The Academic Standards Subcommittee

Date: February 17, 2011

Re: Proposal Regarding Change of Grade After Final Grades are Filed

*N.B. This item was approved by UCASC in the of Spring 2010 and was referred back to Committee by the College Council during the Fall 2010 semester for clarification. It was subsequently revised by the Academic Standards Committee.*

**Current Policy:**

After final grades for a course have been submitted to the Registrar, a faculty member who decides to change a grade completes a Change of Grade form and submits it to her/his department chair who emails the request to the Registrar.

**Proposed Policy:**

Grades, once submitted to the Registrar, shall not be changed unless there has been a computational error resulting in an incorrect grade having been submitted. Faculty requests



for a change in a final grade shall be submitted to the department chair and, if approved, submitted by the chair to the Dean of Undergraduate Studies. If the Dean of Undergraduate Studies approves the grade change request because a computational error was made, the Dean shall forward the change of grade request to the Registrar.

Given this policy, faculty shall not permit students to submit supplemental/extra-credit work in an attempt to try to improve their final course grade after grades have been submitted to the Registrar. (Implementation date: Fall 2011)

**Rationale:**

Grades are universally recognized as a means of showing student achievement within a particular course. Grades are not a negotiation. Rather, they are based on the same work required of all students within the course of the semester. This is sound fairness policy. It is also institutional integrity policy. The acceptance by faculty of additional student work after the final grade is recorded is not fair to those students who have completed the course and have been given a course grade without the opportunity to do extra work and without the extra time to do such extra work. Appeals of grades and grade changes should not be influenced by extra work that other students are not afforded the opportunity to do. This policy also ensures integrity of the grading system which is essential for the reputation of the College, which is essential for our students and our graduates. Furthermore, the Incomplete Grade exists for those students unable to complete their work during the course of the semester. Similarly, an Administrative Withdrawal from a course is possible, with documentation, after the course withdrawal date and a Retroactive Withdrawal is available, with documentation, even after the completion of a course and the submission of the final grade.

## ATTACHMENT B

### Agenda Item #7: CUNY's PMP (Performance Management Process)

**John Jay College of Criminal Justice  
Review of PMP Year-End Report for 2010-2011  
By Associate Provost James Llana**

Note: Variables cited are the "main" ones unless specified as a "context" variable. Comparisons are with the Senior College Averages (SCA).

I. The first PMP goal, **Raise Academic Quality**, includes

- reports on strengthening programs, gaining external recognition, and using data to make decisions and to plan
- data pertaining to instructional activity online
- efforts to strengthen faculty through hiring and tenure processes and through faculty development programs
- reports on faculty scholarship and creative activity
- full-time faculty coverage
- efforts to enhance diversity in faculty and staff

Summary of Weakness/Strength in Goal: We have weaknesses in both main and context variables for full-time faculty coverage and for mean teaching hours. This is a reflection of our relatively small number of full-time faculty and the liberal use of reassigned time; constrained budgets drive both conditions. We were slowly closing the gap with the other senior colleges through 2009, but the most recent budget cuts returned us to our 2006 level. One bright spot appears in the "context" variables relating to full-time coverage in graduate courses, where we outperform the average.

We have consistently rated highly in terms of student satisfaction with support services, and we are near the top of the list for offering programs completely online.

Serious Weakness

- **Percentage of instructional FTEs delivered by full-time faculty (40.7 vs 48% SCA)**
- **Percentage of instructional FTEs in undergraduate courses delivered by full-time faculty (38.2% vs. 45.2% SCA)**

### Moderate Weakness

- **Mean Teaching Hours:** veteran faculty teach 7.4 hours compared to 7.6 SCA (we are third from bottom), and faculty eligible for release time teach 6.7 compared to 7.2 (we are tied for second from bottom).

### Impressive Strength

- Context variable **Percentage of instructional FTEs offered totally online:** at 3.6% we are second only to Lehman (4.7%).
- **Student satisfaction with academic support services, student services, administrative services, and with access to computer technology:** we consistently meet or exceed the Senior College Averages in these categories.

### II. The second goal, **Improve Student Success**, includes

- evidence of cohesive and coherent general education
- efforts to improve basic skills and ESL outcomes
- reduction of performance gaps
- efforts to improve retention and graduation (double-weighted in PMP evaluation)
- improvement of post-graduate outcomes
- improvement of student and academic support services

Summary of Weakness/Strength in Goal. We lag seriously in terms of student credit accumulation, which can provide students with the academic momentum to stay in college and graduate. There is evidence of weak performance in academic foundations courses—writing and math—with students’ passing rates below the Senior College Average. The result is moderately weak retention and a six-year UG graduation rate that has been drifting downward. The graduation rate for master’s students is markedly below the average for our senior college peers.

To address the issue on the UG level, we plan to help students through better advising with long-term academic planning and to take advantage of summer and winter programs in order to maintain credit accumulation. At the same time we will strengthen math and writing courses by hiring full-time instructors and by monitoring results carefully. Through the development of an Enrollment Management Plan, the College will look for a better match between prospective students and the academic foundations programs we can offer. This will perhaps include creating a more balanced distribution of students by level so there will be fewer first-year students than we have now and more transfer, continuing, and graduate students.

The graduation rate for Master's students is pulled down by Criminal Justice and Public Administration and pulled up by Forensic Psychology (the three programs account for 88% of the 2006 graduate cohort). CJ experienced dramatic increases in admissions in the years leading up to 2006 and at the same time significant decreases in graduation rates. CJ and MPA students are overwhelmingly part-time and present a wide range of academic preparation. Graduate Studies has stepped up its early intervention and advising efforts.

On the positive side, transfer student success has been notable and without much support from the College; students who survive lower division work elsewhere do well at John Jay in terms of retention and graduation, compared to transfer students at the other senior colleges.

#### Serious Weaknesses

- **SEEK Outcomes: Percentage of non-ESL SEEK students who pass all basic skills tests within one year (73% vs 95.2% for class entering in 2009).** We have more SEEK students than all other CUNY's save one, and our students have weaknesses in their academic preparation. The SEEK Department has just received new leadership, and there is every expectation that the situation will turn around as a result.
- **Academic Momentum: Percentage of freshmen and transfers taking one or more courses the summer after entry (22.7% vs. 31.4%)** Tied for last with York.
- **First Year Credit Accumulation: Average number of credits earned by full-time first-time freshmen in baccalaureate programs in first 12 months (23.1 vs 25.8).** This is the lowest number we have seen since the class of 2005 entered, and it places us last among senior colleges. Strengthened advising and a Year Round program would attack this, and of course we are doing both.
- **Master's graduation rate: Percentage of master's students who graduated within four years of entry into the master's program (60.7% vs. 71.3%).** This is down almost five points since the cohort two years earlier and down marginally from previous year.
- **Post graduate outcomes: Six-month job placement rate in career and technical education programs:** off more than 24 points to 69.6%, which followed a modest but steadily increasing trend. This is no doubt the effect of the recession; it reflects a survey done for 2008-09 graduates, six months out. The Senior College Average dropped about 15 points to 74.8%.

