

Faculty Senate Minutes #183

John Jay College of Criminal Justice

April 13, 1999

3:20 PM

Room 630 T

Present (24): Dorothy Bracey, Anthony Carpi, Effie Papatzikou Cochran, Glenn Corbett, Edward Davenport, Janice Dunham, Nancy Egan, Lou Guinta, Karen Kaplowitz, Jane Katz, Stuart Kirschner, Thurai Kugendran, Sandra Lanzone, Sondra Leftoff, Gayin Lewis, Tom Litwack, Mythili Mantharam, Patrick O'Hara, Dagoberto Orrantia, Lydia Segal, Marny Tabb, Martin Wallenstein, Agnes Wieschenberg, Bessie Wright

Absent (12): C. Jama Adams, David Brotherton, James Cauthen, Enrique Chavez-Arvizo, Holly Clarke, P.J. Gibson, Amy Green, Edward Green, Kwando Kinshasa, James Malone, Jacqueline Polanco, Carmen Solis

Invited Guest: Dean of Special Programs James Curran

AGENDA

1. Announcements from the chair
2. Adoption of Minutes #182 of the March 24 meeting
3. Invited guest: Dean James Curran: CUNY police cadet program
4. Authorization to Tom Litwack and Karen Kaplowitz to write to the CUNY Central Administration about JJ's underfunding
5. Approval of candidates for the Committee on Honorary Degrees

1. Announcements from the chair [Attachment A1-A5]

The Board of Trustees mandates that every CUNY college president be evaluated every five years, first by a team of evaluators from outside CUNY, who reads the president's self-evaluation in advance and then visits the college to meet with various individuals and groups, and then by the Board, which reviews the team's written report in executive session. This mandated evaluation of President Lynch will take place on May 2 through May 4. The team comprises Dr. John W. Moore, President of Indiana State University, who will chair the team; Dr. Ronald V. Clarke, University Professor and former Dean of the School of

Criminal Justice at Rutgers; and Dr. Regina S. Peruggi, President of Marymount Manhattan College in Manhattan. The evaluation team will meet with the Faculty Senate on the afternoon of May 3.

The Pulitzer Prize in history has just been awarded to our colleague, Mike Wallace, and to his co-author, Edwin (Ted) Burrows, of Brooklyn College, for their remarkable Gotham: A History of New York City to 1898 (Oxford). The Senate's executive committee invited suggestions as to how the Senate could appropriately honor Mike Wallace. Senator Dorothy Bracey suggested that the Senate present him with a celebratory resolution: the Senate agreed, asking that such a resolution be on the agenda of the next meeting for vote by the Senate.

Each semester, President Lynch meets with the Faculty Senate and he has accepted the Senate's invitation to come to the Senate's April 29 meeting.

Vice President Robert Pignatello has appointed Professors Maki Haberfeld (Law, Police Science & CJ Administration) and Patrick O'Hara (Public Management) to the Security Advisory Committee mandated by NYS Education Law. They were two of the four faculty recommended by the Faculty Senate: the NYS Law requires that the faculty governance body nominate twice the number of faculty to be appointed.

President Kaplowitz distributed a series of charts: the first chart [Attachment A-1] shows the number of individuals who are in Executive Pay Plan (EPP) positions (dean and above) and who, thus, receive a different and higher pay scale than faculty and HEO's. This chart also shows the number of people who are Higher Education Officers (HEO's) who receive a REM, which is a supplement to their annual salary. (A REM is a way of paying administrators -- HEO's -- who are not on the Executive Pay Plan an extra reimbursement in addition to their annual salary.) The chart shows the number of people each campus chose to place in EPP positions and the number of people each campus chose to give a REM to from 1995 through 1998 [Attachment A-1].

The second chart shows the percentage of first-time freshmen (bachelor's degree students only) who passed all three freshman skills assessment tests in the Fall 1997 and in the Fall 1998 semesters at each campus [Attachment A-2].

The next chart provides the percentage of first-time freshmen admitted to CUNY who actually enrolled at a CUNY college from Fall 1997 through Fall 1998 [Attachment A-3].

The fourth chart provides trends in the enrollment of first-time freshmen at the colleges since Fall 1998 [Attachment A-4].

The final chart provides Fall 1998 enrollment numbers compared to those of Fall 1997 [Attachment A-5]. All the data and charts were developed by the CUNY Central Administration and its Office of Institutional Research.

## 2. Adoption of Minutes #182 of the March 24 meeting

By a motion duly made and seconded, Minutes #182 of the March 24, 1999, meeting were adopted.

3. Invited guest: Dean James Curran: Update on efforts to establish a CUNY-based police cadet corps program

President Kaplowitz introduced Dean James Curran, the Dean of Special Programs, who runs professional law enforcement training programs, including the Human Dignity Course, and who developed and ran the first CUNY/NYPD police cadet corps program and who is now taking the lead in working for the establishment of a new CUNY-based police cadet program.

