

FACULTY SENATE MINUTES #112

John Jay Collogo of Criminal Justice

October 20, 1994

3:15 PM

Room 630 T

Present (29): Yahya Affinnih, Michael Blitr, Ira Bloomgarden, Orlanda Brugnola, Heesa Costa, Edward Davenport, Jane Davenport, Robert DeLucia, Pat Gary, Arlene Geiger, P. J. Gibson, Elisabeth Gitter, Lou Guinta, Diane Hartmus, Elisabeth Hegeman, Zelma Henriques, Karen Kaplowitr, Richard Koohler, Gavin Lewis, Tom Litwack, Barry Luby, James Malone, Jill Norgren, Dan Pinello, Charles Roid, Edward Shaughnessy, Maurice Vodounon, Agnes Wieschenberg, Bessie Wright

Absent (9): Arvind Agarwal, Peter DeForest, Janice Dunham, Laurence Holder, Loon8 Loo, Peter Manuel, Henry Morse, Carmen Solis, Davidson Uneh

AGENDA

1. **Announcements from the chair**
2. **Approval of Minutes #111 of the October 5 meeting**
3. **Update on base level equity**
4. **Report on the search for dean of undergraduate studies**
5. **Proposed resolution on discriminatory recruiters on campus**
6. **Proposed resolution on the scheduling of undergraduate courses during the free (6th period) period**

1. **Announcements from the chair**

President Kaplowitr said that because we happily have so many new faculty now at the Collogo, she wanted to reiterate the fact that the **phonemail system**, while in her opinion wonderful, at the same time has the potential for problems in terms of privacy that faculty should be aware of. Each time a call is made to any number outside the Collogo, this fact is recorded by the computer and a computer printout is generated for each phonemail extension. The computer printout shows the actual telephone number called from that extension and the number of minutes the call lasted. Furthermore, any calls to a number outside the Collogo that lasts for a certain number of minutes generates a separate printout as well. She said that she is

not suggesting that these printouts are designed or used for any nefarious purpose but at the same time people should know that a list of who they call is available to the administration and to one's chair and, of course, therefore, to others. She explained that each month each department chair and each administrator receives a printout of her or his department members' calls. When calls are made at 2:00 in the morning, that usually indicates that an unauthorized person is improperly in someone's office and is using the telephone without permission. She said the possibility of this happening increases now that faculty have long distance telephone capacity.

Most senators said they did not know that long distance lines had been restored. Several said they knew that it had not, in fact, been restored in their departments. President Kaplowits suggested they speak to their chairs since each chair has been given a long distance budget and has been authorized to determine the way his or her department members will have long distance access.

Senator Norgren explained that the long distance telephone budget that each department has received is the amount that was spent on long distance calls during the past several years when long distance lines were restricted to the chairs. Now that budget is used for not just the chairs' lines (which faculty used whenever they needed to make a call) but for the entire department's telephone lines. So, she said, it was not that we did not have long distance privileges but that now we have the convenience of having long distance access through our individual telephone extensions. The other method involved both inconvenience and a lack of privacy. She said her department members have had long distance capacity restored to their individual lines.

Senator Norgren reported that at a meeting of her department the issue of the computer printout of telephone calls came up. If a faculty member wants to make a private long distance call from his or her office during one's day or night at the College, one can do so and then send a check for the cost of that call. The computer printout is a way for faculty to do this: one goes through one's printout and notes which calls were for professional purposes and which were for private matters and then sends a check for the private calls. Senator Norgren said the addendum to what President Kaplowitz is saying is that if one wishes to make private long distance calls for which one does not want there to be a record, then one should not use one's phone. Senator Lewis said that when he makes a private long distance call he calls 1:800:Call-ATT or one can use a calling card. In response to the question as to whom to send a check for private calls, the answer was that the check should be made payable to John Jay College and be sent to Miriam Mucchi, who as director of campus planning is in charge of the phonemail system. In response to a question as to whether the printouts are of only long distance calls, it was explained that the printouts are a record of every call made to outside the College, whether the calls are to 212 area codes, 718, 516, 914, etc.

President Kaplowits reported that the Board of Trustees will vote on October 31 to create a pilot language immersion center in East Harlem at 117th street and First Avenue. The language immersion center will be part of a bigger complex that will include an adult education center and a community outreach program. A 15-year lease is being negotiated. Although several CUNY colleges have language immersion centers this center will not be connected to any college. She reported that the ESL faculty are largely opposed to the plan because the proposed language immersion center is not connected to

any college: it will be run directly by 80th Street. Benator Malone asked what position the University Faculty Senate is taking. President Kaplowitz said that the UFS first learned about the plan when a proposal to sign a 15-year lease in East Harlem came before the Board's fiscal committee in September without an explanation of the purpose for the leased building. The Chancellory explained that the plan for an immersion center does not need to be approved because it is only a pilot project and so in October this issue came to the academic affairs committee of the Board only in the form of an information item. The Board of Trustees public hearing is October 24 and the sign-up deadline to speak is October 21.

Two reasons are being given as to why this language immersion center is being established. One is that the Federal empowerment zone that Congressman Rangel hopes to win has no CUNY campus within it but this East Harlem site is within it and would benefit from the Federal funds.

