



Budget and Planning Subcommittees

Meeting Agenda

May 27, 2020

4:00-5:00pm – Zoom (details are in the calendar invite)

1. Approval of minutes for April 2, 2020 (attached)
2. Budget Planning Process Discussion

**Joint SPS-FPS
Minutes
May 27, 2020**

Present: Allison Pease, Mark Flower, Yi Li, Steven Titan, Ned Benton, Karen Kaplowitz, Angela Crossman, Warren Eller, Jose Luis Morin, Musarrat Lamia, Ric Anzaldua, Dyanna Pooley, Raj Singh, Ajisa Dervisevic, Brian Cortijo, Saaif Alam, Amber Rivero, Andrew Sidman, Cat Alves, Elizabeth Yukins, Heath Grant, Janet Winter, Jay Gates, Jeff Brown, Jessica Gordon-Nembhard, Joe Laub, Kim Chandler, Monica Son, Rulisa Galloway-Perry, Demi Cheng, Derek Kasper, Roger Szajngarten, Alena Ryjov (*Recorder*)

1. Approval of Minutes from April 2, 2020:

The minutes were approved unanimously.

2. Budget Planning Process Discussion:

Mark F. welcomed the committee and said that he and Allison P. will facilitate the SPS/FPS in the next couple of month in the college's effort to assess its budget situation and re-envision its overall budget process and how it aligns with our strategic plan in light of the current fiscal crisis. He stressed that the President called for transparency and shared governance in how we go forward with our budget planning process. He said that it's important for us to develop a long-term approach to budgeting as opposed to year-to-year one we've historically followed. He noted that we are ending this year in black, but the next year will be a very difficult one. The vision for the committee's format is to replicate the shared governance format of the strategic planning process where the community at large participated in developing the goals and provided feedback. Allison P. added that she agrees there will be no quick fix solutions and the work of this committee should focus on a longer-term process. She outlined a three-phase working schedule for the group, which would consist of research, defining principles and developing recommendations for the leadership. She went over the objectives described in Mark's charge email to the committee. She invited the committee to brainstorm ideas on how we should structure our budget process so it aligns with our strategic priorities. Ned B. said that given our current catastrophic situation with the budget, he thinks the committee should be focusing on addressing the immediate crisis and not the budget planning process in general. Mark responded that historically, the college has been missing a link between the budget process and what we do at the college, so it's important to align them, that's why these 2 committees meet jointly. Warren E. asked to clarify the purpose of the committee in terms of budget planning process. He said that there's already plenty of literature available on public budgeting and best practices, so why reinvent the wheel; the committee should rather provide support and vision to the experts in the room. Allison P. reiterated the importance of shared governance. Karen K. said that the way she sees it work is somewhere between what Warren suggested and what Mark and Allison propose. Ned B. said that the budget committee ought to meet on the budget situation and critical decisions. While it is important to align the budget with the strategic planning, we are talking about our survival now. Mark explained how aligning the budget with the strategic plan is an immediate need using student success as an example. Allison supported his statement and said that we need to look at a larger picture of how our budget actions affect our strategic plan instead of just doing immediate cost cutting. Yi Li said that we should acknowledge there's a short-, medium-, and long-term budget. For the short-term budget, we were asked to be prepared to make 10% cuts and we don't have more details yet. For mid-range and long-range budget, he said he hopes this groups can recommend to the President and the cabinet what we can do differently. He said that he will look at the study Ned circulated.