She reviewed the fact that at its last meeting, the Faculty Senate unanimously approved a resolution calling for the establishment of a new police cadet program that would be CUNY-based [see Attachment D of Minutes #182 of the March 24 meeting].

Included in the agenda for today's Senate meeting were several relevant documents: one is a 2-page excerpt from the "Fiscal 2000 Preliminary Budget Response" by Speaker Peter Vallone and Councilman Herbert Berman, chair of the City Council Finance Committee, dated March 29, 1999, which proposes that the City establish a police cadet program, which would "recruit potential candidates for the NYPD from students enrolled in the City's public colleges." (The City's only public colleges are the constituent colleges of CUNY.)

Other documents include an April 6 Daily News Op-Ed piece by U.S. Senator Charles E. Schumer, entitled "Cops must protect, respect all New Yorkers" (p. 43), in which he states: "The city should fully fund the Cadet Corps to recruit quality, college-educated minority applicants through the City University."

Senator Schumer made a similar statement on the floor of the U.S. Senate on March 25, 1999, in a speech in which he began by stating: "Mr. President, like many New Yorkers, I have spent a great deal of time in the aftermath of the Amadou Diallo killing reflecting about our city, our police, our country, and our people." Later in his speech he stated: "The city [New York City] should at last fully fund the Cadet Corps to recruit qualified, college-educated minority applicants through the City University. The program is on the books, but until this crisis was basically ignored."

Also provided to the Senate were copies of letters President Kaplowitz sent to U.S. Senator Schumer, thanking him for both his Op-Ed article and for his speech, to NYS Senator Eric Schneiderman (who represents the district that North Hall is in), thanking him for speaking in Albany in support of a CUNY-based cadet program, to NYS Senator Tom Duane (who represents the district that T Building is in), and to NYS Senator Alton R. Waldon, Jr., (a John Jay alumnus), all of whom were also sent copies of the Faculty Senate's resolution. [Copies of all documents are available from the Senate Office.]

Noting that Dean Curran was scheduled to testify before the City Council today at 1 PM on a proposed CUNY-based cadet program, she said she is pleased he was able to return to campus in time to brief the Senate this afternoon.

Dean Curran thanked the Senate for inviting him and especially for the Senate's resolution and letters of support. He said that one of the wonderfully consistent aspects of the cadet

program has been the Faculty Senate's support of it. There is little else that has been consistent, he added, and so the Senate's support is an especially wonderful element of the experience.

He reviewed the history of the cadet program and the plans for its revival. He said that one of the questions he is often asked is how such a wonderful program could possibly have been cut. He recalled that when he was a member of the NYC Police Department in the 1960s, a very well-respected cadet program existed then and so he feels he can take no credit for inventing such a program. Nor has he been able to determine why that very first program was cut. The June 1968 issue of "**Spring 3100**," the NYPD house magazine, featured an interesting article on the police cadet training program in existence then and, he said, one can not help but think that if that program had continued, this City would not be having the problems it is having today because it was a very well thought out and well designed program. It was a joint program with the high school division of the Board of Education and the NYPD, and it provided GED preparation, police exam preparation, and employment for young people from disadvantaged areas, which meant people of color. The 1960s program resulted in 300 people who had not had the necessary qualifications to acquire those qualifications and become police officers.

And so, Dean Curran said, one of the interesting things about cadet programs is that the history is, at least to him, that of well-designed programs being established and then eliminated. CUNY's program is the most recent such well-designed and successful program that was eliminated.

Dean Curran reported that earlier in the afternoon he met with the staff of the City Council's Finance Committee, which is responsible for drafting the preliminary budget response. He reported that the people he met with are very interested in recreating the cadet program for a variety of reasons. He said they are sympathetic to the fact that a university-based program is really different from what exists within the NYPD: a university-based program has a different purpose and can produce different results as compared to a cadet program that is rooted only in the Police Department. The Finance Committee staff was responsive to having education provided by the University as a kind of countervailing force to the ensnarement that takes place in the standard police culture. They, themselves, were critical of the NYPD's existing police cadet program which they characterized as appearing to be an even sooner acculturation of young people into the police culture, which CUNY never considered an appropriate model. Indeed, CUNY's cadet program was designed specifically to prevent that.

The CUNY Cadet Program was a two-year program whereby young people would complete their college education and receive a significant amount of police-related training that would prepare them for the very complicated work of police in the City. So, he said, he is hopeful that a CUNY-based program will be funded. What the program will look like is not clear. He said that although the City Council's preliminary budget analysis calls for \$1 million, he hopes the program's funding is significantly more than that. One of the disturbing and, at the same time, flattering occurrences is that the NYPD, now having learned that the City Council is interested in supporting a cadet program, seems to be interested in enlarging its own program and adding some of the training features that were always a part of CUNY's

program. While such copying is flattering, it also sounds like a defensive posture that may permit the NYPD to continue to say that they have a cadet program and that, therefore, they do not need CUNY's. And so, he said, anything that the John Jay Senate and the University Faculty Senate can do would be very welcome, useful, and appreciated.