Another reason is that Hostos Community College has exceeded the Federal student loan default limit of 30% default rate and, therefore, its students can no longer receive Federal loans. Four other CUNY colleges are approaching the default level (one of which is John Jay). An analysis by Hostos, and by other CUNY officials, apparently shows that the default rate is the result of students who enroll at CUNY in order to learn English: because EBL courses require tuition students take Federal loans to pay for this tuition and then are unable to repay the loans. Demand for EBL courses is growing and this is seen as something that needs to be addressed. This pilot project for a center for 500 students would not involve tuition and, therefore, would not involve Federal student loans. One of the forecasts that is being cited by those who are advocating this plan is that by the year 2000, more than half of all CUNY students will be from a country other than the United States or from Puerto Rico. She added that there are plans for a community college to be established in East Harlem and this center is thought by some to be the first stage of creating such a community college.

President Kaplowitz also reported that the previous day at the meeting of the Council of Chairs, Provost Wilson showed a copy of the revised student evaluation of the faculty form. She said this is a very important matter which has to be made known to all the faculty. She said the change is a very sensible one: instead of the two-sided student evaluation form we have always had, with one side having the numerical rating system and the other side for written comments, these two parts will be printed on separate sheets. The purpose of doing this is to avoid the two stage process of data entry of the numerical answers and then the reviewing of the written comments by the instructor, after which the comments are placed in the file. With the new method the written comments will go immediately into the file (after the faculty member has seen and initialed each) which means that each faculty member and his or her chair will get very fast feedback in the form of anonymous written comments. However, the page for written comments has the following instruction: "Please write any comments that you think will be helpful to your instructor." The written comments and the numerical are to be collected separately and each set is to be placed in a separate envelope.

She said that a student receiving a separate sheet with such instructions may think that no one will see the written comments but the faculty member when, in reality, the department chair, the department personnel committee, and the college personnel committee all will see the written comments. Unfortunately the forms have

already been printed. The provost responded to this concern by offering to have the faculty instruction sheet include instructions to the faculty to tell their students that the written comments will be placed in the faculty member's permanent personnel file. But, she said, she is concerned that many faculty who have gone through the process of student evaluations for years will not read the instruction sheet with sufficient attention. She added that an additional change is very welcome: the first question in the numerical part of the student evaluation form has been changed from a question asking about the instructor's tolerance of "his" students' opinions to a question about "his/her" students' opinions. Senator Koehler said the Senate should formally authorize the Senate president to send a phonemail message to the faculty on behalf of the Senate about the written comments sheet because this is a very important issue and should not be left to chance communication. The Senate agreed.

Senator Hartmus asked for an update about the distribution to the North Hall faculty of the 56 donated IBM-286 computers. President Kaplowitz said she has written to Provost Wilson as she was directed to by the Senate and is awaiting his reply. She said that she is, in fact, glad that there is time to discuss this again because the Senate's request was to work with the Provost in developing a fair method of allocating the computers. She said that she would like to propose a specific element to be weighed in the allocation process: junior faculty should be given first priority because it is they who are facing reappointment and tenure actions and their T Building colleagues who are facing the same personnel actions are advantaged by having office computers. The Senate supported giving junior faculty priority status.

2. Approval of Minutes 1111 of the October 5 meeting

By a motion duly made and carried, Minutes #111 of the October 5, 1994, Senate meeting were approved.

3. Update on base level equity [Attachment A, B, C, D, E]

The Senate praised the letter sent on behalf of the Senate to Vice Chancellor Rothbard [Attachment A]. President Kaplowito said that again we owe thanks to Senator Litwack, who wrote this excellent letter.

The minutes of the first meeting, on September 23, of the Council of Presidents [COPS] Ad Hoc Committee on the base level equity reallocation plan were discussed [Attachment B].

President Kaplowitz reported that the newly appointed student member on the Board committee on fiscal affairs is from Queens College, a college scheduled to lose vacant faculty lines under Vice Chancellor Rothbard's reallocation plan. Also, at the October meeting of the Board's fiscal committee, the chair of the committee explained that the issue of base level equity reallocation would come to the committee when the COPS committee issues its recommendations, which are expected in December.

Senator Gitter said she found the COPS minutes very interesting and asked how these minutes will be circulated at the College and she asked whether they were sent to the Senate

president directly by COPS or by President Lynch. President Kaplowitz said that she received the minutes from the University Faculty Senate's executive director on Friday: the UFS director faxed them to her upon learning that the minutes had not yet been made available at John Jay.

It was noted that the minutes report that City College President Yolanda Moses reported the action by the CCNY Faculty Senate about base level equity but do not report that President Lynch conveyed the resolution which was presented by the Senate and the Council of Chairs and which was unanimously approved by the John Jay faculty at the Fall Faculty meeting which took place on September 20, three days before the COPS committee meeting.

Senator Gitter asked that the Senate's executive committee alert President Lynch to the Senate's concern about this and the Senate's concern that if, indeed, he did report the position of the John Jay faculty then the minutes are not an accurate record.

Senator Norgren suggested that the Benate request a more formal process from President Lynch with regard to our being informed about the COPB committee, especially in light of the statement in the minutes that "Members of the committee agreed that it was important for each President to keep his or campus informed of the work of the committee and to seek their colleagues@counsel" (p.2). She proposed that we formally ask the President to send the minutes of the COPS committee to the Benate.

