

Faculty Senate Minutes #169

John Jay College of Criminal Justice

April 22, 1998

3:15 PM

Room 630 T

Present (24): Michael Blitz, Effie Papatzikou Cochran, Glenn Corbett, Edward Davenport, Jane Davenport, Kojo Dei, Arlene Geiger, P.J. Gibson, Don Goodman, Amy Green, Edward Green, Karen Kaplowitz, Kwando Kinshasa, Sandra Lanzone, Gavin Lewis, James Malone, Ellen Marson, Frederik Rusch, Adina Schwartz, Lydia Segal, Ellen Sexton, Carmen Solis, Davidson Umeh, Bessie Wright

Absent (13): C. Jama Adams, George Andreopoulos, David Brotherton, John Donaruma, Lou Guinta, Roy Lotz, Barry Luby, Mary Ann McClure, Deborah Nelson, Daniel Pinello, Jacqueline Polanco, Charles Reid, Agnes Wieschenberg

Invited Guest: Dean for Registration & Admission Richard Saulnier

AGENDA

1. Approval of Minutes #168 of the April 2 meeting
2. Election of Faculty Senate representatives to the College Council
3. CUNY's proposal for Performance Based Budgeting
4. Authorization to Karen Kaplowitz and Tom Litwack to write to Chancellor Kimmich, VC Rothbard, and VC Mirrer, about the proposal for Performance Based Budgeting
5. Report on this semester's revised Faculty Evaluation forms
6. Report on the latest version of the Comprehensive Action Plan
7. Invited guest: Dean Richard Saulnier

1. Approval of Minutes #168 of the April 2 meeting

By a motion duly made and seconded, Minutes #168 of the April 2 meeting were adopted:

2. Election of 1998-99 Faculty Senate at-large representatives as Senate representatives on the 1998-99 College Council

From among next year's 15 at-large representatives on the Faculty Senate, P. J. Gibson, Amy Green, Edward Green, Karen Kaplowitz, Patrick O'Hara, Daniel Pinello, and Carmen Solis were elected by secret ballot as Faculty Senate representatives on the 1998-99 College Council.

The Charter of John Jay College allots to the faculty 28 of the 56 College Council seats. The Charter also states that each academic department is to receive one of the 28 seats and the Faculty Senate is to determine the method of allocating the remaining seats. Because there are currently 20 academic departments, the Senate may elect Senate representatives to eight seats. Seven at-large representatives on next year's Faculty Senate have just been elected. Thus, one department, English, the largest department according to the method of measurement required by the Charter, will receive a second seat.

3. Report on CUNY's proposal for Performance Based Budgeting
[Attachment A, B]

President Karen Kaplowitz reported that on Friday, April 3, a letter [Attachment A] was sent by Vice Chancellor for Budget Richard Rothbard and Vice Chancellor for Academic Affairs Louise Mirrer to the Council of Presidents in preparation for a meeting of the Council of Presidents (COPS) scheduled for Monday, April 6. The letter contains a proposal for performance based budgeting developed by four presidents, who are the chairs of the four committees of COPS, and Richard Rothbard and Louise Mirrer, who served as staff to the subcommittee. Attached to the letter are charts rating each college in terms of its performance in eight areas. The performance of each college, as determined by this rating, is to determine how new funds would be allocated, if the proposal is approved. It is not clear whether all new funds would be allocated on the basis of performance measures or whether only a portion of new funds would be allocated in this way. This would be determined by the Trustees if COPS ultimately recommends this approach of performance based budgeting.

The first chart [Attachment B] appended to the April 3 letter is the first performance measure, which is the "6-Year Graduation Rate" and which has a scale of 3. This performance measure is defined as follows: "This is the six-year graduation rate for the 1990 cohort for first-time full-time regularly admitted freshmen and transfers. For those schools with both baccalaureate and associate degree programs, entrants have been pooled in calculating the rate. Successful student graduation should be central to every college's mission, given the impact of college graduation on students' future success."

CUNY recently adopted a 6-year graduation rate rather than an 8-year rate. President Lynch has long fought to have transfer students included in the graduation rate and for the first time transfer students are included. So this graduation rate is not only first-time freshmen who graduated within 6 years but transfer students who graduated within that timeframe as well. (The graduation rate includes recipients of both associate and baccalaureate degrees.) The first column is the graduation rate: John Jay's is 27.7%. That means that 27.7% of our full-time regularly admitted (non-SEEK) freshman and transfer students who entered John Jay in 1990 received either an associate or a baccalaureate degree by 1996.

A scale of either 1, 2, or 3 was given to each performance score, depending on the importance of that performance indicator, as decided by this COPS subcommittee. Because graduation rates are treated highly important in this document, the scale of 3 was allocated and each graduation rate was multiplied by 3 to give the

"scaled rate," in John Jay's case 83.1 ($27.7 \times 3 = 83.1$). The senior college with the highest graduation rate, Baruch at 54.3%, thus has a scaled rate of 162.9. The senior college with the lowest graduation rate, Medgar Evers at 17.4%, thus has a scaled rate of 52.2. The last chart attached to the April 3 letter shows the performance scores when the scaled rates are added together: the aggregate score determines the "cluster" each college would be placed in and the ranking of each college within its "cluster" both of which would determine a college's funding allocation.

The second performance measure [the entire packet of charts is available from the Faculty Senate Office] is "Change in Graduation Rate," with a scale of 3 and this measure is defined as follows: "This measure reflects the change in rates between the 6-year graduation rates for the 1990 and 1988 cohorts for first-time full-time regularly admitted freshmen and transfers. For those schools with both baccalaureate and associate degree programs, entrants have been pooled in calculating the rate." The scale for this measure is also 3. John Jay's change is 2.8% (which means our graduation rate improved by 2.8%) and by multiplying by 3, the scaled rate is determined to be 8.4. The highest rate among the senior colleges is Baruch at 3.3% (scaled rate = 9.9), and the lowest rate, showing a decline, is Medgar Evers at -5.5% (scaled rate = -16.5).

The third performance measure is "Retention Rates" and also receives a scale of 3. The explanation for this measure is that "for all senior colleges, this is the two-year retention rate for first-time full-time regularly admitted freshmen and transfers for the 1994 cohort. For those schools with both baccalaureate and associate degree programs, entrants have been pooled in calculating the rate. For the community colleges the rate is a one-year retention rate for the 1994 cohort." John Jay's retention rate is 64.4% (which means that 64.4% of our full-time freshmen and transfer students were still attending John Jay two years after they entered in 1994) and when multiplied by 3 the scaled rate = 193.8. Baruch has the highest retention, 78.8% (scaled rate = 236.4), and NYC Technical has the lowest, 55.6% (scaled rate = 166.8).