#### Moderate Weakness

- **Percentage of students passing freshman composition with C or better (83.6% vs. 91.8%)**

- **Percentage of students passing gateway mathematics courses with C or better (62.9% vs. 66.8%).**
- **One-year Retention: Percentage of full-time first-time freshmen in baccalaureate programs still enrolled in the college of entry one year later (76.7% vs. 84.2%).** But the 2010 John Jay number is a significant improvement over previous years.
- **Two-year Retention: Percentage of full-time first-time freshmen in baccalaureate programs still enrolled in the college of entry two years later (61.9% vs. 68.6%)**
- **Six-year Graduation: Percentage of full-time first-time freshmen in baccalaureate programs who graduated from the college of entry within six years (40.1% vs. 45.7%).**  
We have begun implementation of Strategic Retention Plan, but these rates are six years in the making so the effects may not be seen for some time. At 40.1% this is at the lowest level for all cohorts between the entering class of 2000 and that of 2004.

### Strengths

- **Transfer Retention: One-year retention of full-time transfers into baccalaureate programs:** 81.7%. We jumped about 3-6 points above anything we've seen in the last five years, and we're solidly ahead of the SCA, 77.4%.
- **Transfer Graduation: Four-year graduation rate for transfers into baccalaureate programs:** at 53.7% we're about 4 points ahead of the SCA.
- **Increasing test scores:**
  - **Percentage of entering first-time freshmen who increased their reading basic skills test score over the summer (94.6% vs. 85.5%)**
  - **Percentage of entering first-time freshmen who increased their math COMPASS I (arithmetic) basic skills test score over the summer (93% vs. 91.7%)**
  - **Percentage of entering first-time freshmen who increased their math COMPASS 2 (algebra) basic skills test score over the summer (97.8% vs. 92.2%)**
- **Performance gaps.** We have very low retention gaps between underrepresented minorities and non-underrepresented minorities and between males and females.

### III. The third goal, **Enhance Financial and Management Effectiveness**, includes

- enrollment planning and academic preparation of entering students
- College Now enrollment and student success
- revenue and fund-raising metrics
- improvement of administrative services

Many of the metrics in this section do not lend themselves to comparisons with other colleges but are worth comparing to our previous numbers.

Summary of Weakness/Strength in Goal. Fall 2010 began a year of transition to an all-baccalaureate entering class, and we saw a significant drop in first-time freshmen, which was expected. There was overall a comparatively large decrease in FTEs as well (-2.9% but this is just a context variable). College Now did not meet its enrollment target.

Fund-raising and the revenue coming to the College from grants dropped off, a situation repeated in most of the senior colleges. The College did well with recovering indirect costs from grants and continued its low rate of administrative expenses compared to the tax levy budget.

#### Significant Decreases

- **Number of seats filled in Adult and Continuing Education courses (347 vs 9,380 in previous year).** We of course shut down most of our program.
- **Number of First-time Freshmen (2,015 vs. 2,872 in previous year).** Discontinued associate degree admissions.
- **Number of new graduates (495 vs. 582 in previous year)**
- **Total College Now Enrollment (663 vs. 953 in previous year)** College Now did not meet its target of 903 (actual PMP goal is to meet 95% of target). CN did have considerable success in terms of the proportion of students earning an A, B, or C in CN high school and college credit courses; at 94% we exceeded the Senior College Average by 4 points.
- **Total Voluntary Support (weighted rolling average) (\$5,951,446 vs \$6,364,597 for previous year).**
- **Grants and contracts awarded (weighted rolling average)(\$16,079,415 vs. \$18,277,464 for previous year)**

#### Moderate Weakness

- **Percentage of FTEs offered on Fridays, evenings or weekends: 40.5%.** This is an incremental increase over the previous year and about two points higher than earlier years, but still much below the SCA of 47%.

#### Strengths

- **Institutional Support Services (administrative services) as a percentage of total tax levy budget:** 22.2% for FY2010. Lower than Senior College Average (25.2) and trending steadily down since FY2007. We do expect this to increase in FY2011.
- **Indirect cost recovery as a percentage of overall activity:** at 12.5% for FY2011 this represents a strong increase from the JJ average 10.2% over the previous four years.



**The City University of New York**  
**John Jay College Performance Goals & Targets (Revised and Re-submitted 8/31/11)**  
**2011-2012 Academic Year**

| Goals                  | Objectives  | University Targets  | Indicators   | John Jay Goals & Targets  |
|------------------------|---|---|--|---|
| Raise Academic Quality | 1. Strengthen CUNY flagship and college priority programs, and continuously update curricula and program mix. | <p>1.1 Colleges and programs will be recognized as excellent by all external accrediting agencies.</p> <p>1.2 CUNY and its colleges will draw greater recognition for academic quality and responsiveness to the academic needs of the community.</p> <p>1.3 Colleges will improve the use of program reviews, analyses of outcomes, enrollment, and financial data to shape academic decisions and resource allocation.</p> <p>1.4 Use of technology to enrich courses and teaching will improve</p> | <p>1.1 Documented results of all accreditation reviews.</p> <p>1.2 Recognition/validation from various external sources.</p> <p>1.3 Evidence of making academic decisions informed by data, including shifting resources to University flagship and college priority programs.</p> <p>1.4 Reports of courses with a significant technology component and self-reports by colleges.</p> | <ul style="list-style-type: none"> <li>• The Forensic Science MS program will obtain FEPAC accreditation.</li> <li>• UGS will complete self studies for the following programs: International Criminal Justice, Police Science, and Computer Information Systems.</li> <li>• At least one UGS program will complete a site visit with outside evaluators and develop an action plan.</li> <li>• OAR will increase the number of strategic partnerships between JJC and international organizations/academic institutions.</li> <li>• UGS will present the College's new general education model at one major conference on general education reform.</li> <li>• The Hiring Plan will be linked to the Master Plan. Resources will be shifted to revenue producing areas to create a sustainable financial plan.</li> <li>• A College-Wide Assessment Committee will be created to promote data-based assessment in all units.</li> <li>• The B.A. degree in Political Science will revise the curriculum based on their self-study, evaluation report from outside evaluators, and their action plan.</li> <li>• FYE will assess the efficacy of Online Math CAT Prep materials and course structure.</li> <li>• Create Master Plan "Report Card" to gauge progress on implementation.</li> <li>• Graduate courses that utilize a significant technology component will increase by 5%.</li> <li>• FYE will offer a "virtual learning community" with University of Texas El Paso.</li> <li>• 50% of all FYS and LC sections will use collaborative class blogs.</li> </ul> |

\* Please note that all acronyms are defined on the last page of this report.