Asked to give an analysis of the minutes, Senator Litwack said that the first meeting of the COPS committee seems not to have been devoted to base level equity but to the instructional cost model (also called the instructional staffing model). This model refers to a technique that CUNY has used for a long time to determine the proper amount of teaching power at each college, given the different kinds of courses taught at each college: for example, a college that offers a lot of science courses would require more teachers than a college that offers more history courses (which can be taught in a lecture-type format). In other words, even if there were base level equity, even if the colleges were treated fairly, two colleges with the same number of student FTE's might still have different numbers of full-time faculty because some colleges would need more faculty, both full-time and adjunct, to teach courses that require more intense instruction.

What the COPS Committee meeting seems to have been mainly about was a discussion about that model: people raised the question, which is very appropriate, he said, as to whether or not the model needs to be reconsidered in light of developments of disciplines, teaching technology, and the like. It may well be that if a new instructional cost model is developed, even if the principle of base level equity is retained, the new instructional cost model might indicate that we would receive fewer lines than the current model dictates.

But, Senator Litwack added, that might be fair, depending on how the instructional staffing model is ultimately devised. Frankly, he said, as long as there is an objective plan, we will do better than we are doing now. But the COPS minutes also makes the point that non-faculty lines are not distributed by any model, which is, of course, the point that we have been making and it is nice, he said, that that point is in the minutes because we can now refer to it. If non-faculty lines were distributed by any stated model, with any degree of rationality to it, we would do

much better than we are doing now. We would, therefore, want to push the position that there should be a model for the distribution of non-faculty as well as faculty lines.

Senator Geiger asked, using the model as it now exists, how do we fare with respect to other colleges. Senator Litwack said that he needs to do more research on this but apparently, as President Matthew Goldstein is reported in the minutes as having said, the model has been applied fairly. The problem is that the teaching power to satisfy the model in some colleges, like Brooklyn, is staffed by full-time people whereas at John Jay half of our allotted teaching power is staffed by adjuncts. Senator Geiger asked if he is saying that there is no glaring differential in terms of teaching power. Senator Litwack said that the instructional staffing model, as he understands it, is separate from the issue of to what extent the teachers are full-time or adjuncts: it is independent. Senator Geiger asked, using the teaching power model, are we on par with other campuses. Senator Litwack said other colleges, for example, Lehman, have a student body that is the same size as ours but based on the instructional model they probably should have more teaching power because of the nature of their courses, such as their nursing courses. According to the COPS Committee minutes, the President of Baruch (the chair of the COPS committee) did an analysis and he determined that the model is being carried out accurately. But Senator Litwack said he has no way of knowing whether the model is a fair model.

Senator Malone explained that the model is not new: the model has always been used as a differential between the arts, the sciences, the behavioral sciences, upper-level classes and classes offered to freshmen and sophomore students, and remediation. John Jay and Baruch some years ago were designated specialised colleges and Baruch rejected the designation because it smacked of trade school. John Jay was not permitted to reject the designation. In the State Education Department and the Regents we are designated a specialised college. All the specialised colleges in the State of New York have been able to develop their own curriculum and their own faculty-student ratio. The other specialised colleges focus on forestry, optometry, and maritime studies. He said he has always suggested that we try to break away from the traditional behavioral science model and come up with a specialised model.

President Kaplowits noted that the COPS Committee minutes state that "The need for additional background information to assist the committee to consider the model was briefly canvassed. At a future meeting, . . . Vice Chancellor [for Academic Affairs] Freeland was asked to present ideas for developing and embedding into the ICM [Instructional Cost Model] indices for academic matters not presently covered by the model, for example, involvement in sponsored programs, doctoral education, and other areas@ (p.3). We now need, she said, to write to Vice Chancellor Freeland to make the argument that faculty at John Jay do not have the same support staff as the faculty at the more fiscally advantaged colleges: we do not have the same released time as the faculty at those colleges, we do not have computers, we do not have research assistants or teaching assistants or graders. Because we do not have those things, the equation is an unfair one if one simply counts the number of grants or the amount of grant money or the amount of participation in doctoral instruction.

She reported that the previous day at the Council of Chairs meeting, Professor Crozier, the chair of the English Department, reported that although the English Department has more than 100

faculty (33 full-time and 75 adjuncts), the English Department has only one chair and one deputy chair (and very few departments at John Jay have a deputy chair). Professor Crozier reported that he had just learned that at the Borough of Manhattan Community College, the English Department has a chair, three deputy chairs with released time, and every staff-taught course has a coordinator who receives released time.

President Kaplowitz said that she and the Senate's Fiscal Advisory Committee want to write to Vice Chancellor Freeland, with the Senate's authorization, to put on the table the argument that faculty with released time and support services should not be compared to faculty who teach at a college without those things. The argument we should make is that the colleges which have the support to be productive in getting grants, for example, should not be further rewarded, especially since they have grant money which supplements their college budget and, thus, colleges like John Jay are doubly disadvantaged.

Senator Litwack noted that this is the argument we made in point #3 in the letter just sent to Vice Chancellor Rothbard [Attachment A]. Now, he said, we want to develop the issue more fully in a letter to Vice Chancellor Freeland.

President Kaplowitz distributed materials that had just been released to the Board of Trustees* fiscal affairs committee the previous week. The first [Attachment C] shows the number of student FTE's -- the "fall flash" is the number of students currently enrolled: we have, 7,300 students, whereas Lehman has 6,927, and so for the first time we have more student FTE's than Lehman, although Lehman has a third larger budget than we. The other charts [Attachment D, E] show the State's extreme underfunding of CUNY, which is the subject of a lawsuit by CUNY faculty and students against the State.