The fourth performance measure, "Intra-CUNY Associate-Baccalaureate Transfer," is scaled at 1 and is defined as "an eight-year transfer rate for regularly admitted full-time freshmen entering associate programs in Fall 1988. This rate can be used to measure how successful colleges are at preparing students to move into baccalaureate programs." John Jay's rate is 3.4% and because the scale is 1, the scaled rate = 3.4. John Jay is the lowest scoring in this category. The highest rate (only colleges with associate degrees are scored) among senior colleges is NYCTech with a 15.3% rate. President Kaplowitz explained that this is the transfer rate of associate degree students from one CUNY college to the baccalaureate degree program of another CUNY college and, thus, students who transfer from John Jay's associate degree program to our baccalaureate degree program are not included in this rate: 80th Street's explanation is that such students count in a college's retention rate and should not be counted twice, that is, in both the retention rate and in the transfer rate.

The fifth performance measure, "Administrative Costs" is scaled at 1 and is defined as follows: "This rate is the percentage of total tax-levy current funds expended on general administration as detailed in the 1995-96 University Fiscal

Report. This rate is negative in all cases and can serve to offset other indicators. A college's ability to control administrative costs is central to performance.' John Jay's rate is -8.1%. The senior college with the best rating is CCNY at -4.3% whereas the senior college with the worst rating is Medgar Evers at -11.8%. President Kaplowitz explained that the scores are all given as negatives because the goal is to spend as little as possible of a college's budget for administrative costs: therefore, the more of its budget a college spends on administrative costs, the more points the college loses (these points are deducted from the aggregate performance points).

She noted that this is quite unfair because a college which is underfunded, such as ours, still must meet fixed administrative costs. And so a college with a very large budget, such as CCNY, whose budget is \$66 million, will need a smaller percent of its budget devoted to its administrative costs than a college with a smaller budget. On the other hand, she said, recent data from 80th Street show that John Jay pays its administrators more than does any other CUNY college and President Lynch's response is that because we are so underfunded our administrators are extremely overburdened and, therefore, he must pay them as much as he can so they **will** stay. Senator James Malone said it is difficult to make the case that a college's administrative costs are justifiably high if the college's graduation rate is low. He cited Baruch whose -5.8% rate for administrative costs is among the lowest, even though its budget is not very big, and at the same time Baruch has the best graduation rate.

The sixth performance measure, "Student Satisfaction," is scaled at 2 and is defined as "the percentage of all students describing themselves as 'satisfied' or 'very satisfied' with their college experience in response to the 1995 Office of Institutional Research Survey." John Jay received the highest score, 92.1%, and with a scale of 2, the scaled rate = **184.2**. The lowest senior college score is for NYC Tech at **75.9%**, with a scaled rate = 151.8. President Kaplowitz said that one could argue that students' satisfaction is of utmost importance and should receive a scale of **3**, which would raise John Jay's performance points significantly. Senator Malone agreed, saying that if graduation rates deserve a scale of **3** then certainly student satisfaction should as well. Senator Adina Schwartz said the retort would undoubtedly be standards, the argument being that students' perception of their educational experience is less reliable than objective measurements such as graduation rates.

The seventh performance measure, "Full-Time Faculty in Ph.D. Programs," is scaled at 2 and is defined as "the percentage of full-time teaching faculty teaching doctoral courses for Fall **1996**. Doctoral teaching assignments are an indication of commitment to doctoral programs." John Jay's rating, which is the lowest among the senior colleges is **9.8%**, and thus the scaled rate = 19.5. The college with the highest score is Queens at **24.9%** and a scaled rate = **49.9**. Three colleges (Medgar, NYCTC, and York received an NA score.) President Kaplowitz explained that the measurement is based on the percentage of a college's faculty who taught at least one doctoral course during that Fall **1996** semester. Senator Adina Schwartz noted that two or three years ago, Baruch faculty received credit for two undergraduate courses for every doctoral course they taught and, she pointed out, this is certainly an incentive to teaching doctoral courses: she said she does not know if this is still the practice at Baruch, or whether it is the practice at any of the other colleges, but it is

not the practice at John Jay. Senator Schwartz also noted that the doctoral program in criminal justice just went through an external review and received quite a positive evaluation but one of the points the reviewers made, and they put it in their written report, is how difficult it is John Jay faculty to do doctoral teaching given our 7-course teaching load. She added that the external reviewers are quite prestigious academics. President Kaplowitz noted that, in addition, if a college is so underfunded that it doesn't have enough faculty, it is very difficult for departments to release their faculty to teach doctoral courses when fewer and fewer undergraduate (and master's) sections are being taught by full-time faculty.

The eighth performance measure, "Research/Sponsored Support," is scaled at 2 and is defined as "the college's percentage of all federal, state and city research funding at the University. A college's success in attracting research funds reflects both the quality of intellectual inquiry and level of this activity. Sponsored support reflects the level of training services and employment opportunities that colleges provide to their local communities." John Jay's score is 2.97% and thus the scaled rate = **5.94**. The high score is CCNY at 16.72% (scaled rate = 33.44) and the low score is Baruch at 0.61% (scaled rate = 1.21).

Two additional charts were not included in the packet: they measure teacher education certification pass rates and nursing certification pass rates for the colleges with those programs. (Those measures are presented as the deviation between the college's pass rate and the state-wide average.)

The final chart, which was included, shows the aggregate "performance points" and the division of colleges into five "clusters." The term "tier" is not used in this document and, instead, the term that is used is "cluster." Cluster I comprises Baruch, Brooklyn, Hunter, and Queens; Cluster II comprises CCNY, Lehman, John Jay, and College of Staten Island; Cluster III comprises York, NYCTC, and Medgar Evers; Cluster IV comprises the community colleges; Cluster V comprises the Graduate, Law, and Biomedical Schools. Furthermore, placement into each cluster is determined by a college's aggregate performance points. Each college is also rated in terms of its percentage of performance points it received within its cluster group: John Jay received a total of **490.25** performance points, which is 23.8% of its cluster's performance points and, thus, places it third among the four colleges in Cluster II: the order of ranking within Cluster II is CCNY, Lehman, John Jay, Staten Island. President Kaplowitz speculated that CCNY will probably find a way to be moved into the first cluster, given its historic role and political clout. Senator James Malone agreed.

4. Proposal to authorize Karen Kaplowitz and Tom Litwack to write on behalf of the Senate to Chancellor Kimmich, VC Rothbard, and VC Mirrer, about the proposal for Performance Based Budgeting [Attachment C, D]

During his April 15 briefing to the UFS Budget Committee (which Karen Kaplowitz and Ned Benton participate on) about the proposal for performance based budgeting, Vice Chancellor Rothbard explained that anyone who wishes to comment on the performance based budgeting document should send those comments in writing to him and he would send them on to the Council of Presidents.

President Kaplowitz said that as a result, Professor Tom Litwack and she have been working on two letters, one to Vice Chancellors Rothbard and Mirrer, and another to Chancellor Kimmich. The main argument is that there should be at the very least minimal equity in funding the colleges so there can be a level playing field before performance based budgeting is introduced: the college that is the most underfunded among the senior colleges should not be punished for doing as well as it does, given its severe underfunding. She said that the letter to Vice Chancellors Rothbard and Mirrer argue that John Jay is actually the best performing college among the senior colleges if the funding of all the senior colleges is factored in and this assertion is demonstrated through a recalculation of the performance measures.