**ATTACHMENT C**

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|  |   |  |  | <ul style="list-style-type: none"> <li>• 40% of FYS faculty will incorporate electronic portfolios into their classes.</li> <li>• 60% of entering freshmen will participate in John Jay Student Connect (Red Rover) during their first semester.</li> <li>• DoIT will provision an instructional design lab housed in the campus expansion building to allow faculty to further integrate technology in the classroom. The lab will include video editing equipment, TV studio grade video cameras and video conferencing equipment.</li> <li>• DoIT will increase the number of teaching labs from 1 to 5 in ITSS to better meet requests for classes that require computers and multimedia presentation equipment.</li> </ul>  |
|  | 2. Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship and creative activity. | <p>2.1 Colleges will continuously upgrade the quality of their full and part time faculty, as scholars and as teachers.</p> <p>2.2 Increase faculty research/scholarship.</p> <p>2.3 Instruction by full-time faculty will increase incrementally.</p> | <p>2.1 College self-reports on efforts to build faculty teaching and research quality through hiring, tenure processes, and investments in faculty development for FT &amp; PT faculty.</p> <p>2.2 Faculty scholarship and creative work.</p> <p>2.3 % of instructional FTEs delivered by full-time faculty, mean hours taught by full-time new and veteran faculty.</p> | <ul style="list-style-type: none"> <li>• FYE will offer two technology workshop series for FYS and LC faculty: 1) Incorporating Electronic Portfolios into First-Year Courses, and 2) Digital Narratives: Collaborative Video Projects in First-Year Courses.</li> <li>• FYE will organize faculty inquiry groups: 1) assessment of student learning; 2) promoting student research and creativity.</li> <li>• Academic Affairs and Faculty Senate will co-sponsor a "Faculty Development Day" with teaching workshops offered by faculty</li> <li>• Two FYE faculty will present at national conferences on the scholarship of teaching the first year.</li> <li>• At least two faculty members will present on General Education reform at the AAC&amp;U General Education conference.</li> <li>• OAR will provide workshops and colloquia for junior faculty on publishing and grant activity.</li> <li>• OAR will increase the number of collaborative grants submitted by faculty.</li> <li>• OAR will increase the number of grants submissions for MSI-specific grants or other grants that have traditionally had high success rates.</li> <li>• % of instructional FTEs delivered by full-time faculty will increase incrementally.</li> <li>• Mean hours taught by full-time new and veteran faculty will increase incrementally.</li> </ul> |

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|-------------------------|--|---|--|---|
|                         |  | 2.4 Colleges will recruit and retain a diverse faculty & staff.   | 2.4 Faculty and staff diversity and affirmative action reports.  | <ul style="list-style-type: none"> <li>• In compliance with CUNY's affirmative action, equal opportunity and compliance and diversity programs, the College will continue to reduce and ultimately eliminate underutilization rates among women and minorities in all job categories and will actively recruit faculty and administrative staff.</li> </ul>   |
| o                       |  |   |  |   |
| Improve Student Success | 3. Ensure that all students receive quality general education and effective instruction. | <p>3.1 Colleges will provide students with a cohesive and coherent general education.</p> <p>3.2 Colleges will improve basic skills and ESL outcomes.</p> | <p>3.1 Documented evidence of a cohesive and coherent general education (as implemented by CUE, general education reform, etc...)</p> <p>3.2 Basic skills test performance and related data. (Ex. % enrolled in summer immersion with an increase in score at end of summer, pass rates on exit from remediation. Bacc. Colleges: % of SEEK and ESL students who pass skills tests in 2 years; % of instructional FTEs in lower division courses delivered by full-time faculty. Assoc. colleges; of remedial students at 30 credits who pass all basic skills tests).</p> | <ul style="list-style-type: none"> <li>• The Gen Ed framework will be completed and all learning outcomes will be scaffolded in line with the CUNY Gen Ed Pathways Initiative.</li> <li>• The number of FYs will increase from 13 to 18.</li> <li>• The number of first-time student who participate in LCs or FYE Seminars will increase from 844 to 900.</li> <li>• % of students who increase their <u>reading</u> basic skill test scores in summer will increase to 97%.</li> <li>• % of students who increase their <u>writing</u> basic skills test scores in the summer will increase from 75% to 77%.</li> <li>• % of entering first-time students who increase their math COMPASS 1 basic skills test scores in the summer will increase from 96.2% to 97%.</li> <li>• % of entering first-time students who increase their math COMPASS 2 basic skills test scores in the summer will increase from 90.2% to 92%.</li> <li>• 75% of SEEK students enrolled in the summer immersion developmental courses will increase their test scores during the summer.</li> <li>• There will be a 5% increase (from 73% to 78%) in the number of SEEK students who are skill certified after their freshman year</li> <li>• There will be a 1% increase (from 70.6% to 71.6%) of ESL BA students (SEEK &amp; Regular) will pass all skills tests within 2 years.</li> <li>• The pass rate for EAP 121 will increase from 81% to 84% in fall 2011.</li> <li>• The pass rate in CAT-R will increase from 66% to 72%.</li> </ul> |

|                           |  |   |  |  |
|---------------------------|--|---|--|--|
|                           |  | <p>3.3 Colleges will improve student academic performance, particularly in the first 60 credits of study.</p> <p>3.4 Colleges will reduce performance gaps among students from underrepresented groups and/or gender.</p> <p>3.5 Colleges will show progress on implementing faculty-driven assessment of student learning.</p> | <p>3.3 % of students passing gateway courses with C or better.</p> <p>3.4 1-yr retention rates by underrepresented group status and gender; for all students, % of credit hours attempted that are earned by underrepresented group status and gender (Fall semester).</p> <p>3.5 Evidence that faculty are assessing student learning, using results to make improvements, and documenting the process.</p> | <ul style="list-style-type: none"> <li>• Pass rates on exit from remediation will increase: reading by 2 percentage points to 51.4%; math by 2 percentage point to 53.5%; writing by 2 percentage points to 52.3%.</li> <li>• % of students passing <u>freshman composition</u> with C or better will increase by 1% to 84.6%.</li> <li>• % of students passing <u>gateway math</u> courses with C or better will increase two points to 64.9%.</li> <li>• There will be a 50% increase in the number of students participating in FYE Early Start courses during the summer prior to matriculation.</li> <li>• 1-yr retention rates for full-time first-time BA freshmen from URM students will increase 1 percentage point from 76.2% to 77.2%.</li> <li>• 1-yr retention rate for full-time first-time BA male freshmen will increase 1 percentage point from 76.2% to 77.2%.</li> <li>• 1-yr retention rate for full-time first-time BA female freshmen will increase 1 percentage point from 77.1% to 78.1%.</li> <li>• There will be no gap in URM &amp; non-URM retention.</li> <li>• There will be no gap between first-time BA female and male freshmen.</li> <li>• Ten LC and FYS faculty will start to use portfolios to assess the attainment of learning outcomes.</li> <li>• Learning outcomes in WI courses will be assessed and results used to improve curriculum.</li> <li>• The new Gen Ed program will develop a protocol for the assessment of student learning.</li> <li>• All established majors, and 50% of established minors, will assess student learning.</li> <li>• All academic departments will complete written assessment plans.</li> <li>• New College-Wide Assessment Committee will promulgate comprehensive assessment plan and best campus practices.</li> </ul> |
| 4. Increase retention and | 4.1 Colleges will facilitate students' timely progress | 4.1 % of freshmen and transfers taking a course the summer after entry; ratio of  | <ul style="list-style-type: none"> <li>• % of freshmen and transfers who take a summer course after entry will increase to 24% from 22.7%.</li> </ul>  |  |