Senator Bloomgarden noted that if, as one expects, the chart [Attachment D] does not use dollar amounts adjusted for inflation, then the 1994 dollar figures are really 10% less than stated, which would reduce the per FTE funding to \$5400.

The question was raised about the actual headcount at John Jay. The top half of the first chart [Attachment C] shows that John Jay was scheduled to meet the target enrollment of 9,381 students but we exceeded our target of a 2.5% increase: we enrolled 9,533 (compared to 9,152 enrolled last fall). We also exceeded our student FTE target of 6,856: our actual FTE enrollment is 7,300 (compared to 6,701 last fall).

Senator Litwack asked whether we want to exceed our enrollment target. He said we want to meet our target but asked whether we want to exceed it. President Kaplowitz said that is a very good question: she noted that last year we had to increase our enrollment by 2.5% (as required by 80th Street to meet the Board of Trustees master plan goal of 250,000 students by the year 2000) and instead of increasing our enrollment by 2.5% we increased it by 5.1%. Senator Litwack said that for the increased enrollment we get only funds for additional adjuncts: we do not get money for full-time faculty. Senator Litwack said he would like the Senate to take this up as an agenda issue at a future meeting this year.

Senator Malone said that he agrees that the Senate should take this up, especially since we have 9500 students on a campus

built for 7,000 students. He said this is called warehousing students. Benator Hegeman said this has a direct bearing on retention as well and that there are a lot of ramifications for enrolling so many students. President Kaplowits suggested that when Registrar Donald Gray comes we should ask him about the enrollment figures. Benator Geiger said that another issue we should take up is the issue of retaining class size because class size of introductory classes has been getting larger and larger.

4. Report on the search for dean of undergraduate studies

President Kaplowits said she is happy to report that the previous night the Search Committee chose five excellent candidates to meet the John Jay community. She said it is very important that the faculty meet all the candidates: the committee agreed that after the community meets the candidates, the Search Committee will meet again and will discuss what we have been told by our constituents and will meet as a committee with President Lynch for the purpose of formally reporting to him this information.

On the day a candidate returns to the campus, the candidate will meet with the President, with the administrators, with the faculty, and with the students in separate meetings. The dates of the visits of the candidates were announced. The faculty meetings will be from 2 - 3:30 because meetings of major college bodies (the College Council, Faculty Senate, etc.) take place on most of the days because the days were picked on the basis of President Lynch's availability. Senator Litwack said that faculty who teach fifth period would not be able to see the candidates and he moved that the search committee be asked to reschedule the candidates' meetings with the faculty to 2:30 - 4:00. The motion carried by unanimous vote. President Kaplowits said she is certain the time can be changed since this information has not yet been announced.

She reported that all five candidates are external to the College. She said it is important to meet them not only to give the search committee feedback but also so that the candidates see that we have an engaged faculty and will want to accept the position, if offered.

Asked if any of the candidates are from within CUNY, President Kaplowitz explained that the Provost is now calling all five to ask whether they are still willing to be candidates: until that is done she said she does not want to say anything about the candidates. Once they say they are still candidates, their cv's are to be put on reserve in the Library, and faculty will be asked to not only meet them but to call their colleagues from outside John Jay to learn what people whose opinion they respect say about the candidates and about their credentials.

5. Proposed resolution on discriminatory recruiters on campus:
Benator Pinello

Senator Pinello reported that after the last Faculty Senate meeting he obtained from Benator Moynihan's office a copy of the legislation that the United States Senate passed on July 1 of this year that denies funds by the Department of Defense to campuses or other organizations that ban military recruiters. He said that he

has been informed by the Faculty Senate president that she has learned from our grants officer that no one at the College currently has any grants from the Department of Defense (although there are people who are thinking about applying for such grants in the future).

The context of the resolution was reviewed: the University Faculty Senate approved a resolution calling on the college senates to take up the issue of the presence on campus of discriminatory recruiters and the Council of Faculty Governance Leaders endorsed the resolution and asked the faculty trustee to request that the Board of Trustees make this University policy. Last December the CCNY Faculty Senate approved a resolution on banning discriminatory recruiters. The campus senates are taking this up with the idea of supporting the adoption of this position by the CUNY Board of Trustees.

Senator Pinello explained that he prepared a resolution for action by the Senate. Senator Hartmus said she supports the resolution but wondered what the adoption of it would mean for our program at West Point. Senator Litwack reviewed the language of the July 1 legislation and reported that not only grants but contracts with the Department of Defense are at issue when military recruiters are barred.

Senator Bloomgarden suggested that we obtain information about the status of our program at West Point and its relation to the Department of Defense. He said he suspects that most Senators will support the resolution but that we should do so in an informed way and, therefore, we should wait until we have an answer to this question. Senator Bloomgarden said we do not want to be in a position where people say the Senate did not know the possible ramifications of its action: we need to know the possible ramifications and make our decision in as informed a manner as possible. The Senate agreed to hold this item over until the next Senate meeting so that information about our program at West Point can be obtained.

6. Proposed resolution on the scheduling of undergraduate courses during the free (6th period) Period

The way John Jay has had at least a modicum of a sense of community has been to have a free period during which no undergraduate courses have been scheduled. But now more and more courses are scheduled during that 3:20-4:50 period. The proposed resolution calls for no undergraduate courses to be scheduled during that time slot.