President Kaplowitz reported that she had brought the John Jay Faculty Senate resolution to the University Faculty Senate (UFS) executive committee the previous week, as the Senate requested her to do. The other UFS executive committee members proposed and unanimously voted to ask the University Faculty Senate to endorse the resolution of the Faculty Senate of John Jay, as written, rather than writing its own resolution: their reason was that John Jay faculty are the experts on this issue and, therefore, the UFS should endorse in its entirety the resolution of the John Jay Senate. So the John Jay Senate resolution is on the agenda of the April 27 UFS meeting and she will present it as a motion by the UFS executive committee for endorsement by the UFS. She said she is certain the motion will pass and will probably pass unanimously because of the strong support for the program among the CUNY faculty. Dean Curran said that is wonderful. [N.B. On April 27, the UFS unanimously endorsed the John Jay Senate resolution.]

Asked to compare the NYPD cadet program with CUNY's program, which existed from the early 1990's until two years ago, Dean Curran explained that in the early 1980s John Jay worked with the then president of the PBA, Phil Caruso, because cadet programs around the country had been eliminated in the recent past because the police unions did not feel comfortable with the cadets' role because they felt that the cadets usurped the police officers' role. And so John Jay worked with the PBA leadership, with Phil Caruso, to develop a program that would be acceptable to the PBA, to the NYPD, and to CUNY.

The program that was developed was very much like CUNY's nursing programs: CUNY would be the nursing education program or the medical school to the Police Department's "hospital": it was an attempt to introduce to police service the idea of University-based training, which he said he thinks will happen although perhaps not as quickly as he would like it to happen. Thus CUNY would engage in all the initial professional development of the future police officer and then, upon entering the NYPD, the department would provide agency-specific training.

The NYPD liked the program, Dean Curran explained, and in 1985 adopted everything in our program except for our role and so it became a NYPD-based program and left out the medical school component, that is, CUNY. Nonetheless CUNY recruited for the program and from the very beginning, the NYPD program has comprised from 80% to 90% CUNY students and of those about 65% have been John Jay students.

When the Dinkins Administration moved on the Safe City/Safe Streets programs, we were able to convince them that the cadets could provide a valuable service, that our version of the cadet program was worth trying and initially \$19 million was allocated and that amount was cut, cut, cut, and we ultimately ended up with about \$1 million for the pilot. In the course of three years, 1994 through 1997, we produced about 200 graduate cadets who ultimately became NYPD officers. The key difference, and as Karen mentioned it is a crucial difference, is that the NYPD's cadet

program does not have a role for the University --there is no "medical" school in their model.

The NYPD's cadet program is essentially a training program and they see it as a small, elitist program to develop leaders of the future. We never saw our program in that way: we saw it as a program that would develop good, capable practitioners. Most people who go to the police service are practitioners for their entire career and relatively few move up into leadership or supervisory positions and we thought it would be very difficult to predict who they would be when they are 20 years old. So our program was always designed much like a nursing program or a medical training program to train practitioners. Therefore, we wanted a much larger program that would turn out 500 or 1,000 graduate cadets a year which would supply the NYPD with approximately half of the required entry-level people. We thought that would give us a chance to study which approach works better.

Dean Curran noted that in a fiscal sense, and he said that no one has ever responded to this aspect, if we could coordinate effectively with the Police Department, while a young person is a cadet much of what goes on at the police academy would occur at the University, so that, in effect, the City of New York could shift the responsibility both active and fiscal, for training young police recruits (or some of them) to the State of New York through CUNY and John Jay: that would be a major fiscal coup. And that would mean that some of the police training would occur at the students' expense while they are preparing for their careers in policing, much as nursing students and other professionals do, rather than as full-duty police officers after they have been hired.

Another issue is the quality of the programs, he noted. Every section of law in our program is taught by law faculty, every section of behavioral science is taught by behavioral scientists, and so forth. No police department can achieve that through academy training: they simply do not have those kinds of personnel, Dean Curran said.

Dean Curran noted that the CUNY program was also designed to enable people to explore the career while they were training and the career could test them at the same time. For example, to produce the 200 cadets who were successful, we had 300 people in the program, many of whom opted out of the program because they saw in that first year of experience in police work that it was simply not for them and in other cases we saw that it was not for them. Also, our program required that the cadets engage in an internship in a community service activity, such as Victims Services, and in various hospitals, and we were negotiating to have them work at the Civilian Review Board, because we felt those experiences of working with people in a helping relationship would help them in their careers as police officers so that when they became authority figures, as police officers, they would discharge their role in a more sensitive way, Dean Curran explained.