|  |   |   |   |  |
|--|---|---|---|--|
|  | graduation rates and ensure students make timely progress toward degree completion. | <p>toward degree completion.</p> <p>4.2 Retention rates will increase progressively.</p> <p>4.3 Graduation rates will increase progressively in associate, baccalaureate, and masters programs.</p> | <p>undergrad FTEs to headcount; % of students with major declared by the 70th credit; average # credits earned in first 12 months.</p> <p>4.2 1 year and 2 year retention rates</p> <p>4.3 6 year AA/AS/AAS, BA/BS graduation rates; 4 year BA/BS graduation rates; 4year MA/MS graduation rates.</p> | <ul style="list-style-type: none"> <li>• The ratio of undergrad FTEs to headcount will stay constant at a high level for BA students and remain constant for AA students.</li> <li>• 100% of students will declare a major by the 70th credit.</li> <li>• The average # of credits earned by full-time freshmen in the first 12 months will increase from 23.1 to 23.5.</li> <li>• The average number of credits SEEK students will earn in the first 12 months will increase from 22.7 to 23.1.</li> <li>• First year retention will increase by 1% to 77.7%.</li> <li>• 1 and 2 year retention rates for graduate programs will increase by 1 percentage point.</li> <li>• There will be a 5% increase in retention for 1<sup>st</sup> and 2<sup>nd</sup> year SEEK students.</li> <li>• 4-year graduation rates for MA and MS programs will increase by 1 percentage point.</li> <li>• 4- and 6-year graduation rates for baccalaureate students will increase incrementally</li> </ul> |
|  | 5. Improve post-graduate outcomes   | <p>5.1 Professional preparation programs will improve or maintain the quality of successful graduates.</p> <p>5.2 Job and education rates for graduates will rise.</p>                              | <p>5.1 Pass rates and # of students passing licensure/certification exams.</p> <p>5.2 College self reports and surveys of graduates' job placement rates; % of graduates continuing their education.</p>  | <ul style="list-style-type: none"> <li>• LSAT average will rise from 141.1 to 143.</li> <li>• CDS will increase the total percentage of students utilizing services by 10%.</li> <li>• Employment level two years after graduation (for class of 2009) will remain high at 84%.</li> </ul>   |
|  | 6. Improve quality of student and academic support services.                        | 6.1 Colleges will improve the quality of student support services and academic support services, including academic advising, and use of technology, to augment student learning                    | 6.1 Student experience survey results and other evidence of improved quality and satisfaction with student, academic, and technological support services.   | <ul style="list-style-type: none"> <li>• Student satisfaction with student support services will be increased or maintained at a high level as evidenced in JJC 2011 SES.</li> <li>• Student satisfaction with wireless service will remain high or increase as indicated by the number of laptops loaned in ITSS, the Student Satisfaction Survey (DoIT Proposes to conduct a student technology related survey) and an increase in student wireless logins.</li> <li>• HS will expand clinical and health promotion services to provide quality, affordable health care and support for those who experience physical, mental, and emotional</li> </ul>  |



|                                     |   |  |   |  |
|-------------------------------------|---|--|---|--|
|                                     |   |  |   | illnesses. Indicators include patient sign-in and referral logs and a program evaluation, including survey.  |
| Enhance Financial & Mgmt Effectvnss | 7. Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses. | <p>7.1 Colleges will meet established enrollment targets for degree programs; mean SATs/CAAs of baccalaureate entrants will rise.</p> <p>7.2 Colleges will achieve and maintain high levels of program cooperation with other CUNY colleges.</p> <p>7.3 Colleges will meet 95% of enrollment targets for College Now, achieve successful completion rates, and increase the # of students who participate in more than one college credit course and/or precollege activity.</p> | <p>7.1 Enrollment in degree and adult and continuing education programs; SATs/CAAs.</p> <p>7.2 Pipeline programs, transfer credit acceptance, e-permit, and joint programs, etc...</p> <p>7.3 # of College Now (CN) participants; College Now course completion and pass rates, # participants re-enrolled.</p>   | <ul style="list-style-type: none"> <li>• The mean SAT score will increase to 941 and the CAA will increase to 84.</li> <li>• CJA will re-articulate CJ curriculum to align dual/joint degrees with the new JJC B.S.</li> <li>• CJA will collaborate with University Registrar's office to devise an application-free transfer process that bridges to implementation of CUNY First.</li> <li>• CN will maintain 21 existing partnerships, and set an enrollment goal of 830 participants in a range of activities including college-credit courses, high school credit courses and various workshops.</li> <li>• CN will work to improve the readiness of high school students by meeting 95% of the enrollment target and achieving 75% successful completion rate in all program course offerings. College Now will maintain a re-enrollment rate of 20%.</li> </ul> |
|                                     | 8. Increase revenues and decrease expenses.   | <p>8.1 Alumni-corporate fundraising will increase 10%.</p> <p>8.2 Each college will achieve its revenue targets including those for Adult and Continuing Education.</p> <p>8.3 Colleges will improve or maintain sound financial management and controls.</p> <p>8.4 Colleges will implement financial plans with balanced budgets that align their</p>  | <p>8.1 Alumni/corporate fundraising (CAE-VSE report).</p> <p>8.2 Revenue.</p> <p>8.3 % of budget spent on administrative services; responsiveness to accounting and external/internal audit findings.</p> <p>8.4 Financial health and evidence of a solid financial plan; end fiscal year with no less than 1% - 3% of allocated budget as reserve.</p> | <ul style="list-style-type: none"> <li>• Alumni-corporate fundraising will increase 10%.</li> <li>• The College will exceed the FY 11 revenue target of \$69,012,000.</li> <li>• FBS will establish a new food service contract that will exceed the current year commissions of \$177,500.</li> <li>• The College expects the % of budget spent on administrative services to remain constant despite the decrease in non-administrative spending as a result of faculty participation in the early retirement initiative.</li> <li>• The College will end the fiscal year with 2.5% of allocated budget as reserve.</li> </ul>   |



|  |                                     |   |  |  |
|--|-------------------------------------|---|--|--|
|  |                                     | <p>expenditures with their academic priorities.</p> <p>8.5 Contract/grant awards will increase.</p> <p>8.6 Indirect cost recovery ratios will improve.</p>  | <p>8.5 Contract/grant awards (RF Report + CUNY projects) including for research</p> <p>8.6 Indirect cost recovery as ratio of overall grant/contract activity.</p>   | <ul style="list-style-type: none"> <li>• OAR will increase contracts/grant awards by 5%.</li> <li>• Professional Studies' contracts and grant awards will increase 5%.</li> <li>• The percent of indirect cost recovery as a ratio of overall grant/contract activity will increase.</li> </ul>  |
|  | 9. Improve administrative services. | <p>9.1 Colleges will make progress within a declared capital campaign.</p> <p>9.2 Student satisfaction with administrative services will rise or remain high at all CUNY colleges.</p> <p>9.3 Colleges will improve space utilization.</p> <p>9.4 All colleges will improve compliance with Board policies, Risk Management, collective bargaining agreements, and applicable laws.</p> <p>9.5 All colleges will make timely progress in on CUNY FIRST implementation.</p> <p>9.6 Each campus should have a</p> | <p>9.1 Evidence of declared capital campaign with fund-raising goal (through FY15), campaign chairperson vision/case statement, and detailed plan by FY11.</p> <p>9.2 Surveys of student satisfaction with nonacademic administrative support services</p> <p>9.3 % of instruction delivered on Fridays, nights, weekends; space prioritized for degree and degree-related programs.</p> <p>9.4 Evidence of compliance, including, but not limited to, affirmative action, re/appointments, academic integrity, IRB, conflicts of interest, environmental health and safety, and campus Risk Management plans.</p> <p>9.5 Evidence of timely progress organizing a CUNYfirst team, training employees, communicating effectively, and implementing CUNYfirst.</p> <p>9.6 Evidence of progress implementing</p> | <ul style="list-style-type: none"> <li>• The College will implement and secure first pledges for its capital campaign.</li> <li>• Student satisfaction will increase 7% as a result of occupying the new facility.</li> <li>• John Jay and CUN Y Student Experience Surveys will show student satisfaction with administrative services at the current high level or greater</li> <li>• The % of graduate instruction delivered on Fridays and weekends will increase 5%.</li> <li>• The % of instruction delivered on Fridays, nights, weekends will increase incrementally from 40.5 in fall 2010.</li> <li>• DPS will monitor key performance indicators to identify trends relating to risk management, specifically regarding Clery crimes and incidents of workplace violence.</li> <li>• The RAC will also review the new expansion project and identify any risk factors by June 30, 2012.</li> <li>• HR will adhere to CUNY implementation schedule for CUNYfirst, and ensure organizational readiness prior to implementation.</li> <li>• FM will extend its comprehensive recycling program into</li> </ul> |