Senator Amy Green said that it is an excellent idea to provide a reformulation of the performance measures to demonstrate that John Jay is the best performing college because it also makes the point, although implicitly and politely, that a desired result can be obtained by choosing numbers and weighted scales and it does look like the desired result was to have Baruch, Brooklyn, Hunter, and Queens as the top four colleges in the first cluster. President Kaplowitz said that the letter Tom and she are writing states that even though John Jay is the best performing college according to this formulation of the numbers -- and the other colleges are ranked according to the same methodology -- this is not the way John Jay or the other colleges should be funded but rather the funding goal should be to achieve the capacity of having 70% of course sections taught by full-time faculty at each college.

Senator Malone asked whether the letters would also be sent to the Trustees. President Kaplowitz said both Professor Litwack and she do not think they should because the proposal for performance based budgeting has not yet been sent to the Trustees and COPS may reject the proposal. She suggested we not write to the Trustees until a proposal is sent to them. Vice Chancellors Rothbard and Mirrer say in their cover letter to COPS that if COPS approves the proposal, it will then be sent to the joint Board Committees on Academic Policy (CAPPR) and Fiscal Affairs for their consideration. It is at that time that the Senate should write to the Trustees. Senator Malone agreed with this analysis and course of action. Senator Malone said he supports sending the two letters on behalf of the Senate and added that our Senate should work with the faculty of the other underfunded colleges to make the case to the Chancellor that funding for public universities throughout the country is based on a per student basis and CUNY should adopt the same model: CUNY's community colleges already use this method.

A motion authorizing Tom Litwack and Karen Kaplowitz to send the two letters on behalf of the Faculty Senate was adopted by unanimous vote. [See Attachment C for the letter to Chancellor Kimmich and Attachment D for the letter to Vice Chancellors Rothbard and Mirrer.]

5. Discussion about the Evaluation of Faculty forms

President Kaplowitz reported that in response to the faculty's persuasive case that the Student Evaluation of the Faculty instrument needed to be revised, the Provost appointed an ad hoc group to develop a new form in time for this semester's evaluation. The ad hoc group included the members of the Committee on Student Evaluation of the Faculty and others because some of several of the committee seats were vacant. The group

decided that there was insufficient time to develop a new form and have it presented to the College Council and be printed and distributed by April or May and so the group, in consultation with the director of administrative computing developed an instrument that would be used this semester as an interim solution.

Copies of the interim instrument were distributed by President Kaplowitz who explained that someone had slipped a copy under her office door with an unsigned note suggesting that she review it. She said the instrument contains the same 20 questions even though many criticisms had been raised about them and retains the rating scale of 1 (terrible) to 7 (excellent) although it does add an 8 for "not applicable" as the faculty recommended. Furthermore, the interim instrument also retains the old form's objectionable reversing back and forth of positive and negative characteristics: And the new scannable answer sheet provides room for 120 answers, not 20, and extends from A - J and in smaller print from 1 - 10, although only 1 - 7 (or A - G) will be scannable (with 8 or H for NA).

Senator Kwando Kinshasa noted that questions 1, 4, 6, 13, 17, 18 have reversed values from positive to negative (tolerant/intolerant; helpful/unhelpful; fairly/unfairly) whereas the other 14 questions have values presented from negative to positive (unclear/clear; unsatisfactory/satisfactory; unfair/fair) and yet a 1 is always a terrible rating and a 7 is always an excellent rating. Thus, a student could be giving a negative score of 1 when meaning to give a 7 and, similarly, could give an excellent score when meaning to give a very negative one. Because the reversed value questions are interspersed throughout the 20 questions, students will have a very difficult time. And the fact that the very first question has reversed values sets the expectation that they all will be. It was noted that faculty who do not know of these problems will not even be able to warn their students but even if warned, students will find this instrument confusing and their annoyance about the instrument can affect their attitude toward the instructor whom they are evaluating.

The Senate was united in decrying this form, asserting that not only was it worse than the previous form, but it is totally lacking legitimacy and is unacceptable and would not only harm faculty being evaluated but would be an embarrassment to the College because it is so flawed.

Senators suggested that the previous form be used again this semester. President Kaplowitz reported that an hour prior to the Senate's meeting, the Council of Chairs approved a motion that this form and answer sheet should not be used at all this year and the old form should be used even if it means conducting the evaluation during the last week of class. (The envelopes are read for distribution now and that work would have to be redone.) The Chairs' motion also called for no evaluation form if the old form cannot be administered.

Senator Frederik Rusch said that although it is the clear consensus that the instrument is not legitimate, there is also the fact that some faculty will want to be evaluated because they are coming **up** for a personnel action -- for reappointment, tenure, or promotion -- in the fall. Therefore, he said, we should use the instrument that had previously been used to date. It was noted that the Board of Trustees requires student evaluation of the faculty at least once a year. Senator P.J. Gibson said that the interim instrument should not be used under any condition.

Senator Ellen Marson spoke in opposition to using this form but agreed that there must be some kind of evaluation: she noted that faculty who have improved their teaching will be harmed in the personnel process if past evaluations are reviewed and no new evaluation exists for a comparison. President Kaplowitz said some Chairs proposed that if no evaluation is conducted this year none of the past evaluations should be looked at. Senator Marson said that is unfair to faculty who have had outstanding student evaluations. It was also reported that when some Chairs suggested that only the written comments be reviewed if this instrument is used, other Chairs pointed out that that would be grossly unfair because more students complete the numerical evaluation than provide written comments and furthermore it is often the students who feel most strongly -- often most negatively -- about an instructor, especially a demanding instructor -- who write comments and the numerical evaluations are necessary to evaluate whether the written comments are supported by or contradicted by the numerical evaluations.

Senator Effie Cochran moved that the College not use the new form, that we use the old form for this semester, and that the evaluation be postponed until as late in the semester as is necessary for the printing and distribution of the old forms. Senator Kwando Kinshasa seconded the motion, saying that it is embarrassing that such a badly designed form is even being considered by the College. Senator Marson agreed, calling it shocking. Senator Kinshasa added that anyone who is in favor of this interim form, which he called a travesty, is in fact lowering the standards of the College. He noted that, furthermore, this instrument would be a terrible example to our students who are majoring in the social sciences and who study research methods, especially for a college that prides itself on its number one rating as a college of criminal justice. Senator Kinshasa said that faculty would assign a failing grade to any student who handed in an evaluation instrument such as this as an assignment in their social science courses. The motion passed by unanimous vote. President Kaplowitz said that she would discuss this matter with Provost Wilson after the Senate meeting.

Senator Gavin Lewis, noting that the evaluations are supposed to be administered next week, asked how the general faculty will know what to do. President Kaplowitz said that after consulting with the Provost, she would put a message on phonemail to all faculty and that she would also post it on the Senate's email distribution list. She urged those who subscribe to the Senate's email list to print the posting and distribute it to the adjunct faculty in their department, because many adjuncts share phonemail and, hence, often do not hear phonemail messages because they are erased. The Senate formally authorized to send phonemail and email messages to the faculty.

Senator Rusch said we are indebted to whoever slipped this material under Karen's door. Senator Gavin Lewis agreed and said we are fortunate in having a Senate where this situation could be discussed. Otherwise, he noted, faculty would have received evaluation packets next week with no option except to distribute the forms and without even being alerted to the inherent problems.