The NYPD cadet program consists basically of assigning the cadets to one of its 75 precincts and having each precinct assign someone **as a** mentor. That produces 75 different training programs, some of them good and some of them not so good: there's no central control unlike CUNY's program which did have a central control, Dean Curran noted.

Senator Sondra Leftoff recalled having taught in the

Americorps Program at the precinct level, which she praised, and she asked whether this was the same as the cadet program now envisioned. Dean Curran explained that the Americorps program was slightly different in that John Jay was contracted not to run the program but rather to provide training for it and so we had somewhat less control over it but the commanding officer of the Cadet Program at the time was a visionary who thought it would be possible to introduce more involvement by CUNY through that program.

Senator Martin Wallenstein asked whether there had been a positive effect on grades and retention for students in the Cadet Program: he noted that to remain in the Cadet Program students had an incentive to do well academically because they were required to maintain a certain GPA and to finish on time. Dean Curran said the question is to whom should the cadet students be compared. He explained that the students in the Cadet Program did not, in general, drop out of college even if they dropped out of the Program. Dean Curran said that one goal had been, of course, to improve retention but in reality the students were admitted to the Cadet Program beyond the point where retention is a big issue: they joined the Program in their sophomore and junior years and so they had already succeeded in terms of retention.

Dean Curran explained that although the Cadet Program began as an associate degree program, it was changed to a baccalaureate program when the NYPD began requiring applicants to have **60** credits (or two years of military service).

Senator Marnie Tabb said it seems that the more successful the CUNY program became, the more of a threat it was perceived to be by the NYPD and she wondered what could be done to solve this problem. Dean Curran said that when Chancellor Reynolds arranged with the Dinkins Administration to initiate this program, he called various people in the NYPD, one of whom was Ray Kelly, the Commissioner, who was a contemporary of his in the Police Department and whom he has known for years. At the end of the conversation, Ray Kelly asked Dean Curran: "**You** are not going to try to steal the police academy, are **you?**" Dean Curran said this is the biggest problem and one that is understandable: the NYPD does not want to cede control of training.

Actually, Dean Curran said, although many in the NYPD acknowledged the benefits of the Program, Bill Bratton, the commissioner, was the only person on that level who understand the important outside influence of the University and who wasn't threatened by it. He said it would take someone creative and visionary to see that this would be a benefit in the long run rather than a liability. But, he said, we've run into that problem at every stage.

Senator Guinta suggested that the Cadet Program be a 2-tier program: a baccalaureate degree-tier and an associate degree-tier for those cadets who want such a degree. Dean Curran said he thinks that is a very good idea and that the Cadet Program could very well be a 2-tier program.

President Kaplowitz asked what the Senate could do to help the program be launched. He said he has come to the Senate to express his appreciation at what the Senate has already done. He said he will return to ask the Senate for support as events unfold: he really hopes that the program is funded at much more than the \$1 million called for at this point by the City Council.

4. Authorization to Tom Litwack and Karen Kaplowitz to write to CUNY Central Administration about John Jay's underfunding  
[Attachment B1-B3]

President Kaplowitz said that she and Senator Tom Litwack, chair of the Senate's budget committee, have been waiting until the release of the Benno Schmidt Task Force Report on CUNY before again writing to 80th Street about John Jay's extreme and continuing underfunding. The Report was to be released in December, then in January, then April 15, and now May is being mentioned as a possible release date. The reason they had wanted to wait until the Schmidt Report was released was that Tom Litwack and she had testified to the Schmidt Task Force about the underfunding, Tom testifying specifically about John Jay and she about CUNY and public higher education in NYS, and members of John Jay's administration had briefed the Task Force about this issue in private meetings and she and Tom were hoping the Report would address this matter. And then, if that were the case, they could write their letter in the context of the Schmidt Report's findings. But now she and Senator Litwack think that a letter should perhaps be written sooner since it is not clear when, if at all, the Report will be issued.

Senator Dorothy Bracey moved that the Senate authorize Tom Litwack and Karen Kaplowitz to write as many letters on behalf of the Faculty Senate as it takes until John Jay is equitably funded and that they do so henceforth without the necessity of requesting the Senate's authorization. This motion of support of Tom and Karen and their work passed by unanimous vote. Tom and Karen thanked the Senate for that vote of support.

Senator Litwack explained that their letter would contain the most up to date data and he distributed several charts [Attachment B1-B3]. One chart is the 1998-99 current allocation [Attachment B-1] and the second is the 1998-99 adjusted based budget [Attachment B-2]. He explained that the adjusted base budget basically covers salaries of full-time employees and basic operating costs of the college. The current allocation includes also the recent additions for the collective bargaining agreement, lump sums (much of which is money to hire adjunct faculty), and money for special projects and so the "current allocation" will always be larger than the "adjusted base budget allocation." Relatively we do a little bit better in terms of the current allocation because we get more adjunct monies (lump sum dollars) than colleges that have more full-time faculty.