|  |  |   |  |  |
|--|--|---|--|--|
|  |  | functioning campus sustainability council with broad representation from the campus community, and have a recognized, multi-year sustainability plan. | multi-year sustainability plan measures. | the new expansion building. The college will purchase and install two new containerized compactors for trash and paper recycling. Key Performance Indicators will be updated to reflect and monitor the waste stream to minimize our new carbon footprint. |
|--|--|---|--|--|

## **JJC 2011-2012 Goals & Targets PMP Report**

### **Acronyms Legend**

|   |   |
|---|---|
| <i>AAC = Academic Advisement Center</i>                               | <i>HR = Human Resources</i>                                       |
| <i>ACE = Adult and Continuing Education</i>                           | <i>ICJ = International Crime and Justice</i>                      |
| <i>ACJS = American Criminal Justice Society</i>                       | <i>LC = Learning Community</i>                                    |
| <i>C1 = CUNY First; JJ First refers to the CUNY First team at JJC</i> | <i>MPA = Masters of Public Administration</i>                     |
| <i>CAPPR = Committee on Academic Policy, Program, and Research</i>    | <i>MSI = Minority Serving Institution</i>                         |
| <i>CAT = Center for the Advancement of Teaching</i>                   | <i>MSRC = Math and Science Resource Center</i>                    |
| <i>CDS = Career Development Services</i>                              | <i>OAR = Office for the Advancement of research</i>               |
| <i>CJA = CUNY Justice Academy</i>                                     | <i>OAS = Office of Accessibility Services</i>                     |
| <i>CN = College Now</i>   | <i>OCPS = Office for Continuing and Professional Studies</i>      |
| <i>COSL = Community Outreach and Service Learning</i>                 | <i>OGPS = Office for Graduate and Professional Studies</i>        |
| <i>CRJ = Criminal Justice</i>   | <i>OIR = Office of Institutional Research</i>                     |
| <i>CS = Counseling Services</i>                                       | <i>OOA = Office of Outcomes Assessment</i>                        |
| <i>CUE = Coordinated Undergraduate Education</i>                      | <i>OUR = Office of Undergraduate Research</i>                     |
| <i>CUMC = Council of Undergraduate Major/ Program Coordinators</i>    | <i>PLI = Pre-Law Institute</i>                                    |
| <i>DoIT = Department of Information Technology</i>                    | <i>PPP = Principles, Policies and Procedures Committee</i>        |
| <i>DPS = Department of Public Safety</i>                              | <i>RAC = Risk Assessment Committee</i>                            |
| <i>DSD = Division of Student Development</i>                          | <i>SCC = Student Contact Center</i>                               |
| <i>EHS = Environmental Health and Safety</i>                          | <i>SES = Student Experience Survey</i>                            |
| <i>EM = Enrollment Management</i>                                     | <i>TAM = Talent Acquisition Management</i>                        |
| <i>ERI = Early Retirement Incentive</i>                               | <i>TIPPS = Transfer Information &amp; Program Planning System</i> |
| <i>FBS = Finance and Business Services</i>                            | <i>TRST = Taskforce on the Recognition of Scholarly Teaching</i>  |
| <i>FM = Facilities Management</i>                                     | <i>UCASC = Undergraduate Curriculum and Standards Committee</i>   |
| <i>FMHC =Forensic Mental Health Certificate</i>                       | <i>UMI = Urban Male Initiative</i>                                |
| <i>FOE = Foundations of Excellence</i>                                | <i>URM = Under Represented Minorities</i>                         |
| <i>FOS = Forensic Science</i>   | <i>WAC = Writing Across the Curriculum</i>                        |
| <i>FPC = Faculty Personnel Committee</i>                              | <i>WC = Women's Center</i>  |
| <i>FYE = First Year Experience</i>                                    |   |
| <i>FYS = First Year Seminar</i>                                       |   |
| <i>Gen Ed = General Education</i>                                     |   |
| <i>HASO = Honors and Special Opportunities</i>                        |   |
| <i>HS = Health Services</i>   |   |
| <i>HP = Honors Program</i>  |   |

# ***2012 Financial Plan***

***John Jay College of Criminal Justice***

***Presentation to the Budget & Planning  
Committee***

***October 6, 2011***

ATTACHMENT D



Office of Finance & Administration

# FY 2011 Review

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## ► **NYS Budget Reductions**

- ❑ Impact on John Jay College – (\$3 million reduction to base budget)

## ► **Decrease in Enrollment**

- ❑ Actual annual FTE -11,352- was 326 less than originally planned. Budget Impact (\$2.2 million)
- ❑ FY 2012 enrollment reduced, planned Summer enrollment increase not realized.

## ► **Actions Taken to Address Budget Shortfalls**

- ❑ Hiring Pause and Vacancy Controls – FPS reviews exemptions from the pause
- ❑ Reduced College Assistant and OTPS allocations by 15%
- ❑ Began 2012 planning process earlier
- ❑ Offset Theatre costs with increase theater rental revenues
- ❑ Carefully monitor expenditures at monthly Executive Staff Meetings
- ❑ Petitioned University for additional support and succeeded
- ❑ Further reduced Non Instructional Spending as a % of tax levy spending (lower than most of the CUNY Senior Colleges)

## ► **End of Year Surplus**

- ❑ Increased from original Financial Plan estimate of \$20,000 to \$3.9 million as a result of actions taken and University change in policy on spring tuition increase

## **FY 2012 Financial Planning Process**

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### **► Financial Planning Committee/Strategic Planning Committee/Budget Planning Committee**

- ❑ Joint Meetings to ensure budget priorities are aligned with strategic goals and Master Plan
- ❑ January 2011- began process of reviewing revenues and expenditures
- ❑ April 2011 Consultation with combined FPS/SPS on a broad outline of FY12 Budget Initiatives, as developed by VPs and Budget Office and as an outcome of the ESM Budget Retreat.
- ❑ Draft financial targets were presented in a broad outline, and organized in the following categories:
  - ❑ Expense Reductions
  - ❑ Revenue Enhancements
  - ❑ Related Initiatives

### **► New York State Budget /University Allocations**

- ❑ NYS Budget adoption deadline - April 1; Adopted June 2011
- ❑ Allocations to CUNY Colleges – August 4, 2011
- ❑ Meetings of FPS/SPS throughout September/ ESM discussions
- ❑ Student Consultation
- ❑ Presentation to BPC
- ❑ Submit 3 Year Balanced Financial Plan to UBO by 10/7



# Key Elements of the FY 2012 Allocation

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## ▶ CUNY Adjustments to Base Allocation