In terms of enrollment, we are doing well with freshmen, but the returning student numbers are still slow. We should work hard on addressing a short-term situation, but not take our eyes off mid- and long-range planning. Saaif A. asked if we will have bigger classes due to a lack of adjuncts/professors. Allison P. said no, they are staying the same. Mus L. said that she agrees that shared governance should be at the center of the current budgeting process and great ideas can come if we have as many people at the table as possible. Monika S. also supported the idea of shared governance and importance of looking at both short- and long-term budgeting to identify gaps. Jay G. asked if, given the current circumstances, CUNY could suspend their rules of balanced budget submission, because while we are waiting for federal and state help, we can't budget on hope and it would be helpful to know what the rules are. Mark F. responded that historically, if there's a deficit, it rolls over to a subsequent year. This year we made it with CUNY's aid, but what happens next year is unclear, however, we would not be the only campus in this situation. He added that these rules are set by the state because that's where our funding comes from. Warren E. responded to earlier statements regarding a lack of crisis budgeting that there is literature on crisis budgeting. He clarified that he wasn't suggesting to turn the budgeting process to someone, but that the committee's time would be better spent analyzing already available materials on the process and deciding what best applies to us. Kim C. said that that education about the budget process is an important component. There are many variables, rules, deadlines and vocabulary that not all people at the table are familiar with. So we need to provide some education upfront to have a fruitful discussion. This would be essential to the research process and selection of best practices applicable to us. Saaif A. agreed that budget education is important, especially for students. Allison P. summarized all feedback and provided an outline for committee's work for the next few weeks based on the input. Kim C. added that the committee needs to be clear on the deliverables for its work for short, mid, and long-term goals. Karen K. suggested that in parallel to what is being discussed, we should set up 3 buckets, administrative, academic, and student affairs, and develop scenarios for 10%, 15% and 20% cuts as an exercise, so that when the reality is clearer, we are prepared. She added that no one knows their operations better than the people in charge of those areas (VPs) and we can't just always cut adjuncts as an immediate solution. Jessica G. agreed with Karen K. and explained how she understands what the committee should be doing, which includes: immediate budget cuts and how do we submit a reasonable austerity budget; transparency and participatory budgeting and how do we practice more shared governance in terms of budgeting (for this bringing in the experts would be good); creating budgets more in line with our strategic plan without being short sighted about practical issues about our students and faculty needs and the needs of small departments, etc.; and decisions about operating in a pandemic - what best practices and practical ways to handle these unprecedented times. Mark F. said that in hearing all feedback, he understands that he and Allison need to revise how to re-layout the work of the committee, address some questions and decide on how the committee goes forward. Warren E. said that he agrees with Jessica's breakdown. He also said that he has a different view of the adjunct cutting decision and the institution doesn't really have much choice or freedom in this decision under the circumstances; it is an unfortunate situation where we have to rely on the majority of our teaching force to be adjuncts who don't have proper union protection. He also expressed an issue with the committee working on identifying best practices versus analyzing what we can do as a unique institution based on our own best practices. Yi Li said that based on what he heard, all scenarios are important to the committee, short-, mid- and long-term. Allison P. said that she and Mark will analyze the feedback and will get back to the committee with a plan. Ned responded to Karen that the budget plan will be due to CUNY sometime in August, but we should know something in June after the Board meets and enacts the budget, and maybe even before that because the Fiscal Affairs committee will already have some numbers by then. Steven T. added a clarification on the budget process status and said it may be awhile but we know we are expecting 10% cuts. Karen asked for a clarification on why we worry about enrollment and prepare to cut sections if the enrollment

numbers look good. Mark explained that our grad and freshmen student numbers look ok, but we are worried about the returning students and collection rates. Many students have holds on their accounts even after we lifted holds for those who owe less than \$1K. Brian C. said that in the registrar system, the numbers are the same as they would be at this time of year. Ned said that we need to start communicating to students the experience they should expect in the Fall which ties into the re-opening conversation. We need to present scenarios and reassure the students it's going to be ok. Allison P. said that the Fall planning committee is in charge of the re-opening plan and this committee has a separate charge. Ned disagreed that this is the right approach as he sees the work of the SPS tie into the campus re-opening plan. Saaif said that he agrees with Karen regarding the adjuncts and that we need to find a way to save them. Brian C. said that in terms of long-term planning, we should consider the fact that hiring freeze every year seriously affects HEOs whose work load has been continuously increasing without much in return and regardless of enrollment numbers. Yi Li said that the first meeting of the Fall reopening committee is scheduled for Friday and after that, the messaging to students including safety measures should begin, and the Fall committee will communicate its work with other committees. Angela C. suggested that we should look into mechanisms for wait listing students, and said that if we have good enrollment numbers, we should open more sections to accommodate everyone to increase revenue. We will have a better idea once we have a decision in June. She added that 10% cut should be applied to divisions across the campus for it to be an institutional cut. Mark F. finished the meeting by thanking the group for the input and said he and Allison will get back with a revised plan.