CUNY has an Instructional Staff Model (ISM) that determines how many full-time equivalent faculty lines a college should have to teach all its courses, given the distribution of its courses in terms of programs, in terms of lower-division and upper-division and graduate courses. In the third chart [Attachment B-3], the first column shows what the most recent ISM full-time equivalent faculty numbers are. The second column are the filled faculty positions that actually exist at each college and the final column is the percent of the ISM that each college actually has.

Senator Litwack noted that once again, John Jay has the lowest percent but even more important, he said, is that we are actually much worse off than the chart would indicate and that is because many colleges, but not John Jay, have unfilled faculty positions which they could fill and which they have the money to

fill but which they choose not to fill so they can use that money (they get 82% of the value of each line) for whatever else they want to use it for (within, of course, certain parameters). And so, he said, while the last column is the percent of ISM faculty that are filled, some colleges, in fact, have the capacity to fill a much higher percentage of their ISM needs. So the chart really overestimates John Jay's relative status compared to other CUNY colleges in terms of our ability to teach courses with full-time faculty.

Senator Janice Dunham asked what those colleges use the money from funded unfilled lines for. Senator Litwack said they can use that money for any aspect of their operating budget, including, for example to hire adjuncts to give full-time faculty reassigned time to conduct research or to hire extra adjuncts in order to have smaller classes. President Kaplowitz said many of the colleges provide faculty with teaching assistants, many have double digit full-paid sabbaticals each year, and they can also use this money to purchase library books and computers.

Senator Marnie Tabb asked whether John Jay has, in fact, zero vacant lines. President Kaplowitz explained that each year a "snapshot" of the budget is taken of each college and it may be at that specific moment there is a vacant line because a search has not been completed or a faculty member has just resigned but we essentially have no vacant lines -- that is, we have no lines that we choose to keep vacant in order to use the funding and that is because we have too few full-time lines to be able to take advantage of that option. She explained that all colleges receive lump sums -- adjunct dollars -- to provide the teaching power determined by the ISM but that colleges can hire additional adjuncts, more than the ISM provides, in order to give full-time faculty reassigned time or smaller classes. Senator Litwack agreed and pointed out that one can hire many adjuncts with the funding for a vacant full-professor line.

Senator Litwack said that one reason he and Karen want to send a letter to 80th Street is because John Jay has a serious deficit. Because we are so underfunded, we do not get the money to pay our expenses. Unless we eventually increase our base budget or unless the University supplements our budget, the University could insist we not spend more than our budget and that could mean firing people. He said he wants the letter to request once again an increase in our budget and to request once again that a formula be put in place to address the issue. He said that before he and Karen would send such a letter they will, of course, consult with various people at the College to make sure that the timing is right.

President Kaplowitz explained that until recently John Jay received a very sizable supplement to its budget each year as a reward for enrolling many students. The University has had an incentive program by which once the University met its overall enrollment target, each College that exceeded its own enrollment target (set by 80th Street in consultation with the college's president) was permitted to keep the tuition revenues generated by those additional students. This additional money was available to every college that "overenrolled." But because we did not overenroll this year, because of our new and higher admissions requirements, we did not get that money and as a result we have a larger deficit in our operating budget than we would otherwise have had. Now we have to convince 80th Street to hold us harmless especially because John Jay has led the enrollment growth of the

University for the past decade and because during the past two decades John Jay has been severely underfunded.

Senator Martin Wallenstein suggested that, in addition, the faculty offer to work with the administration in developing ways to raise money in the form of gifts in order to enlarge the College's endowment. Senator Bracey said she believes that the level of donation from our graduates is quite good at this time. Senators concurred with Senator Wallenstein's suggestion.

##### 5. Approval of candidates for the Committee on Honorary Desrees

The Committee on Honorary Degrees solicits and receives nominations for candidates for honorary degrees and after deliberating in camera, recommends candidates to the Faculty Senate for the Senate's consideration. For a candidate's name to be forwarded to the President of the College, and then to the Chancellor and to the Board of Trustees, the candidate must receive at least 75% affirmative vote (by secret written ballot) by those Senators present and voting.

All 7 members of the Committee on Honorary Degrees must be tenured members of the faculty who hold the rank of associate professor or full professor. The four current members of the Committee who will continue serving their 3-year terms are Professors William Coleman (English), Peter DeForest (Forensic Science), Jannette Domingo (African-American Studies), and John Kleinig (Law, Police Science & CJ Administration).

The following slate proposed by the Senate's Executive Committee was unanimously approved by the Senate for the three seats that become vacant in May: Professors Robert Bonn (Sociology), Lotte Feinberg (Public Management), Betsy Hegeman (Anthropology), Jerry Markowitz (History/TSP), and Mangai Natarajan (Sociology).

Ballots will be sent at the end of April to all full-time faculty and will be counted in May by the Committee on Faculty Elections, chaired by Professor Katherine Killoran.