- ❑ Base Reduction for FY 2011 Mid Year Reduction and 1.25% Encumbrance – **(\$3.2 million )**
- ❑ Base increase for FY 2011 Collective Bargaining and Mandatory Needs - **\$1.2 million**
- ❑ Base Reduction in Lump Sum Funding (College Now, SEEK, CUE) - **(\$117k)**

## ▶ FY 2012 Base Budget Reduction

- ❑ FY 2012 State Budget Reduction ( **\$965.7k**)
- ❑ Budget Working Group Reductions (printing, supplies, furniture) – **(\$369.7k)**

## ▶ Tuition Increase

- ❑ \$300 per year for next 5 years – CUNY adopted plan
  - ❑ Provides opportunity for long range planning and multi-year budgeting
  - ❑ Investment in strategic areas such as faculty, critical operations, revenue generation, master plan initiatives

## ▶ Major New Base Budget Allocations

- ❑ CUNY Compact Investment Program
- ❑ New Building Operations

# FY 2012 Compact Program

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## FY 2012 Compact Program

- ❑ Funded from a portion of the Fall tuition increase
- ❑ Goal is to replenish full time faculty, strengthen student support services, support CUNYFirst implementation. Enable colleges to fund priority programs and provide additional financial assistance to students to offset tuition increase.
- ❑ Includes self funding components involving philanthropy and productivity targets
- ❑ Categories and allocations determined by CUNY

### ❑ Total Allocation

**\$1,199k**

- |                                   |        |
|-----------------------------------|--------|
| ▪ Full time Faculty (7 Positions) | \$392k |
| ▪ Student Support Services        | \$109k |
| ▪ CUNYfirst                       | \$75k  |
| ▪ College Priorities              | \$502k |
| ▪ Financial Aid                   | \$121k |

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### ❑ Revenue Components

- |  |            |
|--|------------|
| ▪ Philanthropy                         | (\$350.3k) |
| ▪ Productivity Efficiency              | (\$314.0k) |
| ▪ Tuition Waivers (no operating funds) | (\$121.0k) |

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**Net Compact Funding**

**\$413.7k**

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# FY 2012 John Jay Compact Expenditure Plan

## Full Time Faculty Positions

**\$392k**

- Lecturer Hiring Initiative - 7 Lecturers (1 fall/ 6 spring) to improve math and composition learning outcomes

## Student Services

**\$256,721**

- Retention through Advisement - Faculty Release time, Peer Advisors for Graduate Programs, Departmental Incentives (\$51k)
- Enhance Career Services and Student Services – 4 positions – Associate Directors for UG Internships, Associate Director for Employer Relations, 2 support staff (\$205,671)

## CUNYfirst

**\$ 105,000**

- 1 Programmer and 1 Data Conversion position

## College Priorities

**\$ 593,200**

- Marketing/Recruitment – 5 positions – 2 UG Admissions, 2 Call Center Reps, 1 Recruiter (\$173k), Recruitment OTPS support (\$23.7k)
- AV Technician for webcasting, video and audio, event support (\$46.5k)
- Honors Program – funded through private philanthropy - JJC Foundation Gala (\$350k)

## Productivity/Efficiency Savings

**(\$407,000)**

- Reduce Doctoral Student Support (72K), Reduce Adjunct expenditures by improving scheduling and managing reassigned time (235k), Savings from attrition, non-reappointments of full time staff (\$100k)

## Philanthropy

**(\$ 350,000)**

## Financial Aid

**(\$ 121,000)**

## Total Net Spending

**\$ 589,921**

## Compact Investment

**\$ 414,000**

## Balance Financial Plan Investment (annual)

**\$ 175,921**

## **FY 2012 Investments**

### **New Building Funding**

|                        | <b>Pos</b> | <b>Start-up</b> | <b>Recurring</b> |
|------------------------|------------|-----------------|------------------|
| FY12 Approved Funding  |            | \$ 1,000,000    | \$ 5,746,600     |
| Facilities             | 46         | \$ 309,485      | \$3,470,225      |
| DoIT                   | 5          | \$260,000       | \$ 473,442       |
| Public Safety          | 36         | \$226,201       | \$ 1,228,665     |
| Campus Office Services | 3          | \$ 20,000       | \$ 90,000        |
| Science                | 8          | \$250,000       | \$ 395,000       |

Note: Request does not include supplemental request for start up Science Lab equipment and supplies (\$2.5 million) . Request will be made for FY 2013

### **Other Financial Plan Investments**

Year Round College – Director of Summer/Winter Programs, OTPS and Support - \$184k

New Building/Branding/Website/AV Equipment (One time costs) - \$255k

Baseline Budget Adjustment for Furniture and vehicles - \$ 80k

College Assistant Conversions - \$100k

### **Other Funded Investments**

MPA Differential Tuition – Career Advisor for MPA students – 65k, OTPS 350k

Course Fees for Art and Science - \$34k (to be implemented in Spring 2012)

# **FY 2013 – FY 2013 Preliminary Financial Plan Adjustments**

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## **► Revised Enrollment for FY 2013 and 2014**

- ❑ Enrollment Projections increased to reflect Justice Academy transfers and ROI from marketing and recruitment plans:
  - ❑ Increase in FY 2013 = 265 (2.3%)
  - ❑ Increase in FY 2014 ( above FY 2013) = 392 (3.4 %)

## **► Hiring Plan FY 2013 – 2014**

- ❑ FY 2013 Expenditures reflect the addition of 6 new tenure track faculty hires, the continuation of the 7 lecturer lines and 9 additional substitute faculty hires to teach increased enrollment
- ❑ FY 2014 Expenditures reflect continued funding for 6 Tenure Track faculty, 7 Lecturers, 9 substitute faculty to teach 2013 enrollment and 14 substitute faculty to teach FY 2014 increased enrollment
- ❑ Full time position attrition to be replaced or another higher priority vacancy may be filled
- ❑ Other investments TBD

## **► Use of Other Funds**

- ❑ Continued funding of start up, travel , doctoral student tuition and adjunct reimbursements with Research Foundation funds
- ❑ Use of Auxiliary Funds to reimburse Theatre Operations, Space Rental costs
- ❑ Plan does not include any new Compact Investments but future support is likely