Faculty Senate Resolution: Reopening John Jay College

Adopted by the Faculty Senate, May 21, 2020

The Faculty Senate recommends:

The Strategic Planning Subcommittee should, with the advice of the Presidential COVID Task Forces on academic and facility issues, and appropriate governance approvals, develop plans for safely reopening with phased levels of occupancy and service delivery and strategies to assure health and safety including social distancing. The plans should:

1. Define reopening along a gradual continuum that can be slowed or reversed if measures of infection and infection control warrant it. See the table in Appendix Two for a preliminary example.
2. Structure our definitions of types of class sections so that a transition from synchronous online to hybrid synchronous can be implemented smoothly with clearly defined expectations for students, faculty and staff.
3. Provide for training and support for regular and adjunct faculty in methods of both asynchronous and synchronous online instruction.
4. Identify technologies and develop procedures to meet expectations for access screening and infection monitoring during all of the reopening stages, so that we promote and maintain the health and safety of our students, faculty and staff.
5. Promote an engaged campus community as we reopen our physical campus while preserving the best features of the virtual campus community that we have developed during the period of separation from our physical campus.
6. Advance implementation of our Strategic Plan Goals.

The Faculty Senate authorizes that the Senate Statement on Campus Reopening be circulated for review and comment and as a resource for planning and for comment. The Senate authorizes the Executive Committee to update the draft statement based on evolving information and circumstances, and to place the statement on the agenda of the first Senate meeting in September

Faculty Senate Statement: Reopening John Jay College

Approved by the Faculty Senate, May 21, 2020, for comment and as a resource for planning

New York's plan to reopen the state challenges the entire state not to just reopen, but to learn from the COVID-19 crisis, rethink basic assumptions, and "build back better." The COVID-19 epidemic removed our community from our campus home. We responded by delivering teaching, learning and student services in a virtual environment, and by nurturing our campus community as we lifted it to a virtual environment. COVID-19 will continue to challenge us to implement new and enhanced ways to promote the safety and health of our students, faculty and staff.

This statement is intended to start a campus-wide discussion about how our college reopens, leading to the formulation of a plan, by the Strategic Planning Subcommittee with the advice of the Presidential COVID Task Forces on academic and facility issues, and with appropriate governance approvals, that is consistent with the Senate recommendations. The statement examines and proposes strategies to reopen our campus in a way that assures health and safety and advances our values, vision and each of our Strategic Plan goals.

Federal, State and Local Governmental and CUNY Expectations

Three documents outline expectations that the college is likely to have to satisfy in order to reopen: the CDC Schools Decision Tree¹, the CDC Guidance for Colleges, Universities and Higher Learning², CDC Guidance for Shared and Congregate Housing³ and the NY Forward Reopening Guide.⁴

Particularly relevant CDC recommendations about reopening schools and colleges, paraphrased as they apply to colleges, include:

- Compliance with applicable state and local orders.
- Protect students and employees at higher risk for severe illness.
- Screen students and employees upon arrival for symptoms and history of exposure.
- Promote healthy hygiene practices such as hand washing and employees wearing a cloth face covering.
- Intensify cleaning, disinfection, and ventilation.
- Encourage social distancing through increased spacing, small groups and limited mixing between groups.
- Check for signs and symptoms of students and employees daily upon arrival.
- Encourage anyone who is sick to stay home.