Faculty need to be available during the "free" period so that they can participate on departmental and college committees, so they can serve as advisors to student clubs, and so they can attend lectures, participate in Better Teaching Seminars, and engage in similar activities of the College.

Senator Gibson said that her play, Masks, is scheduled to be staged on October 25 during that free period but many students cannot attend and cannot be in the play because they are enrolled in courses that meet during that period.

Senator Litwack said he is all for the spirit behind the resolution but he would like to hear from Registrar Donald Gray as

to whether we are now so short of classrooms that we have to schedule 6th period classes no matter how terrible it is to do so. President Kaplowits said that last week the Board committee on fiscal affairs approved a rental request of Albany for \$400,000 for rental space for John Jay for additional classrooms for September. She said that in September, Vice President Smith reported to the Comprehensive Planning Committee that is easier to get rental money and to rent and renovate rental space than it is to get the old library area in North Hall renovated. According to Vice President Smith, it will take three pars to get the funding and to renovate the old library area whereas we could have rental space ready by September. Many senators expressed incredulity at this and challenged the accuracy of this picture of the College's options.

Senator Litwack said that we need to have additional information and that we should consider the resolution again after having heard from Registrar Gray. It was agreed that Registrar Gray would be asked for information about classroom availability, etc.

Senator Gitter said once we lose the free period it is gone and so we should not delay in getting this information and taking a position on it.

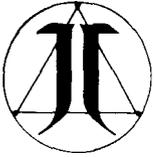
Senator DeLucia said that there is a direct connection between this issue and the issue of increased student enrollment that Senator Litwack raised earlier.

It was agreed that this issue would be brought back to the Senate after the next meeting, a meeting at which Registrar Gray will be the Senate's invited guest.

By a motion duly made and carried, the meeting was adjourned at 5:00 PM.

Respectfully submitted,

Edward Davenport
Recording Secretary



JOHN JAY COLLEGE OF CRIMINAL JUSTICE

The City University of New York

445 West 59th Street, New York, N.Y. 10019

212 237-8000 / 8724

October 6, 1994

Vice Chancellor Richard F. Rothbard
City University of New York
535 East 80th Street
New York, NY 10021

Dear Vice Chancellor Rothbard,

We are again writing to you, at the direction of the Faculty Senate, regarding the plan announced in your July 7th Memorandum for achieving "Base Level Equity" in full-time faculty positions among the senior colleges of the City University. At the outset, we wish to thank you again for forthrightly recognizing the "historic and continuing disparity between resource distribution and enrollment patterns" that has existed within the University, and for taking concrete and significant steps to address the resulting lack of equal educational opportunity faced by students of fiscally disadvantaged colleges, such as John Jay. We deeply appreciate the efforts that you and your Office have made to provide equal educational opportunity to all students of CUNY. However, as we indicated to you in our letter of September 19, the Faculty Senate does have questions and concerns regarding the proposed plan that we would like to bring to your attention now for your consideration.

1. Is a plan being developed to reduce the severe overall inequities in resource distribution among the CUNY senior colleagues? We fully accept the gradual (5-year) approach you have taken to achieving "base level equity" in full-time faculty positions. It appears, however, that even after the proposed 5-year plan is carried out, historically advantaged colleges would continue to have far more non-faculty positions (including vacant positions), and perhaps other resources, not accounted for by any neutrally applied criteria, than historically disadvantaged colleges. While we continue to agree with you, as we did in our letter to you of May 12, 1994, that a number of institutional and governmental considerations must be taken into account in the distribution of the CUNY budget, it appears to us that, in addition to the proposed plan, achieving equal opportunity for all CUNY senior college students will also require establishing a greater equity in the distribution of non-faculty lines and other resources for faculty and student support services as well as in the distribution of faculty lines.

2. Given the significant overall underfunding of John Jay (and of similarly situated colleges) that will continue to exist during, and even after, the implementation of the 5-year plan, is the planned reduction in John Jay's adjunct budget truly justified? Cannot advantaged colleges retain their "teaching power" via the use of their vacant lines (both faculty and non-faculty)? And if we do not retain something like our current adjunct budget -- in addition to receiving more full-time faculty positions -- how will we be able to address the severe shortage of needed course sections, and the equally severe problem of overcrowded remedial and introductory classes, that currently face, and greatly disadvantage, the students of John Jay (even though virtually every full-time faculty member at John Jay, unlike at many other senior colleges, actually teaches the contractual 12/9 teaching load)? Frankly, it does seem to us that essential fairness and equity for all CUNY senior college students will not be achieved until all senior colleges are, at the least, given the funds and lines necessary both to have an adequate number of full-time faculty and sufficient total "teaching power" to meet the essential needs of their students. And, it also seems to us, this is a principal that all within the University who are committed to open enrollment and equal opportunity should be willing to accept and support. Thus, with all respect, we believe our adjunct budget should not be reduced as long as John Jay remains significantly disadvantaged regarding overall resource distribution compared to the relatively advantaged senior colleges of CUNY.