## FY 2012 Financial Plan Projection and FY 2013-14 Estimate

|  | <u>FY 2011 4th Qtr</u><br><u>PRELIMINARY</u><br><u>(9/6/11)</u> | <u>FY 2012 FIN PLAN</u><br><u>SUBMISSION</u> | <u>FY 2013</u>      | <u>FY 2014</u>      |
|--|---|--|---------------------|---------------------|
| <b><u>BUDGET ALLOCATION AND REVENUE</u></b>          |   |  |                     |                     |
| CUNY Revenue Target                                  | \$69,012,000  | \$76,442,000                                 | \$76,442,000        | \$76,442,000        |
| Actual Enrollment / FY12-14 Projection               | 11,352  | 11,182                                       | 11,447              | 11,839              |
| Base Allocation                                      | \$75,666,417  | \$75,848,752                                 | \$75,848,752        | \$75,848,752        |
| Lump Sum Allocations                                 | \$3,064,429   | \$2,947,507                                  | \$2,947,507         | \$2,947,507         |
| Additional Allocations                               | \$4,334,528   | \$9,203,212                                  | \$9,203,212         | \$9,203,212         |
| Current Year Gross Tuition Revenue above CUNY Target | \$1,968,661   | \$412,090                                    | \$2,113,563         | \$4,618,968         |
| <b>TOTAL BASE BUDGET ALLOCATION</b>                  | <b>\$85,034,036</b>   | <b>\$88,411,560</b>                          | <b>\$90,113,033</b> | <b>\$92,618,439</b> |
| Prior Year Cutra Balance                             | \$1,995,900   | \$3,524,234                                  | \$0                 | \$0                 |
| Lease Revenue  | \$488,754   | \$380,570                                    | \$0                 | \$0                 |
| <b>TOTAL ADDITIONAL REVENUES</b>                     | <b>\$2,484,654</b>  | <b>\$3,904,804</b>                           | <b>\$2,110,183</b>  | <b>\$297,756</b>    |
| <b>TOTAL BUDGET ALLOCATION</b>                       | <b>\$87,518,690</b>   | <b>\$92,316,364</b>                          | <b>\$92,223,217</b> | <b>\$92,916,194</b> |
| <b><u>EXPENDITURES</u></b>                           |   |  |                     |                     |
| <b>Personnel Services (PS)</b>                       | <b>\$60,742,252</b>   | <b>\$64,797,212</b>                          | <b>\$66,474,887</b> | <b>\$66,931,139</b> |
| Faculty  | \$33,776,703  | \$33,735,422                                 | \$35,025,892        | \$35,707,467        |
| Administrative Staff                                 | \$23,883,964  | \$28,203,330                                 | \$28,565,111        | \$28,339,788        |
| ECP  | \$3,081,585   | \$2,858,461                                  | \$2,883,884         | \$2,883,884         |
| <b>Adjuncts</b>                                      | <b>\$11,821,816</b>   | <b>\$11,538,066</b>                          | <b>\$11,579,672</b> | <b>\$11,743,938</b> |
| Teaching Adjuncts / CLTs                             | \$11,598,128  | \$11,289,378                                 | \$11,325,983        | \$11,325,983        |
| CETs   | \$223,688   | \$248,688                                    | \$253,688           | \$253,688           |
| <b>Temp Services</b>                                 | <b>\$6,523,337</b>  | <b>\$6,573,504</b>                           | <b>\$6,573,504</b>  | <b>\$6,573,504</b>  |
| College Assistants                                   | \$5,422,764   | \$5,472,930                                  | \$5,472,930         | \$5,472,930         |
| Non-Teaching Adjuncts                                | \$1,100,573   | \$1,100,573                                  | \$1,100,573         | \$1,100,573         |
| <b>TOTAL PS:</b>                                     | <b>\$79,087,404</b>   | <b>\$82,908,782</b>                          | <b>\$84,628,062</b> | <b>\$85,248,581</b> |
| OTPS   | \$4,853,558   | \$7,624,476                                  | \$7,624,476         | \$7,624,476         |
| ETI Transfer to Tech Fee & Science Direct Cost       | (\$327,077)   | (\$327,077)                                  | (\$327,077)         | (\$327,077)         |
| <b>TOTAL OTPS :</b>                                  | <b>\$4,526,481</b>  | <b>\$7,297,399</b>                           | <b>\$7,297,399</b>  | <b>\$7,297,399</b>  |
| <b>TOTAL FINANCIAL PLAN EXPENDITURES</b>             | <b>\$83,613,885</b>   | <b>\$90,206,181</b>                          | <b>\$91,925,461</b> | <b>\$92,545,980</b> |
| <b>YEAR-END BALANCE</b>                              | <b>\$3,904,804</b>  | <b>\$2,110,183</b>                           | <b>\$297,756</b>    | <b>\$370,214</b>    |



## **Future Financial Planning Goals and Challenges**

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- ▶ Multi-year Budget Plan integrated with Multi-year Enrollment Hiring Plan FY 2013 – 2014
- ▶ Making Investments to achieve enrollment targets
- ▶ Rebuilding Full time tenure track faculty strength to improve learning outcomes and meet university coverage targets
- ▶ Reconciling Annual Expenses with Revenue
- ▶ Continued Consultation, Reporting and Transparency
- ▶ Use of other funds to offset tax levy

## ATTACHMENT E

### Agenda Item #9: CUNY Master Plan

#### CUNY MASTER PLAN 2012-2016 The Planning Process

The City University of New York submits a Master Plan to the NYS Board of Regents every four years. Each Master Plan builds on previous documents and on the progress the University has made in the preceding four years. It also builds on the University's strengths - outstanding faculty, hard-working students, a commitment to the city and state – and it necessarily acknowledges the imperatives of a changing society. In general, a Master Plan proposes new initiatives and emphases for the immediate future and lays the groundwork for ideas and programs for the far term. It represents the best thinking of a broad range of stakeholders.

#### Building on Success

The *2000-2004 Master Plan*, developed during a difficult period, was an opportunity to offer a “comprehensive strategy of institutional renewal.” The *2004-2008 Master Plan* offered a vision of a reinvigorated institution building on substantial progress. It cited achievements of the last four years and a vision for the future based on three main principles:

- The success of the University depends on its ability to support first rate full-time faculty.
- The University's mission calls for making the knowledge, understanding and creativity it generates available, through a wide range of initiatives, to the broadest possible public.
- The University will have to be both creative and practical in addressing its needs within a difficult fiscal environment.

The Plan delineated 19 programmatic priority areas including: a Flagship Environment, to be achieved through investment in new full-time faculty; achieving greater diversity; improvements in undergraduate and graduate education; further collaborative efforts with the NYC Dept. of Education and in workforce development; a performance management process; and fundraising.

It also included a section on “Financing the Master Plan.” It was during this period that the seeds were planted by Chancellor Goldstein for the “Compact for Public Higher Education,” seeds which bore fruit most recently when the Legislature authorized modest, regular tuition increases, and guaranteed that, barring a fiscal emergency, the State's financial support for CUNY will not diminish in the next five years. The predictability provided by the Compact is significant as we develop the newest Master Plan.

The *2008-2012 Master Plan* embraced and advanced the University's core values: academic rigor; an unwavering commitment to serving students from all backgrounds through innovative schools and programs; support for a world-class faculty; and, accountability and assessment. Sections focused on Core Academic Priorities, Enhancing the Learning Environment,

Empowering Students for Success, Rebuilding Our Campuses and Serving the City. Specific topics included: seamless K-16 education, including transitions from community to baccalaureate colleges; evolving workforce and economic development needs; community college education; the Black Male Initiative; and the integrated University. Other areas that received attention were: the Decade of Science, which continues to draw resources for improvement of this vital academic area; a pipeline for the next generation of STEM students and teachers; administrative and academic uses of technology; libraries; sustainability; and, advising, support and other services for students with a range of backgrounds and needs.

The two previous Master Plans (2004-2008 and 2008-2012) are available on the Academic Affairs website: <http://www.cuny.edu/about/administration/offices/aa/acr.html>.

## **2011: The context**

Every Master Plan starts from the knowledge that the world is different than it was four years ago and that it will be even more different four years hence. To define a course of action it must ask, and answer, the question, “Where do we want the University to be at the end of the Master Plan period?”

Every plan is also developed within a particular social, political and economic context; CUNY must operate within that context to meet the needs and interests of its various constituencies. Three aspects of that context will have a major impact on the University in the coming years.