¹ <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/Schools-Decision-Tree.pdf>

² <https://www.cdc.gov/coronavirus/2019-ncov/community/colleges-universities/index.html>

³ <https://www.cdc.gov/coronavirus/2019-ncov/community/shared-congregate-house/index.html>

⁴ <https://www.governor.ny.gov/sites/governor.ny.gov/files/atoms/files/NYForwardReopeningGuide.pdf>

- Regularly communicate and monitor developments with local authorities, employees, and families regarding cases, exposures, and updates to policies and procedures
- Monitor student and employee absences and have flexible leave policies and practices
- Consult with the local health authorities if there are cases in the facility or an increase in cases in the local area.

Particularly relevant NY State expectations include

- Educational re-opening will take place when the New York City region reaches the Fourth Phase of re-opening, which requires evidence of consistently low rates of new infection, sufficient health care capacity, sufficient diagnostic testing and contact tracing capacity, and ongoing monitoring accompanied by the capacity to slow or shut off reopening when evidence warrants it.
- We are expected to protect our employees and students. Protections include adjustments to workplace hours and schedules to reduce density; social distancing protocols; and restrictions on non-essential travel.
- We are expected to make changes in and to the physical workspace, including requiring masks when there is frequent close personal contact and implementing strict cleaning and sanitation standards.
- We are expected to implement processes that meet our changing public health obligations, like screening individuals when they enter the campus, and transparently reporting confirmed positives.

Our campus is the physical home of our academic community, and physical proximity nurtures our community and enhances all of our operations and services. But we cannot reopen the college as if we are turning the lights on after a power outage. We need to gradually open up use of the campus, while preserving the ability to slow or reverse the pace of opening when conditions warrant it, with minimal disruption to our core operations and services.

The following diagram illustrates the continuum of reopening from complete closure back to normal site access. The difference in the middle steps – low, moderate and high access – involves the degree to which our all-online current “no site access” mode is amended by allowing modulated numbers of students in selected sections to attend carefully-scheduled periods of instruction on campus.

No Site Access	Low Site Access	Moderate Site Access	High Site Access	Normal Site Access
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A table in Appendix Two explores this continuum of reopening, describing features of operation for each stage.

The Importance of Online Instruction

For more than a decade, JJCCJ has delivered instruction in fully online modes and in online modes that enhance campus-based instruction. During the period when campus-based instruction has been entirely replaced by online instruction, we have further enhanced our technical systems, faculty experience and training, and curricular and instructional assets to improve online instruction, to advance student learning and success.

Our re-opening strategy can build on the deliberate synergy between online and campus-based instruction, so that reopening is not a binary choice between all-online and all-campus instruction. We will meet the challenge of “Building Back Better” by progressing from the emergency necessity of all-online instruction to an optimal combination of online and campus-based instruction. All campus-based instruction should be consistently enhanced by online instructional activities and resources. Students should also have opportunities for fully online instruction. All of our online instruction should replicate the best parts of campus-based instruction while offering students the opportunity to choose classes in the modalities, times and settings that work best for them, given the demands of their personal, family and professional lives.

It might be useful to refine and expand our definitions of course formats beyond the campus, hybrid, and online options we have now, to add online synchronous courses as a designated course format.

- **Classroom:** The class meets at scheduled times in classrooms and instructional spaces at the college.
- **Hybrid:** The class meets at least 50% in scheduled times in physical classrooms and otherwise meets in synchronous online meetings, and other course activities can be done online asynchronously.
- **Online Synchronous:** The class meets at least 50% in synchronous online meetings, and other course activities can be done online asynchronously.
- **Online Asynchronous:** The class activities are completed online asynchronously.

The expression "synchronous online meetings" means Zoom or an equivalent, and the term "online asynchronous" means Blackboard activities and discussion forums or the equivalent.

A benefit of the online synchronous course mode is that students who want regular scheduled access to the instructor during a class period are assured of that access either in person or via Zoom, but if a student cannot access Zoom or needs to have time flexibility, that student can deliberately select Online Asynchronous course sections.