6. Report on the latest version of the Comprehensive Action Plan

The Board of Trustees public hearing was two days earlier, on April 20. **240** people signed up to speak and 90 testified during

the five and a half hour hearing. The testimony addressed the March 19 version of the Comprehensive Action Plan (CAP), which called for no remediation in the baccalaureate programs and one year of remediation in the community colleges. From John Jay, Blanche Cook, Haig Bohigian, and Karen Kaplowitz testified. Jerry Markowitz had to leave after waiting several hours and so Karen submitted his testimony. Bonnie Nelson also attended the hearing.

And then the previous day, April 21, the day after the hearing, another version of the CAP was released for consideration by the Board of Trustees Long Range Planning Committee which is meeting at 80th Street this afternoon. This latest version states that "Beginning in Fall 1999, students will be allowed to enroll in associate degree programs only if the basic skills instruction they are evaluated as needing can be accomplished within one year or the equivalent for part-time students." ESL students would have to complete the ESL instruction that they are evaluated as needing within 3 semesters. For baccalaureate degree students, "beginning in Fall 1999, students will be allowed to enroll at Baruch, City, Brooklyn, Hunter, and Queens only if the basic skills they are evaluated as needing can be accomplished within one semester and the ESL instruction within two semesters. This policy shall apply to Lehman, York, and to baccalaureate degree students at the College of Staten Island, John Jay, NYC Tech, and Medgar Evers starting in the Fall 2002."

Alternate language was also included, which would provide that starting in Fall 1999, students would be permitted to enroll in baccalaureate degree programs at all the colleges only if the basic skills instruction they are evaluated as needing can be accomplished in one semester or if ESL can be accomplished in two semesters. But "colleges wishing to offer less than or greater than one semester of remedial work may make special application to the Chancellor with justification based on a demonstrated relationship between the level of student preparation and the college's academic program."

President Kaplowitz noted that although the Long Range Planning Committee is discussing this latest CAP proposal, they may not take a vote. The Committee has not voted yet on any version or on any proposal because no proposal has yet garnered the support of a majority of Trustees.

7. Invited guest: Actins Dean for Reaistration & Admissions
Richard Saulnier

Dean Saulnier was welcomed and was asked by President Kaplowitz to report about the college's advertising and recruitment efforts. She noted that we all agree that we have to work to improve our graduation rate. She noted that after President Lynch and others at John Jay argued that the exclusion of transfer students and the exclusion of in-service students (who are treated as transfer students) in calculating graduation rates unfairly disadvantaged us, transfer students are now being included for the first time [Attachment B] and despite that we did not have a measurable improvement in our graduation rate. We, therefore, need to address issues of advertising and recruitment as well as what we do when students are admitted and enroll.

Dean Saulnier said we are in the process of receiving our allocations for the Fall semester. He said that the issue of transfer students, in terms of enrollment, will be looked at in terms

of the Board of Trustees policy, enacted last semester and implemented this Fall, which requires students wishing to transfer from a community college to a senior college to first pass the three proficiency exams and complete their CPI [College Preparatory Initiative] courses. Our initial numbers for transfer students for the Fall semester are difficult to interpret based on that new policy. He said we know that the University is holding at least 1200 students in the pipeline who do not meet those dual criteria who are trying to transfer from a community college to a senior college within CUNY. He said that it is not known what the University plans to do with such students.

Dean Saulnier explained that to talk about a plan for the future depends on our first knowing where we are when this process evolves during the remainder of the semester. John Jay has traditionally had a large number of students who transferred into our College and, therefore, this new transfer policy could have a very large impact on us. But we are still waiting and watching. The University has notified these students who applied to transfer that they have a problem and that they can't be allocated to senior colleges. But we do not know what is going to happen when the students learn this. We do not know if they will be permitted to return to their previous college to make up the deficit. He said Virginia Gardiner, John Jay's director of testing, has spoken to some people to whom the University has offered the option of taking the proficiency tests at John Jay because they have been out of school for a couple of years and are trying to transfer in. It is for these reasons that admissions planning is very, very difficult right now.

President Kaplowitz said that a number of CUNY community college student newspapers carry paid ads for CUNY senior colleges. She said just the other day she saw Borough of Manhattan Community College's student newspaper which featured ads that Hunter, City, and Baruch had purchased, targeting BMCC's students who are about to graduate. She said surely a college newspaper's ad structure will not be very expensive and the paper is read by students attending a college in Manhattan who will presumably be looking to continue their education. She suggested that we, too, should advertise in that paper and in other student newspapers at those colleges that could be and already are feeder schools, such as Rockland CC. She said that students deciding where to study next see ads for Baruch, for Hunter, and it is difficult for someone to consider applying to a college whose name and phone number are absent. She also suggested that we should list all our majors in every ad, so potential students will not think that John Jay only offers a criminal justice major. Dean Saulnier said that he would look into these suggestions.

President Kaplowitz noted that the administration made a commitment to increase advertising and recruitment when we discussed raising our admissions criteria for our associate and baccalaureate programs. But, she said, since raising those criteria, which would have led to a loss of about 300 students and, thus, enabled us to cover more sections with full-time faculty, the administration decided to admit 200 to 300 more master's students and so not only do we remain stretched thin (unless there's a drop of undergraduates because of the transfer policy) but the concern is that there may be an assessment that there is less need to advertise and recruit for our undergraduate programs. She spoke of two reasons why we will have to advertise and recruit undergraduates: graduate students usually take fewer courses a semester than do undergraduates and so an equal number of graduate students produces far, far fewer FTEs and it is on the basis of FTEs that the college is judged. **Also**, we need to raise the graduation rate of our undergraduates and we need,

therefore, to attract academically better prepared students. All the performance measures [Attachment A, B] having to do with students' academic performance involve undergraduate students only.

Dean Saulnier said he does not think there is less interest in advertising but rather there is a hiatus while we determine what is happening, especially with the transfer students. He explained we won't know transfer applicants' pass rates on the three proficiency tests for another month or so. He said he does believe the commitment is firm to engage in advertising.

President Kaplowitz said that following Dean Saulnier's and Mr. Gray's presentation of the admission computer simulations on February 27, the Senate passed a motion recommending that the Office of Registration and Admissions provide a report each semester on the entering classes, including the numbers and percentages of associate and baccalaureate students. Dean Saulnier said he would be reporting that information.

President Kaplowitz asked about a decision of the Calendar Committee requiring faculty to henceforth hand in the resolution of an incomplete grade within a week of receiving material from a student. She said this may not be workable: when students hand in their work, it is often not all the work that is due and the choice for the instructor would be to hand in an F or not be in compliance. Furthermore, a week is often insufficient time to evaluate a student's past work when the instructor is teaching a heavy load with large numbers of students as well as carrying out other responsibilities and meeting other deadlines.

Dean Saulnier said that at the Calendar Committee, it was recommended that a suggested date for faculty to submit the incomplete grade resolution form be published as part of the academic calendar and that the date be a week after the student has submitted the missing work. Dean Saulnier said that often his office cannot provide information to students in a timely fashion because of unresolved incomplete grades. That does not mean, he said, that an incomplete grade can not be changed to a letter grade after that date. The date is simply a guideline to help faculty to aim for.