3. Given the severe underfunding of John Jay (and of similarly situated colleges) that will remain throughout -- and even after -- the planned attempt to achieve base level equity in full-time faculty lines, can "additional elements" beyond student FTE's be added into the "base level equity model" without unfairly discriminating against already fiscally disadvantaged colleges because of their more limited fiscal ability to achieve certain outcomes? The Faculty Senate does not object to the general principle that colleges -- and college faculties -- that make the greatest efforts of greatest quality should be rewarded in an appropriate and meaningful way. However, we believe it would be fundamentally unfair, for example, to add full-time faculty positions to colleges that evidence more "faculty participation in doctoral instruction, sponsored research, and other scholarly activity" -- even if such participation is determined by "standardized measures" -- if such greater participation is, and has been, significantly facilitated by the much greater ability of fiscally advantaged colleges to provide faculty members with released time, support services, and the like. And certainly measures of "educational outcomes" and measures of scholarly productivity should take into account the educational needs of different student bodies and the "teaching power" actually available at different colleges to meet those needs.

Vice Chancellor Rothbard
October 6, 1994
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In sum, we again applaud you and your Office for the very significant steps you have recently taken to address the "historic" inequities in the funding of CUNY's senior colleges. But we do believe that more needs to be done before true equity and equal opportunity for all CUNY senior college students (not to mention CUNY faculty) is achieved. We look forward very much to working with you toward this goal.

Sincerely yours,



Karen Kaplowitz
President, Faculty Senate



James Cohen
Chair, Senate Fiscal Affairs Committee



Tom Litwack
Senate Fiscal Affairs Committee

cc. Chancellor Reynolds
Deputy Chancellor Mucciolo
President Lynch
Budget Director Brabham

CONFIRMED

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

Record of the inaugural meeting held on Friday, September 23, 1994

Present

President Matthew Goldstein (Chairperson)
Acting President Stephen M. Curtis
President Josephine D. Davis
President Ricardo R. Fernandez
President Edison O. Jackson
President Vernon E. Lattin
President Charles W. Merideth
President Yolanda T. Moses

By invitation:

Acting President Blanche Blank
President Gerald W. Lynch
President Marlene Springer

University Staff:

Vice Chancellor Richard M. Freeland
Vice Chancellor Richard Rothbard
Ms. Sherry Brabham
Dean Anne L. Martin
Mr. Ernesto Malave

1. Charge to the Committee

President Goldstein welcomed those present and set the scene for what he envisaged would be the first of a series of spirited discussions of the matters, raised in the Chancellor's Charge to the Committee. In discussing the four items composing that charge, he noted in particular that the Chancellor's letter is cognizant of the differences in colleges' enrollments and academic offerings, and stressed the role of these differences in the discussion of the concept of base level equity.

He then sketched the background to the task before the committee. Unlike systems where annual review of enrollments triggers frequent review of the funding model, CUNY does not regularly review and adjust its instructional cost model, although it has made occasional adjustments to it. The model had been reviewed over the course of the past several months by a committee of Vice Presidents for Administration, chaired by Vice President John Smith of John Jay College.

Turning to the membership of the committee, President Goldstein noted that the committee as formally constituted was composed of those senior college presidents who were members of the COPS Committees on Fiscal Affairs and Academic Affairs. It was his view, however, given the importance of the matters under discussion, that involvement in the committee should be broadened to include all interested senior college presidents under the condition that they would have a voice but no vote. There was consensus around the table on this.

2. General Overview of Issues Around Base Level Equity

The group briefly discussed the response to the announcement of the review on the campuses and in other committees. President Moses reported the position taken by City College's Faculty Senate on the matter, and President Goldstein recounted the views expressed in the recent meeting of the *Advisory* Committee on Academic Program Planning. Members of the committee agreed that it was important for each President to keep his or her campus informed of the work of the committee and to seek their colleagues' counsel. It was further agreed that President Goldstein would communicate with the chairs of the University Faculty Senate and Student Senate, and that Vice Chancellors Freeland and Rothbard would similarly keep the chairs of the key committees they deal with informed. In addition, President Goldstein recommended that the committee circulate its *draft* report to the Faculty Senate and other appropriate constituencies for comment prior to submitting its recommendations to the Chancellor. This was endorsed by the group, and President Goldstein undertook to raise this with the Chancellor.

ACTION: Senior College Presidents; President Goldstein; Vice Chancellors Freeland and Rothbard

3. The i S Model

The meeting turned to a consideration of the Instructional Staffing Model. To set the context, President Goldstein called attention to the distinction between the regulated and the unregulated parts of the colleges' budgets. The regulated part is that covered by the Instructional Staffing Model, whereas the unregulated parts, which cover such areas as administration, registrar functions, etc., are effectively modelled. Vice Chancellor Rothbard noted that there have been occasions when the unregulated parts of the budget have been subjected to modeling, and noted that in the community colleges, virtually the entire budget was modeled. Presidents have some degree of latitude in making decisions about allocation of both parts of the budget, and the resultant spillage between the regulated and unregulated categories creates some problem for budget modeling.

President Goldstein then led the committee through the Instructional Staffing Model with a view to ensuring that members of the group had a shared understanding of the existing model. The discussion focused on a set of three tables prepared by President Goldstein which analyzed and ran applications of the model.

Table 1 illustrated the construction of CUNY's Instructional Staffing Matrix, which is composed of a matrix of 11 discipline groups and three instructional levels. It showed that the model is credit and discipline, not headcount, driven. President Goldstein noted that the components of the matrix form the "initial conditions" of the model, and it is his understanding that these are inviolate unless the University chooses to modify them.

Table 2 showed the application of the model to a hypothetical "College A". President Goldstein explained how the model is used to generate "teaching power", a term covering both full time and adjunct faculty effort. He reinforced the point that the model is based on credits and discipline weightings.