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

Respectfully submitted

Edward Davenport

Recording Secretary

THE CITY UNIVERSITY OF NEW YORK  
**EXECUTIVE COMPENSATION PLAN / REM SERIES STAFF**  
Fall 1995 - 1998

**ATTACHMENT A - 1**

	1995			1996			1997			1998		
	ECP #	REM #	TOTAL									
BARUCH	17	4	21	17	2	19	18	2	20	15	3	18
BROOKLYN	14	8	22	14	6	20	15	5	20	17	6	23
CENTRAL OFFICE	28	21	49	27	23	50	27	23	50	28	23	51
CITY	24	5	29	22	3	25	26	3	29	24	5	29
COSI	10	2	12	8	2	10	7	3	10	7	3	10
GRADUATE	9	7	16	10	6	16	10	5	15	9	5	14
HUNTER	14	8	22	15	8	23	14	8	22	16	5	21
JOHN JAY	14	9	23	14	9	23	15	8	23	15	7	22
LEHMAN	10	4	14	9	4	13	10	4	14	9	4	13
MEDGAR EVERS	5	6	11	6	5	11	5	6	11	12	2	14
NYCTC	8	4	12	9	3	12	9	5	14	9	5	14
QUEENS	18	11	29	17	5	22	17	5	22	19	5	24
CUNY LAW SCHOOL	2	1	3	2	2	4	2	2	4	1	2	3
YORK	6	2	8	7	2	9	6	3	9	5	4	9
SENIOR COLLEGES	179	92	271	177	80	257	181	82	263	186	79	265
-----	11	5	16	10	4	14	10	4	14	9	2	11
BRONX CC	9	1	10	7	2	9	9	3	12	11	1	12
HOSTOS CC	7	1	8	7	1	8	7	1	8	11	4	15
KINGSBORO. CC	14	5	19	14	4	18	15	4	19	12	4	16
LAGUARDIA CC	13	1	14	13	1	14	14	1	15	12	2	14
QUEENSBORO.CC	7	2	9	7	2	9	6	4	10	5	5	10
COMMUNITY COLLEGES	61	15	76	58	14	72	61	17	78	60	18	78
UNIVERSITY-WIDE	240	107	347	235	94	329	242	99	341	246	97	343

Source: Fall 1995 - 1998 - Affirmative Action Summary Data by College, Ethnicity, and Gender.

**ATTACHMENT A - 2**

**Percentage of First-time Freshmen Who Passed All Three Freshman Skills Assessment Tests:  
Fall 1997 and Fall 1998**

**Total Freshmen<sup>1</sup>**

	Whites		Blacks		Hispanics		Asians		Total <sup>2</sup>	
	Fall 1997	Fall 1998	Fall 1997	Fall 1998						
Baruch	71.7%	82.6%	58.5%	70.1%	55.8%	82.8%	50.5%	69.9%	60.1%	77.0%
Brooklyn	59.6%	67.3%	39.9%	49.1%	45.1%	49.8%	31.2%	40.4%	55.3%	58.5%
Hunter	59.2%	68.1%	52.6%	73.4%	50.7%	64.1%	42.0%	69.8%	54.3%	68.1%
Queens	51.8%	71.3%	44.8%	67.8%	43.1%	58.4%	33.7%	34.8%	46.8%	60.2%
City	54.8%	52.3%	34.4%	35.7%	21.8%	26.8%	31.0%	33.8%	37.1%	33.1%
John Jay (bachelor's)	50.2%	53.8%	39.5%	45.1%	35.9%	39.2%	40.0%	39.7%	43.4%	43.9%
Lehman	37.3%	29.5%	32.3%	20.3%	19.5%	27.7%	11.4%	15.4%	26.4%	27.4%
NYC Technical (bachelor's)	85.7%	100.0%	25.0%	0.0%	12.5%	29.4%	0.0%	0.0%	31.6%	19.4%
Staten Island (bachelor's)	60.7%	58.3%	26.3%	33.3%	46.2%	14.3%	20.7%	50.0%	52.8%	37.1%
Medgar Evers (bachelor's)	75.0%	0.0%	20.0%	5.3%	50.0%	50.0%	0.0%	0.0%	28.1%	8.3%
York	40.7%	27.8%	32.0%	42.7%	18.2%	44.9%	14.1%	28.0%	25.1%	39.1%
Total	57.5%	70.4%	40.6%	49.1%	36.4%	48.9%	62.7%	49.7%	46.9%	56.2%

<sup>1</sup> Fall 1997 test results reflect highest score as of 10/1/97; 1998 results are as of 9/1/98.

<sup>2</sup> Total includes students who did not pass all three tests.