Senator Ellen Marson asked whether it could be made clear to students that there is not only a deadline for taking a makeup final exam but there is also a deadline for submitting the rest of their incomplete work in. Dean Saulnier said that the Calendar Committee has chosen to make those two deadlines on the same date.

President Kaplowitz reported that the Senate's executive committee recommends the introduction of a safeguard to the security of grade changes. The recommendation is that each faculty member be notified of any grade change which has been made for any students in their courses, because the forms for changing grades and for resolving incompletes are too easily accessible to unauthorized persons. What is specifically recommended is that a copy of the grade change form be stamped by the Registrar's Office and returned to the instructor member who taught the course so that if that instructor did not, in fact, send in such a form or sent in a form **with a different grade, the instructor can notify the Registrar that there is a discrepancy.**

Dean Saulnier said that at a staff meeting just this morning, one of his staff raised this very issue and noted that the Registrar's Office receives grade change forms in a variety of

ways, including inter-office mail. He said that while his Office will not give blank forms to students, piles of such forms are provided to each academic department, many of which have the forms sitting out on a table. He said two suggestions were made: one, to have the instructor or department secretary bring in the form, was rejected because this might cause a delay that could disadvantage a student. Instead, the Registrar's Office will clock the form in and send a copy back to the instructor. He said it is then up to the instructor to look at these clocked forms and make certain the grade matches the grade that was submitted. Dean Saulnier said that **SIMS** has a very restrictive grade change technology for grade security purposes and now the College's grade submission system must also be made more secure. President Kaplowitz said that was very good news, indeed. She noted, for example, that if an instructor sends a form with a grade of "B-" a simple mark by someone who has access to the form will change it to a "B+" and that this problem is addressed on final grade sheets because we have to both print the grade and fill in the proper circle. Dean Saulnier said additionally his Office could make a mistake in entering the grade and this new procedure would address all these concerns. Senator Rusch praised the new procedure as much needed and very wise.

President Kaplowitz reported a suggestion made to her which the Senate has not yet discussed: students who register for a number of courses each semester and then withdraw from one or more courses each semester and repeats this semester after semester perhaps should be limited to four courses (12 credits). She said the suggestion was for two reasons: those persistent withdrawals deny other students seats in those courses and the student may be registering for heavier course loads than he or she can manage. Dean Saulnier said that President Lynch has established a dismissal committee to look at student records this academic year and he said he imagines that one of the things that will be looked at is whether the student is making an effort to graduate. Dean Saulnier said that although SIMS makes many things technologically possible, we may not want to establish such restrictions. He added that students who receive financial aid are penalized for withdrawals: one of the easiest ways to lose financial aid eligibility is to withdraw from too many courses.

Senator Carmen Solis thanked Dean Saulnier for putting the procedure for filing for retroactive withdrawals in writing. She requested that a further step be taken: notify counselors when a student retroactively withdraws.

Dean Saulnier responded by asking faculty to let him know anything else that his Office routinely does that would be of benefit if it were put in writing. He said that his Office depends a lot on part-time personnel and so he welcomes suggestions from faculty on any procedures which they think need clarification or revision.

President Kaplowitz asked whether there are ways the Senate can help him in his work. He said he is still too new in this position to answer except he already knows that changes in old grades is an issue that he will want to return to the Senate to discuss. He explained that changing grades that are a year or two old seems to him to be reasonable but changing a grade that is four or five years or ten years old does not seem as reasonable. Senator Ed Green asked if there is a time limit and Dean Saulnier said there is not. Senator Green asked if Dean Saulnier is referring to incomplete grades. Dean Saulnier explained that

incompletes in undergraduate courses turn to an F at the end of the next semester but incompletes in graduate courses are permanent grades and, thus, a graduate student can graduate with incompletes as long as all the degree requirements are met. But, he added, he is talking not so much about incomplete grades as grade changes that go back five, 10, 20 years -- students lobby instructors to give them a higher grade long after they have left the College. President Kaplowitz said a student just lobbied her to change a grade she gave him eight years earlier because he doesn't have the 3.0 GPA he now needs to be hired by the DEA. Dean Saulnier said that is exactly what he is referring to. He added he is not certain to what extent grade change forms he receives from faculty are a result of lobbying of an instructor and to what extent they are legitimate corrections of grade errors. He said he would like to return to the Senate to discuss this after reviewing the records more thoroughly.

Dean Saulnier said when he was last at the Senate he spoke about the prerequisite checking for the Fall and that he was planning to use the old file to which modifications would be made. It turns out that approach did not work and so the prerequisites for courses will be taken verbatim from the catalog and then be checked by Associate Provost Kobilinsky for any changes since the catalog was printed. One problem was that the computer programming language of the old system would have caused the SIMS system tremendous problems and there was enough reason to belief that the data was bad and, therefore, it didn't pay to take a brand new system and put what was, perhaps, bad data into it. And so instead, all the prerequisites will be physically keyed in, one at a time, and, he said, it looks like this will be accomplished in time for the summer.

Senator Ed Green asked if it is true that we are losing summer school students because our summer courses are seven weeks long and students are finding shorter courses on other campuses. Dean Saulnier said that if we are offering a course at John Jay during the summer session and the student lives in the City and the course is not closed, that student will not be given a permit to take a course elsewhere. And without a permit a student will not receive credit at John Jay for that course. Furthermore, this summer fewer permits will be issued for required courses because the degree is from our College. Dean Saulnier noted also that our summer school enrollment has been growing consistently over the past five or six years, with 1800 students having attended our summer school last summer. President Kaplowitz noted that each CUNY college is permitted to retain the revenue it raises from tuition for summer school courses which is not true the rest of the year and so there is an fiscal incentive to enlarge our summer program as well as the incentive of providing students with courses they often are closed out of during the year. Dean Saulnier agreed, noting that we have a really serious problem because as student enrollment has grown, the number of science laboratory seats has not grown: each laboratory has 32 seats and that restricts the number of students who can be provided with science courses each semester. As a result this summer the maximum number of laboratory science sections will be offered.

Senator Carmen Solis asked whether it would be possible with the SIMS system to identify students on probation so that counselors can have that information. Dean Saulnier said he is reluctant to put such information out into the public sphere and would prefer to generate lists for the counselors. He said if SIMS is programed to identify students on probation, then someone

who hits the wrong key could send that information beyond the College. He said what his Office is doing for the first time, is having the word "probation" printed on the grade reports being sent to students in the mail but that is a different process and is limited to the copy of the grade report the student receives.

President Kaplowitz asked whether we could print "associate degree" and "baccalaureate degree" program on students' grade reports because students often do not know which program they are in. She said earlier in the semester at a Curriculum Committee meeting, the coordinators of the three associate degree programs asserted that all the associate programs do, in fact, articulate with baccalaureate programs as long as students take precisely the correct courses and to do that, they said, associate students need advisement rather than any changes in the curriculums of the associate degree programs. She said that if students don't know and if faculty don't know who the associate students are, there won't be any advisement, especially since there is no mandatory advisement.