As matters stand now, there are three kinds of dissatisfied students when the campus operational status changes: 1) the student who wants regular access and face-to-face interaction in a classroom-like setting is changed to a Blackboard asynchronous class, and 2) a student whose class gets converted to online, but the faculty member meets by Zoom regularly, and the student cannot access Zoom at a consistent time, and 3) a student who signs up for

more than one online classes and the faculty members decide to have the class meet via Zoom at the same times or at impractical times. Designating

Designating online class sections as synchronous or asynchronous provides more guidance to students as to what they might expect when the college is closed, partially open or fully open. This can be particularly important for students who want a face-to-face experience, or students who actually want an online experience that does not tie them to specific meeting times.

It would allow us to define our schedule in a way that automatically changes if the campus more of operation changes. It is predictable to the instructor and the student. We can also guarantee students who sign up for something other than an asynchronous fully-online class will get regular faculty interaction in a scheduled period regardless of whether the college is open or closed as a physical site.

Limitations and Assets of Our Campus Facilities

JJCCJ has the least amount of Net Assignable Square feet of Space (NASF) per thousand full-time equivalent students (FTE) of any CUNY Senior College, and some other CUNY campuses have twice as much space per student. (See Appendix One for the statistics.) Since practicing social distancing usually requires more space or fewer people in the same space, JJCCJ's comparative lack of space limits occupancy under conditions of social distancing.

JJCCJ is among several CUNY campuses that consist largely of vertical buildings. Access to floors that are served primarily by elevators can be significantly reduced when the number of people who can occupy an elevator is reduced. A compensating feature is the design of the New Building atrium which extends from the entrance to Haaren Hall on the east most of the way to the west side of the building on 11th avenue, so that thousands of students can move from classroom to classroom via open stairways and escalators (not elevators) when periods change.

The capacities of classrooms and instructional laboratories are severely reduced under with social distancing as a use requirement. For example, the following table summarizes a preliminary study of classrooms not including computer labs and specialized classrooms.

Building	Design Classroom Occupancy	Social Distance Classroom Occupancy
Haaren Hall	1,090	348
New Building	2,589	770
Westport	594	241
Total	4,273	1,359

Technology and Reopening

Public Health: CDC, NY State and CUNY all expect the college to provide a safe and healthy environment for students, faculty and staff. The college will be expected to “Screen students and employees upon arrival for symptoms and history of exposure.” While the nature and scope of the arrival screening as not been fully defined, it will be necessary to develop procedures and to select appropriate technologies.

Protection Techniques to Limit Infection Spread: In addition to social distancing, there may be methods to limit the transmission of infections that involve technical means such as plastic partitions between work stations and lab stations. Furthermore, social distancing and be reinforced by signage and spatial organization.

Operations and Governance: There may be a continuing need for procedures and technologies that enable student-facing operations, faculty and staff activities, and meetings including governance meetings, consistent with public health best practices.

Implications for Fall Semester 2020

Whether the college is open or closed for fall semester 2020, most courses will be offered online. If at some point (before or during the semester) the college is opened for fall semester 2020, the extent and mode of opening, and the extent to which class meetings could take place in classrooms and labs, would be guided by the reopening plans. For example, some or many synchronous online classes will be scheduled for limited access to classrooms and labs.

If during the fall semester, the NYC region or the college experiences growth in infections so that a slowing or reversing of the process of opening was warranted, access to labs and classrooms and access to student services would be reduced. As illustrated in the table in Appendix Two, we might, for example move from moderate site access to low site access.

The benefit of this strategy is that, as we progress toward more opening, or slow or even reverse the pace of opening, faculty, staff and students understand – for their classes - how the changes in the pace of opening could affect them and what changes might or would take place.

Appendix One: Space per 1,000 Full-time Equivalent Students

The following table presents the Net Assignable Square Feet of Space (NASF) per thousand full-time equivalent (FTE) students in Fall 2019 for each CUNY campus.