**ATTACHMENT A - 3**

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**Percentage of First-time Freshmen  
Admitted to CUNY Who Enrolled**

	Fall 1997	Spring 1998	Fall 1998
	%	%	%
Baruch	45.7	58.5	43.2
Brooklyn	45.3	61.2	43.9
City	43.0	54.4	40.3
Hunter	47.0	63.8	43.5
John Jay	56.0	65.9	56.4
Lehman	50.4	53.2	49.6
Medgar Evers	51.9	55.9	47.2
NYC Tech	55.5	64.9	54.4
Queens	41.5	62.0	41.2
Staten Island	54.4	60.5	54.8
York	39.4	49.7	43.4
<b>Total Senior</b>	<b>48.8</b>	<b>61.1</b>	<b>48.0</b>
BMCC	52.5	81.9	48.3
Bronx	52.5	59.7	47.3
Hostos	62.5	70.1	64.0
Kingsborough	57.0	60.6	54.0
LaGuardia	51.8	53.7	46.7
Queensborough	53.7	58.7	52.6
<b>Total Community</b>	<b>53.8</b>	<b>59.4</b>	<b>50.2</b>
<b>Total University</b>	<b>50.8</b>	<b>60.1</b>	<b>49.0</b>

Spring 1999 data not yet available.

**ATTACHMENT A - 4**

**Trends in the Enrollment of First-time Freshmen**

	First-time Freshmen					
	Fall 1998	Fall 1997	% Change	Spring 1999	Spring 1998	% Change
Baruch	981	1,220	-19.6	110	92	19.6
Brooklyn	1,100	1,428	-23.0	166	278	-40.3
City	967	1,023	-5.5	173	206	-16.0
Hunter	1,573	1,765	-10.9	259	289	-10.4
John Jay	1,723	1,718	0.3	286	446	-35.9
Lehman	621	798	-22.2	144	157	-8.3
Medgar Evers+	579	591	-2.0	366	313	16.9
New York City Technical	2,634	2,410	9.3	934	1,104	-15.4
Queens	1,249	1,309	-4.6	205	241	-14.9
Staten Island	1,940	1,759	10.3	613	559	9.7
York	409	518	-21.0	166	162	2.5
Graduate School						
Law School						
Total Senior		13,776	14,539	5.2	3,422	3,847
Borough of Manhattan+	2,924	3,013	-3.0	1,603	1,536	4.4
Bronx	1,156	1,154	0.2	656	796	-17.6
Hostos +	593	686	-13.6	286	452	-36.7
Kingsborough++	2,094	2,081	0.6	1,062	997	6.5
LaGuardia++	2,099	2,076	1.1	1,210	1,226	-1.3
Queensborough	2,175	1,777	22.4	924	764	20.9
Total Community	11,041	10,787	2.4	5,741	5,771	0.5
<b>TOTAL UNIVERSITY</b>	<b>24,817</b>	<b>25,326</b>	<b>-2.0</b>	<b>9,163</b>	<b>9,618</b>	<b>-4.7</b>

+ Spring 1999 enrollment is not final and may change.

++ Spring 1999 preliminary enrollment used in lieu of unavailable actual data.

Table 2. Fall 1998 Enrollment Compared to Fall 1997

	Total		First-Time Freshmen		Undergraduates		First-time Graduate Migrants	
	Headcount	Fall 1998	Fall 1997	% Change	Fall 1998	Fall 1997	Fall 1998	Fall 1997
Barnard	14,981	15,071	-	-0.6	881	1,220	1,813	1,743
Brooklyn	14,973	14,984	0.1	1,100	1,428	936	1,074	770
City	11,896	12,083	-	-0.7	897	1,023	838	884
Hunter	18,611	18,588	-	-0.4	1,573	1,785	1,692	504
John Jay	10,874	10,834	-	-0.2	1,723	1,718	1,678	443
Lehman	9,009	9,283	-	-3.0	821	788	862	873
Medgar Evers	4,719	5,083	-	-6.8	579	581	748	349
New York City Technical	11,176	11,124	-	-0.5	2,834	2,410	284	279
Queens	16,195	16,381	-	-1.1	1,249	1,309	489	253
Staten Island	11,980	12,023	-	-0.4	1,840	1,759	1,245	218
York	5,849	5,830	-	-0.3	409	518	601	538
Graduate School	3,797	3,813	-	-0.4	487	487	581	107
Law School	372	372	-	-0.3	1	1	1	174
Total CUNY	135,272	136,125	-	-0.7	13,778	14,539	10,002	11,567
Borough of Manhattan	18,022	18,141	-	-0.7	2,841	3,013	1,176	1,235
Bronx + Hostos	7,290	7,600	-	-4.1	1,188	1,154	379	413
Kingsborough*	14,999	15,218	-	-1.4	2,099	2,081	173	95
Lafayette**	10,232	10,925	-	-6.3	2,086	2,076	748	672
Queensborough	10,293	10,285	-	-0.1	2,175	1,777	587	705
Total Community	62,455	64,360	-	-3.0	11,060	10,787	591	549
TOTAL UNIVERSITY	197,727	201,195	-	-1.7	24,936	25,326	13,546	14,483

\*Fall 1998 column = actual Fall and estimated Winter.