Senator Arlene Geiger said that associate students aren't interested in obtaining an associate degree **so** there is no point. President Kaplowitz said we need to encourage them to do so because as an institution we admit them, we take them on their word that they are interested in earning an associate degree, and their failure to do so is harming the reputation and now, with the likelihood of performance based budgeting, the funding of our College. Dean Saulnier agreed we have to engage in more encouraging of students to obtain their associate degrees. He added that one way of identifying associate degree students as a result of SIMS is that each student's major is now identified on class rosters.

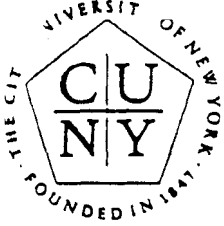
Dean Saulnier was thanked for meeting with the Senate and he, in turn, expressed his appreciation at being invited and said he found the discussion very helpful. He said he looks forward to returning in the Fall to discuss with the Senate the faculty's assessment of prerequisite checking and other issues.

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

Respectfully submitted,

Edward Davenport
Amy Green

Recording Secretaries



Vice Chancellor for Budget, Finance, and Information Services
535 East 80th Street, New York, N.Y. 10021
Voice: (212)794-5403 Fax (212)794-5515 Video: (212)737-6093
e-mail: rfrbh@cun_yL.m.cuny.edu

MEMORANDUM

April 3, 1998

TO: Council of Presidents
FROM: Richard Rothbard / Louise Mirrer
SUBJECT: Materials for April 6 COPs Meeting
"Performance Budgeting/Faculty Lines"

As you know, an ad hoc subcommittee of COPs has been working for several months on the issue of performance budgeting. This follows the 1997-98 allocation of faculty resources based partially on graduation rates, which was implemented in response to trustee interest in tying new faculty resources to campus performance.

As was acknowledged at the time, using only graduation rates was a simplistic approach, but nevertheless signaled the trustees' strong interest in this area. The goal of the subcommittee is to bring to the full COPs for discussion a set of criteria that broadens the basis for resource allocation beyond graduation rates. Following COPs agreement, recommendations will be forwarded to the joint CAPP and Fiscal Affairs committees of the Board of Trustees for their consideration.

After several meetings and much discussion, the subcommittee, co-chaired by Presidents Leon Goldstein and Ray Bowen, will present a report at Monday's COPs meeting. I am enclosing for your review prior to the meeting the materials that will form the basis of that report. The subcommittee has identified eight measures of performance:

- 6-year Graduation Rate
- Change in Graduation Rate
- Retention Rate
- Intra-CUNY AA-BA Transfer Rate
- Administrative Costs
- Student Satisfaction
- FT Faculty in PhD Programs
- Research/Sponsored Support

In the attached, each measure is displayed on a separate page. A brief explanation is provided where appropriate. **as** are the actual numerical values for each (expressed in percentage terms). Furthermore, the subcommittee **has** recommended scaling the measures in relation **to** their importance overall. A scale of 1, 2 or 3 **has** therefore been applied to **the** base numerical values.

In addition, we are providing a spread **sheet** on which colleges have been grouped **into** one of five clusters. The **groupings** reflect consideration of each college's mission/student preparedness/historical performance. What clustering creates **is** the ability to target disproportionate levels of resources (**higher** or lower) to **particular** clusters to achieve particular policy objectives or to recognize legitimate differences between **the** college clusters.

The spread sheet incorporates all of the eight measures above so that the combined effects of the measures and scalings are apparent. The results of the **eight** measures total to what we have labeled "Performance **Points.**" At the end of the spread sheet, after the Performance **Points**, are two additional indicators which, it **was** felt, needed to be considered, but which were also judged to be **materially** different from the other eight, both in terms of comparability **and** in terms of impact. They are the results of teacher certification and nursing **certification** exams. (All measures will be updated **as** appropriate **as** new information becomes available. Several technical issues remain to be worked out once general agreement is reached on the overall measures.)

Positions or Funds Tied to Performance Measures

It is the University's intention to **allocate only** new resources to colleges **under** whatever performance measures are agreed to and to do **so** in such a way that colleges understand what behaviors will result in budgetary improvements in the future. The exact amounts that will be available will, of course, not be known until there **is** an adopted budget **and** an **analysis** can be undertaken. **As** always, the Chancellor and **the** Board may direct resources to support other University-wide or individual college priorities **separate** from **this** process.

Please feel **free** to contact us in advance of the meeting if you have any questions. **Thank** you for your attention.

Cc: Mr. Ernesto Malave

City University of New York
Suggested Elements of Performance Budgeting

6-Year Graduation Rate — scale = 3

This is the six-year graduation rate for the 1990 cohort for first-time full-time regularly admitted freshmen **and** transfers. For those schools with both baccalaureate **and** associate degree programs, entrants have been pooled in calculating the rate. Successful student graduation should be central to every college's mission, given the impact of college graduation on students' future success.

		scaled rate
Baruch	54.3	162.9
Brooklyn	45.1	135.3
City/Biomed.	36.8	110.4
Hunter	43.6	130.8
John Jay	27.7	83.1
Lehman	35.5	106.5
Medgar Evers	17.4	52.2
NYC Technical College	30.0	90.0
Queens	48.0	144.0
Staten Island	37.8	113.4
York	31.5	94.5
Graduate School	NA	NA
Law School	NA	NA
BMCC	24.1	72.3
Bronx	23.8	71.4
Hostos	21.9	65.7
Kingsborough	36.2	108.6
LaGuardia	34.6	103.8
Queensborough	25.8	77.4

N.B. This is the first **of** the eight "suggested elements of performance budgeting" listed on the first page **of** Attachment A. All eight performance based budgeting elements that are being proposed are explained and described on pp. 2-6 of the text of the Minutes. John Jay's scores as well as the high and low scores among the senior colleges for each performance measure are also provided on pp. 2-6. Copies of the entire packet of charts are available from the Faculty Senate.



ATTACHMENT C

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

The City University of New York
441 West 59th Street, New York, N.Y. 10019
212 237-8000 /8724

April 22, 1998

To: Interim Chancellor Christoph M. Kimmich

From: Prof Karen Kaplowitz, President, John Jay College Faculty Senate
Prof. Tom Litwack, Chair, John Jay Faculty Senate Fiscal Affairs Committee

Dear Chancellor Kimmich:

We are writing to you, on behalf of the John Jay College Faculty Senate, regarding the funding of John Jay College and related matters. First, however -- and however belatedly -- we wish to express to you our most sincere thanks for speaking at our Faculty Development Day on April 3rd and for the excellent presentation that you made to us. We all felt that the thoughtfulness of your presentation, and your willingness to listen to our concerns afterwards, energized us to address with renewed vigor the issues that arose in the discussion groups that followed. Thank you again.

Concerning the **funding of John Jay**, we are aware of the letter that President Lynch sent to you and Chairwoman Paolucci on December 17th describing the inequitable fiscal situation that confronts John Jay, and of your response of February 9th. Of course, we **fully** support President Lynch's excellent letter, and we will spare you the tedium of simply repeating the arguments he made so cogently therein. However, there are certain points regarding funding of John Jay that we wish to emphasize at this time.