The new millennium was ushered in by a dramatic technological revolution. Today’s students are digital learners, immersed in the 21<sup>st</sup> century media culture. They take in the world (and conduct their social lives) via the filter of computing devices: sophisticated cellular phones, gaming devices, laptops, TVs, etc. But technologies are not ends in themselves. They are tools that can help students discover, use, and create knowledge, and even “digital natives” must learn how to use those tools to function wisely in the digital environment. The University too must use those tools to reach the students and to make our own work more efficient.

In addition, this Master Plan is being developed as the country emerges from the worst economic downturn in the U.S. since the Great Depression. The recovery has been fragile, unemployment remains high, and anger at financial and political institutions is widespread. The economy that has emerged, most agree, is skill-intensive in just about every sector. Employers want graduates with the traditional skills in Math and English, but they also want graduates who have skills that computers can’t mimic – the ability to solve unpredictable problems, to communicate effectively, to adapt to new situations. In addition, as the demographic mix of the U.S. continues to evolve graduates must be prepared to work collaboratively in a diverse society.

The “Great Recession” has also exacerbated and brought into sharper focus a third issue that was recognized in previous master plans. The context within which public higher education operates is one of declining public resources. Continually decreasing state support has placed the University in a position where it must actively seek ways to increase revenue and decrease expenses. We cannot rely only on tuition increases, even regular tuition increases, but must work toward the creation of new revenue streams through enhanced fundraising, reduction in administrative costs and entrepreneurial activities.

CUNY provides an opportunity for thousands of students to get the education they need to participate in the new economy. To ensure that opportunity we must adapt to a rapidly changing world filled with new challenges and new possibilities. And we must make the case that CUNY plays a vital role in the future not only of its students, but also of the city and the state.

## **The Master Plan 2012-2016**

The range of content specifically requested for the new Master Plan by the New York State Education Department is fairly narrow. To produce a comprehensive document, however, that will enable the University to position itself well in 2016 we need to think more broadly. The questions below address some of the issues we should consider.

### **Student Success – Intellectual, Psychological, Social:**

- How can undergraduate education be further improved? What initiatives have had a positive impact? What changes might improve retention and graduation rates?
- Are there changes in student services at the college or University level that would contribute to student success?
- Are there innovations in financial assistance that would support retention and graduation?
- What should the faculty's responsibilities be with respect to student life and counseling/mentoring?
- Are we doing the best we can to serve the needs of non-degree students?
- How can the University and the colleges build upon the unique qualities of the student body, many of whom are immigrants or first generation college students?

### **Faculty**

- Given the current fiscal environment, and in anticipation of the challenges of faculty retirements and continued enrollment growth, what steps can the University take to address the critical issue of the percentage of instruction taught by full-time faculty?
- How can we increase the diversity of our faculty?
- How might we better support faculty in their efforts to attain work-family balance?

### **Academics**

- What are the core academic priorities for the period of this Master Plan?
- Should the University and the colleges be considering adjustments in response to changes in demand for higher education and for different subjects of study?
- What is the role of the University (at all levels) in career preparation?
- How can we bring globalization into the classroom and, conversely, help our students identify and participate in study abroad programs?

### **Serving the City and the State**

- What role does CUNY play in meeting the needs of our communities? How can we best work with other institutions to strengthen those communities?
- How can we strengthen connections with P-12 education in ways that advantage our programs and resonate with our goals?
- How can connections with business and the world of work be strengthened? How can these connections help us identify core skills and work opportunities?

- How can CUNY contribute to the new Regional Economic Development Council, co-chaired by Chancellor Goldstein?

### **Technology**

- What are CUNY's most pressing technology needs?
- How can CUNY embrace online learning and other technology in mission-appropriate ways to reach broader segments of New York's population?
- How can we use technology to improve the student experience? The faculty experience?
- How can we make our work more efficient through technology? How can instructional technology serve academia in nontraditional but effective ways?

### **Admission and Enrollment**

- What priorities should the University be thinking about with respect to recruitment, admission, and enrollment management?
- Can we better address the issue of college readiness within our commitment to open access? Is there a way to further improve access without negative impact? Is there too much emphasis on access and not enough on completion?
- Are there strategies to mitigate the current situation in which CUNY is enrolling more excellent and more unprepared students at the same time?
- What steps can we take to broaden our market, within our mission, in the face of the projected decline in the numbers of students graduating from NYC's high schools?
- Are there segments of the population we could attract and serve more effectively?

### **Diversity**

- What steps can we take to continue our commitment to improving diversity of students, faculty and staff?
- How can we best ensure that the University and the colleges benefit from New York's diverse talent pool and the opportunities enabled by it?
- What can we do to help those students who are immigrants use their native skills to enhance their educational and professional opportunities?

### **The Integrated University**

- What further steps can the University take to emphasize campus individuality while ensuring that different parts of the University are complementary?
- How can we reinforce the relationship between community and senior colleges?
- How can we ensure that the Pathways project will impact positively on student transfer and success?

### **Graduate Education**

- How can we bolster the number of graduate students? How can we encourage the development of additional graduate programs?
- Given the region's economic, political and financial climate should we consider rethinking the mix of graduate programs?
- Are there new approaches that would help CUNY compete for talented students?
- How can we develop pipelines into CUNY's professional schools?

### **Developmental Education/Remediation**



- In the context of CUNY's absolute commitment to access, how can we address student readiness for college-level work?
- Can we re-imagine remedial education? What are realistic goals?
- Are there better ways to address the difficulties students have in Writing and in Math?

#### **Assessment**

- What changes can we consider in assessment at the programmatic, college and University levels to better understand what students are learning? Are learning outcomes an effective way to determine student growth?
- How can technology help in assessing student learning?
- Should assessment consider learning experiences that take place outside of the classroom?
- How can we foster and sustain a culture of accountability within the University?

#### **Science and Research**

- How can we broaden participation in undergraduate research?
- How can the University continue the momentum of the "Decade of Science?"
- What can CUNY do to help the colleges move to the next level in areas of strength?

#### **Infrastructure and facilities**

- What are the most pressing infrastructure/facilities needs across the University?
- How has the drive for sustainability impacted colleges/departments/programs?

#### **Administrative operations**

- What changes would most improve administrative operations?
- Are there creative ways to reduce expenditures without harming operating capabilities?
- Can some operations be restructured to improve service without increasing expenditures?

#### **Resources**

- How can the University best take advantage of the stability provided by the Legislature through the "Compact for Public Higher Education?"
- What new philanthropical channels or other revenue streams should we be looking into?

August 23, 2011



## Attachment F

### Agenda Item #9: CUNY Master Plan

#### CUNY Master Plan 2012-2016 – Request for Participation

Required input from John Jay for 2012-2016:

- New curricula
- New facilities
- Projected enrollments
- Changes in admissions policies

CUNY would like us to address the following questions:

- How has your college changed in the last four years? How do you see your college changing in the next four years? How will these changes be realized?
- What are your three top priorities? In academics? Student services? Technology? For faculty? For your community? In other areas? How will you address these priorities?
- What does it mean to be an integrated University? What opportunities are best realized through system-wide partnerships? What efforts are best achieved by colleges working individually?
- How can the power of the system, in partnership with individual colleges, move CUNY toward shared goals?
- What can the University do to support the goals of your college?

Our “response will be most helpful if it follows on widespread dialogue and discussion on your campus.” They would like a summary of our consultations.

One response, no more than five pages, is due Oct. 28.