Table 3 was a spreadsheet of actual 1993/94 data which showed how the model captures credits generated by discipline and level of enrollments and "spews out" teaching power. The table highlighted the discrepancy between the teaching power entitlements projected by the model and the actual level of instructional effort funded. Vice Chancellor Rothbard

explained that this difference arises because actual funds coming into the University from Albany are insufficient to enable it to fund the model fully after other "first call" budget items are taken off the top. The available money only permits the University to fund 80% of the model. He also noted that the model covers only faculty salaries and does not take account of salary-related fixed costs such as fringe benefits. Nevertheless, it accounts for about one third of the total University budget.

In discussion, a number of points were raised and clarified. Vice Chancellor Rothbard, in response to queries from several Presidents, explained that other factors, such as the space requirements of particular programs, for example laboratory courses, or the quality of non-teaching services provided by faculty members, for example public service, are not taken into account by the model. Ms. Brabham noted that the "graduate level" factor in the model refers to masters but not doctoral teaching, which is accommodated by a separate allocation system. President Goldstein stated that by running the model on his own, he had satisfied himself that it is indeed uniformly applied to all campuses. The variations in the levels of staffing which it generates arise from campus specific factors such as changing enrollment patterns.

Clarification was sought about the first call budget items which are taken off the top before the academic staffing portion of the University budget is allocated to colleges. Vice Chancellor Rothbard said that these include fixed cost items, that is everything which is contractually or legally mandated, and everything which is a line item such as the Freshman Year. It was pointed out by President Curtis that many of the items are not mandated, but rather "philosophically" driven. He considered that it might be appropriate to look at these other areas of the budget, in addition to that covered by the ICM, and to talk about adjustments to those areas as well.

Concluding his presentation, President Goldstein told the committee that in working through the model, he had come to the view that, while it was in fact equitably applied across the campuses, the model itself may need refinement and updating. It was his feeling that the variables upon which it is based need to be looked at as a prelude to the committee's discussion of baseline equity. The discipline categories and weightings may require updating to account for changes in content and methodology since the weightings were first established, particularly given the impact of new technologies on instructional techniques. In addition, there may be a case for broadening the definition of academic activity to include such matters as research and doctoral teaching, which may need to be taken into account. He suggested that it may be a matter not so much of smoothing the rough spots in the existing model as of expanding it to account for colleges, new, broader academic profiles and activities, a view with which members of the committee concurred. He predicted that the committee would probably find that there are a variety of possible answers, and might come forward with a set of recommended approaches.

4. Background i Needed for Further Discussion

The need for additional background information to assist the committee to consider the model was briefly canvassed. At a future meeting, Vice Chancellor Rothbard was asked to present more technical information on the existing model and on means of smoothing out problem areas. Vice Chancellor Freeland was asked to present ideas for developing and embedding into the ICM indices for academic matters not presently covered by the model, for example, involvement in sponsored programs, doctoral education and other areas.

Several Presidents spoke to systems elsewhere with which they were familiar, most of which were strictly enrollment driven. President Moses noted that the California State system was discovering that an enrollment driven system no longer worked and had been revising its

model **annually**. President Springer commented that in **North** Carolina, the budget **was** reviewed and adjusted annually. **Information** about practices elsewhere **in** this country **and** internationally was requested, and VC Freeland undertook to collect examples. He invited the Presidents to send him details of any models they **were** familiar with. VC Rothbard noted that comparative data could be a double edged sword in **our** dealings with Albany.

ACTION: Vice Chancellors Rothbard and Freeland; Presidents

There being no further business, President Goldstein thanked **his** colleagues for their participation and advised them that **the** next meeting of the group **was** tentatively scheduled at 9:30 a.m. on October 7, 1994. Vice Chancellor Rothbard undertook to **find** a more suitable room and to advise members prior to the meeting.