1. John Jay is not only underfunded relative to other *CUNY* senior colleges, ***John Jay is by far the most underfunded senior college in CUNY.*** Attached is a table displaying the Adopted Base Budget per FTE for each senior college for the current academic year. **As** can readily be derived from the table, John Jay's Base Budget/FTE is only 65% of the average for *CUNY* senior colleges and **only 78% of the Base Budget/FTE of the next most poorly funded senior college** (in terms of Base Budget). Thus, while we adhere to the belief (expressed by us in previous letters to Vice Chancellor Rothbard) that a plan should be put into place for eventually providing equitable funding for all *CUNY* senior colleges, we also believe that special steps should be taken **now** to alleviate the unique (and gross) underfunding of John Jay. We will return to this point very shortly.

2. We have recently written to Vice Chancellor Rothbard and Vice Chancellor Mirror regarding the current proposal for "performance" budgeting to express our views regarding that proposal in light of the inequitable funding of John Jay and related concerns. We have attached a copy of that letter, and of an earlier letter which addressed similar matters, for your consideration.

3. We would now like to respectfully offer to you our views regarding how the underfunding of John Jay might best be remedied. To begin with, some estimation of what would constitute minimal equity for John Jay must be determined; and while substantial differences in campus needs clearly exist, it seems to us that even the most **minimal** demands of equity would require that **no** CUNY senior college be funded, in terms of its Base Budget/FTE, at less than 80% of the *CUNY* senior college average. (Only John Jay currently falls below that line.) If John Jay were funded at 80% of the CUNY average Base Budget/FTE (\$5,200 **as of** 9/2/97), our current Base Budget/FTE would rise from \$3,379 to \$4,160 (**.8 x** \$5,200) and, at our 1997 Fall Flash level of enrollment (**8448** FTE), **our** Base Budget would rise from \$28,543,100 to \$35,143,680, **an** increase **of** \$6,600,580. However, since we are **raising** our admissions standards, even though we intend to **increase** and improve our recruitment efforts, it would not be unreasonable to suppose that in the foreseeable future John Jay's FTE enrollment will drop to approximately 8,000; and if we were funded at \$4,160 per **FTE** our Base Budget would then be \$33,280,000 -- an increase of \$4,736,900 over our current Base Budget.

Thus, to arrive at a round number -- and because we believe that **if a** purely objective model (like the Community College model) were applied to the funding of the senior colleges John Jay's Base Budget would be increased by a far larger amount (perhaps nearly \$10 million given our current level of enrollment) -- *we believe that to provide minimal equity to John Jay our Base Budget should be increased as soon as possible, by \$5 million.* (We note that such an increase would still leave John Jay the most poorly funded **senior** college in CUNY.)

How can obtaining **minimal** equity for John Jay best be achieved? Obviously, it is for the University under your leadership and that **of** the Board **of Trustees** to determine the best answer to that question. However, we would like to offer the following possible courses of action.

a. *As lines* (and the funds attached to them) become *available through attrition*, including early retirements, such lines and funds emanating **from** the better funded senior colleges could be transferred to John Jay.

b. *Funds could be transferred from Central Office accounts* to John Jay's Base Budget. (Should there be any higher priority for *CUNY* than seeing to it that all its branches and students are treated with at least minimal equity?)

c. If the above mentioned suggestions, even if implemented, are insufficient to *quickly* bring John Jay (in an era of "performance" budgeting) to minimal equity, *vacant funded lines* could be transferred from much better funded colleges to John Jay. We emphasize that we are speaking here only of *vacant* funded lines (of which there are hundreds throughout the CUNY); and while the finds attached to (and available from) vacant lines may well be used for good purposes by the colleges that have such lines and funds, the question must be asked whether those purposes are more important than providing minimal equity for John Jay and its students.

d. If no other option is deemed possible, *a special request should be made to the State* as part of our next overall budget request for an allocation specifically for the purpose of substantially increasing the Base Budget (and funded lines) of John Jay.

Once again, Chancellor Kimmich, we wish to thank you for the attention you have already paid to the concerns of John Jay College. The faculty of John Jay stands ready to assist you in your efforts to make CUNY the best institution it can be. From your comments at our Faculty Development Day we believe you are already aware of the fact that, while not without problems, John Jay **is** an extraordinary college with a unique and critically important mission, an excellent and highly productive faculty and **staff**, many wonderful students, **unique** and superb academic programs, and a history of unmatched contributions to the criminal justice system locally, nationally, and world-wide. However, we cannot be the best institution **we** can be unless we are adequately funded. We hope you will exercise the powers of your office to the fullest to enable **us** to achieve **our** institutional goals and to bring **fundamental** fairness to John Jay and its students and, thereby, to the City University.

Sincerely yours,



(Prof) Karen Kaplowitz, Ph.D.
President, John Jay Faculty Senate



(Prof) Tom Litwack, Ph.D., J.D.
Chair, John Jay Faculty Senate
Fiscal Affairs Committee

c: President Lynch

ADOPTED BASE BUDGET PER STUDENT FTE 1997/98

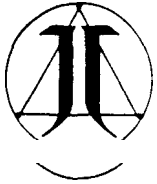
SENIOR COLLEGE	A	B	C
	1997/98 FALL FLASH FTEs	1997/98 ADOPTED BASE BUDGET	1997/98 ADOPTED BASE \$ PER FTE
CITY	8,700	\$62,967,000	\$7,238
LEHMAN	6,348	\$38,226,300	\$6,022
BKLYN	10,739	\$64,142,800	\$5,973
QUEENS	11,537	\$61,496,100	\$5,330
COSI	8,145	\$43,127,300	\$5,295
EVERS	3,693	\$19,294,000	\$5,224
YORK	4,463	\$22,423,900	\$5,024
HUNTER	13,297	\$66,071,400	\$4,969
BARUCH	11,116	\$50,843,100	\$4,574
NYCTC	8,470	\$36,590,000	\$4,320
JOHN JAY	8,448	\$28,543,100	\$3,379
TOTAL	94,956	\$493,725,000	\$5,200
AVERAGE	8,632	\$44,884,091	\$5,200

Data for Column A taken from CUNY Office of Institutional Research and Analysis Table 7 - Total Full-time FTEs (Flash =one week following first day of classes)

Data for Column B taken directly from the chart entitled "1997/98 Initial Budget Allocation" appended to the memorandum entitled "1997/98 Allocation Information" issued by University Budget Director Malave on 9/2/97

Column C = Col B/Col A

Prepared by: John Jay College 2/9/98



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

April 22, 1998

To: Vice Chancellor Richard Rothbard
Vice Chancellor Louise Mirrer

From: Prof Karen Kaplowitz
Prof. Tom Litwack

Re: Proposed "Performance" Guidelines for Allocating New Resources

Dear Vice Chancellor Rothbard and Vice Chancellor Mirrer:

We are writing regarding your Memorandum of April 3rd addressed to the Council of Presidents on the subject of "Performance Budgeting/Faculty Lines." We have read the Memorandum and we have also read the comments that our colleague, Prof Warren Benton, offered to you regarding the Memorandum. Although, **as** he stated in his letter to you, Prof Benton was speaking only for himself when he offered his comments, we wish to state here, on behalf of the John Jay Faculty Senate, that we strongly support the overall **thrust** of Prof Benton's comments. We are also writing, however -- again, on behalf of our Faculty Senate -- to add some related observations and suggestions of our own.