\*\*Fall 1998 column = actual Fall and estimated Fall II.

• Fall 1998 enrollment is not final and may change.

**ATTACHMENT B - 1**

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**1998/99 CURRENT ALLOCATION (2/28/99)  
PER ANNUAL AVERAGE 1999 STUDENT FTE**

<b>SENIOR COLLEGE</b>	<b>ANNUAL AVG STUDENT FTEs</b>	<b>1998/99 CURRENT ALLOCATION</b>	<b>1998/99 \$ PER FTE</b>
CITY	8,103	\$79,499,000	\$9,811
BROOKLYN	9,829	\$74,897,000	\$7,620
LEHMAN	6,013	\$45,518,000	\$7,570
MEDGAR EVERNS	3,367	\$23,855,000	\$7,085
YORK	3,976	\$27,346,000	\$6,878
QUEENS	10,893	\$73,990,000	\$6,792
STATEN ISLAND	8,334	\$52,507,000	\$6,300
HUNTER	13,251	\$80,052,000	\$6,041
NYC TECHNICAL	8,510	\$48,284,000	\$5,674
BARUCH	11,310	\$61,343,000	\$5,424
JOHN JAY	7,974	\$39,601,000	\$4,966
<b>TOTAL</b>	<b>91,560</b>	<b>\$606,892,000</b>	
<b>OVERAGE</b>	<b>8,344</b>	<b>\$55,174,000</b>	<b>\$6,742</b>
<b>JJC % of OVERAGE</b>	<b>95.80%</b>	<b>71.78%</b>	<b>73.66%</b>
<b>AVG W/OUT JJC</b>	<b>8,359</b>	<b>\$56,729,100</b>	<b>\$6,920</b>
<b>JJC % OF OTHER AVG</b>	<b>95.40%</b>	<b>69.81%</b>	<b>71.77%</b>

Base Budget adjusted for collective bargaining and other additions throughout the year  
FTEs as reported on Spring 1999 Form A (3/23/99) note: Medgar Evers # are preliminary

**1998/99 ADJUSTED BASE BUDGET  
PER PRELIMINARY 1998/99  
ANNUAL AVERAGE FTE ENROLLMENT**

SENIOR COLLEGE	1998/99 ANNUAL AVG FTEs	1998/99 "ADJUSTED BASE BUDGET"	1998/99 \$ PER FTE
CITY			
BROOKLYN	8,103	\$68,465,800	\$8,449
FHMAN	9,829	\$69,602,400	\$7,081
MEDGER FIELDS	6,013	\$41,615,800	\$6,921
YORK	3,367	\$21,828,200	\$6,483
QUEENS	3,976	\$24,918,300	\$6,267
STATEN ISLAND	10,893	\$67,746,100	\$6,219
HUNTER	8,334	\$46,812,100	\$5,617
BARUCH	13,251	\$72,153,400	\$5,445
NYC TECHNICAL	11,310	\$55,419,300	\$4,900
JOHN JAY*	8,510	\$40,800,800	\$4,794
	7,974	\$33,183,500	\$4,161
<b>TOTAL</b>	<b>91,560</b>	<b>\$542,545,700</b>	
<b>OVESE</b>	<b>8,324</b>	<b>\$49,322,336</b>	<b>\$6,031</b>
<b>JJC % of AVG BAGE</b>	<b>55.80%</b>	<b>67.28%</b>	<b>69.00%</b>
<b>AVG W/OUT JJC</b>	<b>8,359</b>	<b>\$50,936,220</b>	<b>\$6,218</b>
<b>JJC % OF OTHER AVG</b>	<b>95.40%</b>	<b>65.15%</b>	<b>66.93%</b>

Base Budget adjusted for collective bargaining as presented in the 1999-2000 Budget Request  
FTEs as reported 3/23/99 preliminary Form A data

**ATTACHMENT B - 3**

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**CUNY SENIOR COLLEGE FILLED FULL-TIME FACULTY POSITIONS  
COMPARED TO INSTRUCTIONAL STAFF MODEL ["ISM"] DERIVATIONS**

<b><u>CUNY SENIOR COLLEGE</u></b>	<b><u>"ISM" FTE FACULTY 1997-98</u></b>	<b><u>OCTOBER 1998 ILLED FACULTY POSITIONS</u></b>	<b><u>PERCENT OF ISM FTE FACULTY ILLED</u></b>
Baruch	622	<b>386</b>	62%
Brooklyn	639	427	67%
City	482	389	81%
Hunter	845	482	<b>57%</b>
John Jay	484	240	49%
Lehman	382	252	66%
Medgar Evers	202	123	61%
NYC Tech	476	<b>251</b>	53%
Queens	672	464	69%
Staten Island	<b>501</b>	<b>260</b>	52%
York	244	142	<b>58%</b>
Total	5549	3416	62%