ACTION: ~~vice~~ Chancellor Rothbard

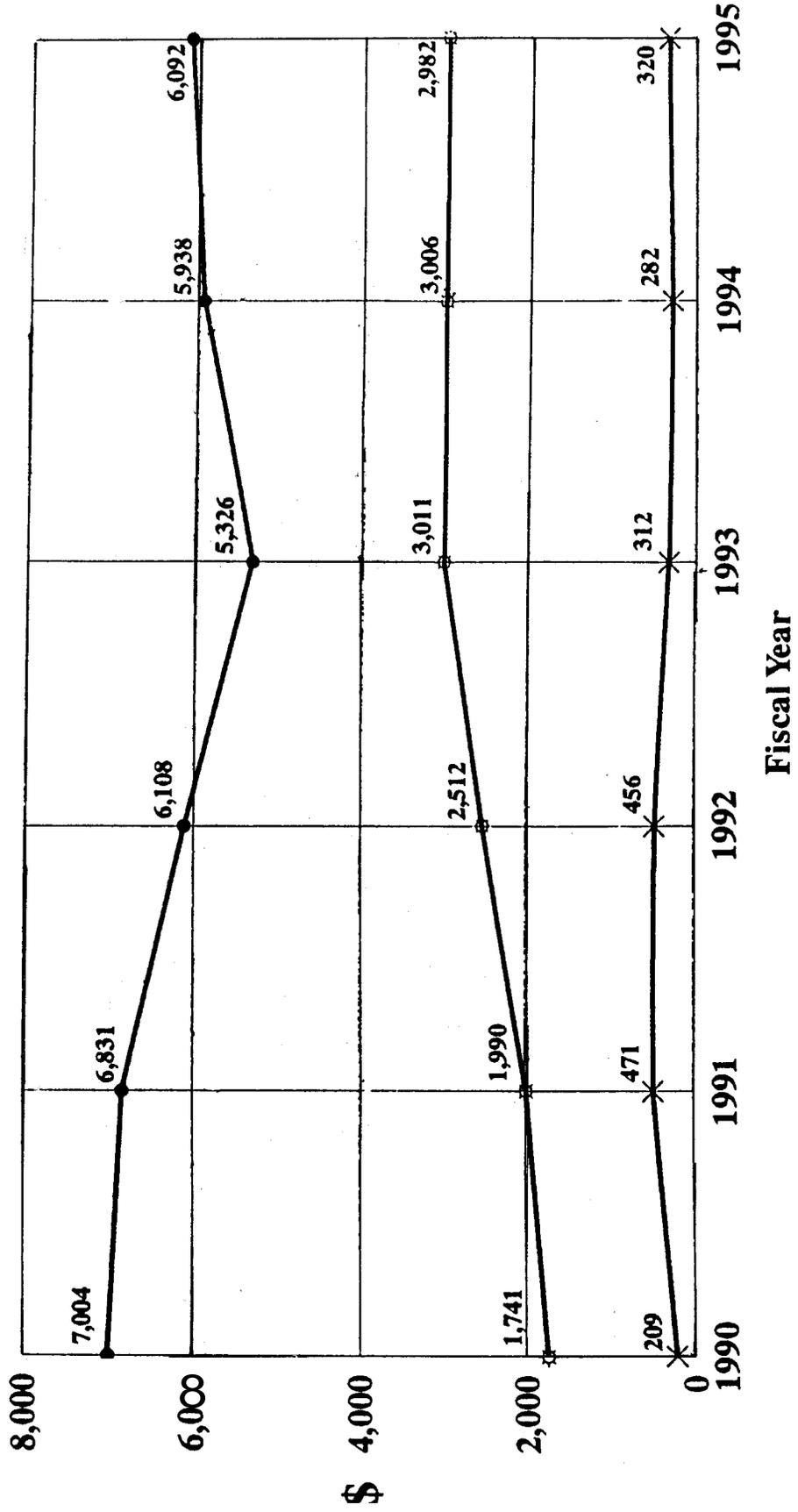
ATTACHMENT C

**THE CITY UNIVERSITY OF NEW YORK
ENROLLMENT SUMMARY**

College	HEADCOUNT			1995-96 Master Plan
	1993-94 Actual	1994-95 Target	1994-95 Fall Flash	
Baruch	15,113	15,706	15,105	
Brooklyn	15,386	15,640	15,598	
City	13,559	13,596	13,956	
--Sophie Davis	334	325	378	
--CWE	788	760	786	
Hunter	18,927	18,942	19,754	
John Jay	9,152	9,381	9,533	
Lehman	10,351	10,616	10,393	
Medgar Evers		5,269	5,200	
New York City Tech	10,693	10,820	10,799	
Queens	17,596	17,860	17,995	
Staten Island	12,021	12,253	12,577	
York	6,909	7,000	6,875	
Graduate	4,115	4,177	4,299	
Law School	444	450	439	
TOTAL SENIOR COLLEGES	135,388	142,795	143,687	
Borough of Manhattan	16,507	16,500	16,650	
Bronx	8,298	8,657	8,400	
Hostos	5,116	5,116	5,274	
Kingsborough	14,747	15,250	15,690	
LaGuardia	10,733	10,733	11,100	
Medgar Evers	5,080			
Queensborough	11,383	12,298	12,011	
TOTAL COMM COLLEGES	71,864	68,554	69,125	
UNIVERSITY TOTAL	207,252	211,349	212,812	219,952

College	FTE			1995-96 Master Plan
	1993-94 Actual	1994-95 Target	1994-95 Fall Flash	
Baruch	10,950	11,241	11,065	
Brooklyn	10,756	11,123	10,888	
City	10,013	10,026	9,828	
--Sophie Davis	344	361	360	
--CWE	429	400	413	
Hunter	12,627	12,645	13,552	
John Jay	6,701	6,856	7,300	
Lehman	6,893	7,077	6,927	
Medgar Evers		3,601	3,722	
New York City Tech	8,021	8,053	8,290	
Queens	12,089	12,270	12,423	
Staten Island	8,007	8,140	8,373	
York	5,205	5,215	5,222	
Graduate	3,173	3,214	3,338	
Law School	565	580	583	
TOTAL SENIOR COLLEGES	95,773	100,802	102,284	
Borough of Manhattan	11,736	11,685	12,050	
Bronx	6,653	6,889	6,300	
Hostos	5,212	5,211	5,402	
Kingsborough	10,891	11,200	11,901	
LaGuardia	9,300	9,300	9,800	
Medgar Evers	3,536			
Queensborough	7,654	8,110	8,366	
TOTAL COMM COLLEGES	54,982	52,395	53,819	
UNIVERSITY TOTAL	150,755	153,197	156,103	159,554

Senior College Funding per FTE



◆ State Aid ✕ City Aid ✕ Tuition

Instructional Full-Time Staff Senior Colleges