To begin with, we are gratified to see that a more nuanced and comprehensive set of performance measures are being proposed than the simple measure of graduation rates that characterized the "performance" portion of this year's allocation. However, under the proposed Performance Guidelines, graduation rates are still by far the greatest determinant of inter-college variations in total calculated "performance points"; and, as we have argued before (please see our October 20th, 1997 memo addressed to Vice Chancellor Rothbard), we strongly question whether graduation rates are *to any degree* an accurate measure of a CUNY college's "performance" given the great disparity amongst CUNY senior colleges in the initial preparedness of their students and in the resources they have available to achieve high graduation rates. We continue to believe that if the University wishes to reward senior colleges that concentrate their efforts on the best prepared incoming students, it should propose to do so explicitly, so that any such proposal can be considered on its own merits. We maintain, however, that those senior colleges with the highest graduation rates have such rates because of the relative preparedness of their students (and their relative degree of resources), rather than because of the relative quality or quantity of faculty or staff efforts (i.e., rather than because of the quality of the college's "performance"). And, it should also be noted, the ability of a college to *attract* better prepared students is greatly determined by such non-performance factors as campus attractiveness and facilities and the breadth of the college's mission.

What primarily concerns us, however is the fact that the proposed "performance" ratings do not take into account the disparate degree of resources that senior colleges have available to achieve various performance goals. Indeed, we are writing primarily to suggest that taking into account a college's resources in determining a college's performance produces even more nuanced and comprehensive -- and more valid -- performance ratings than the currently proposed scheme. And, **as** we will now **seek** to demonstrate, taking adequate account of resource differentials yields a very different picture of colleges' "performance" than the **currently** proposed formula indicates.

The following table re-calculates the total "Performance Points" that you calculated for each senior college in the attachment to your April 3rd memorandum and does **so** in a manner that takes account of the varying resources that colleges possess to achieve various degrees of performance. This is done simply by multiplying the currently suggested "Performance Points" for each senior college by a factor, labeled the "Relative Resources Adjustment Index" ["**RRAI**"], which is the inverse of the degree to which the college's 1997/98 "Grand Total Allocation"/FTE is above or below the **CUNY** senior college average (i.e., the CUNY average "Grand Total Allocation/FTE" [\$5,773] divided by the college's "Grand Total Allocation"/FTE). Surely this is a reasonable thing to do: if two colleges achieved the same "Performance Points," but one college did **so** with significantly fewer resources, by any reasonable standard, **all** other things being equal, the more poorly resourced college in fact "performed" better.

We recognize that a college's "Grand Total Allocation"/FTE in comparison with the **CUNY** average is only a rough measure of a college's relative degree of resources. For one thing, it does not take into account differences in colleges' physical plants and academic programs. For another?some colleges (e.g., Baruch, which prepares graduates to succeed in business) are **far** more richly endowed from private sources (e.g., wealthy alumni) than are other colleges (e.g., John Jay, which prepares graduates for public service). Still, since in determining total "Performance Points," 6-Year Graduation Rates -- **at best** a rough measure of a college's "performance" -- were tripled in calculating total Performance Points, we feel justified in using our proposed measure of relative resources (**without a multiplier**) to re-calculate what should be considered a college's truer level of "performance."*****

SENIOR COLLEGE PERFORMANCE POINTS ADJUSTED FOR RELATIVE RESOURCES

College	1997/98 Fall Flash FTE's	1997/98 "Grand Total Allocation" ["GTA"]*	1997/98 "GTA"/ FTE	1997/98 RRAI [Ave. GTA/FTE] / [College GTA/FTE]	Proposed "Performance Points" [PPP]	PPP xRRAI [PPP adjusted for relative resources]
Baruch	11,116	\$56,436,200	\$5,077	1.14	590.85	674
Brooklyn	10,739	\$69,524,400	\$6,474	.89	551.95	491
City	8,700	\$66,161,100	\$7,605	.76	576.69	438
CSI	8,145	\$48,218,900	\$5,920	.98	483.19	474
Evers	3,693	\$21,992,300	\$5,955	.96	366.49	352
Hunter	13,297	\$73,396,100	\$5,520	1.05	586.69	616
John Jay	8,448	\$34,252,900	\$4,055	1.42	490.25	696

ATTACHMENT D - p. 3

Lehman	6,348	\$41,843,900	\$6,592	.87	513.26	447
NYCTC	8,470	\$43,750,400	\$5,165	1.12	426.67	477
Queens	11,537	\$67,183,800	\$5,823	.99	596.49	591
York	4,463	\$25,373,100	\$5,685	1.02	430.74	437
 Total	 94,956	 \$548,133,100	 \$5,773			

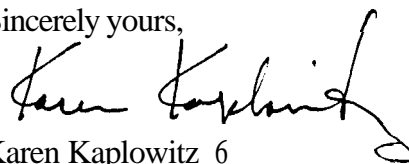
*Grand Total Allocations were used for these calculations rather than **Base** Budgets because we believe that the GTA provides a more complete picture of the resources a college has **to fulfill** its mission. We note, however, that if **1997/98** Adopted Base Budgets were used to determine the RRAI, relative to the CUNY **1997/98** Adopted Base Budget/FTE average of \$5,200, John Jay's **1997/98** Adopted Base Budget/FTE of **\$3,379** would yield an RRAI for John Jay of **1.54**.

The meaning of these figures is, we believe, clear: ***Based on the University's own proposed measures of "performance," the best performing senior college in CUNY in terms of what it achieves given its resources is John Jay!*** We believe John Jay should be rewarded accordingly. However, we also believe that there is a more fundamental point to be made here, and that is that the proposed "performance" ratings are, at best, highly questionable indices of the actual quality of a CUNY senior college's performance (in absolute or relative terms).

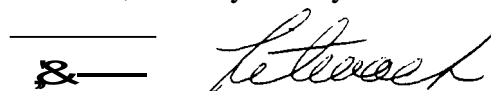
Therefore, we **maintain**, apart from addressing immediate critical needs, virtually **all** (if not **all**!) resources newly available to the University should be allocated to achieve the agreed **upon** goal of enabling **all** senior colleges to teach 70% of its courses **with full-time faculty**, and to achieve reasonable equity in the overall funding of the various senior colleges. **Or**, if performance ratings are to be used in allocating resources, those ratings should adequately take into account colleges' resources to achieve maximally valid and equitable ratings of performance.

Thank you very much, as always, for your attention to **our** concerns. Of course we are always available to discuss our concerns with you at greater length should you wish to do so.

Sincerely yours,



Karen Kaplowitz 6
President, John Jay Faculty Senate



Tom Litwack
Chair, Senate Fiscal Affairs Committee

cc: Chancellor Kimmich
President Lynch
Professor Warren Benton