Campus	NASF Space	FTE Students F2019	NASF / 1,000 FTE
Professional Studies	43,124	1,634	26,392
BMCC	756,703	19,680	38,450
Guttman	42,508	1,047	40,600
John Jay	630,543	12,770	49,377
Public Health	26,853	482	55,712
Queensborough	565,727	9,813	57,651
Baruch	878,119	15,069	58,273
NYC Tech	787,080	12,502	62,956
Medgar Evers	312,899	4,587	68,214
Staten Island	747,585	10,646	70,222
Kingsborough	730,740	9,983	73,198
Lehman	852,537	10,650	80,050
Hunter	1,461,826	18,080	80,853
LaGuardia	1,086,496	13,242	82,049
York	501,769	6,101	82,244
Hostos	403,620	4,709	85,712
Queens	1,414,088	15,589	90,711
Journalism	28,080	282	99,574
Brooklyn	1,414,022	14,099	100,292
Bronx	733,702	7,025	104,442
Labor and Urban Studies	15,080	136	110,882
CCNY	1,609,579	12,590	127,846
Graduate Center	491,265	2,778	176,841
Law School	127,860	670	190,836

The NASF figures are from the Fall 2019 Space Statistics by the Office of Facilities Planning, Construction and Management. The John Jay NASF does not include North Hall which is not available for use by the College. The enrollment figures are from the 2019-2020 Mid-Year Financial Report for Fall 2019.

Appendix Two: The Continuum of Reopening

This table is illustrative, designed to evolve as a central feature of reopening plans. It defines how the college operates in the stages of reopening, including how we respond to governmental and CUNY expectations for health and safety of students, faculty and staff. Authorization for Low Site Access would be requested during NY Reopening Phases One and Two for the NYC region. Moderate Access would be requested for Phase 3 and High Site Access would be requested for Phase Four.

Operation or Service	No Site Access	Low Site Access (P1&2)	Moderate Site Access (P3)	High Site Access (P4)	Normal Site Access
NY Forward Reopening Criteria Status in the NYC Region					
NY Reopening Phase	Not reached	Phase 1 and 2 with government and CUNY permission	Phase 3 with government and CUNY permission	Phase 4 with government and CUNY permission	Beyond Phase 4
Infection Rate		Declining or low	Still declining or low	Still declining or low	Very low
Health Care System Capacity		30% open regular and ICU beds	30% open regular and ICU beds	30% open regular and ICU beds	30% open regular and ICU beds
Testing Rates		30/1,000 people/month	30/1,000 people/month	30/1,000 people/month	To be determined
Contact Tracing		30/100,000 residents	30/100,000 residents	30/100,000 residents	To be determined
Principles of Campus Access and Occupancy and Health/Safety Protection					
Site Access	Campus is closed	Open largely to test concepts of operation and instructional delivery.	A limited set of synchronous online labs and classes take place on campus.	An expanded set of synchronous online labs and classes take place on campus. Student can enter campus for student services.	All operations, services and instructional activities can take place on campus.
Daily Entry Screening and Infection Monitoring.	No systematic screening and monitoring.	Systematic screening and monitoring but low volume of people. Approaches are tested and validated.	Systematic screening and monitoring for a moderate volume of people.	Systematic screening and monitoring for high volume of people.	Systematic screening and monitoring may not be required.
Students On Campus	None	250 at one time	1,000 at one time	2,000 at one time	5,000 at one time
Student Access Floors	None	NB only, floors L2 to 3	NB only, floors L2 to 3	NB only, floors L2 to 3	All
Use of Elevators	Limited to essential staff and faculty for scheduled office access.	Disabled persons Staff operations Faculty/Staff access to offices	Disabled persons Staff operations Faculty/Staff access to offices	Disabled persons Staff operations Faculty/Staff access to offices	Open to All

Operation or Service	No Site Access	Low Site Access (P1&2)	Moderate Site Access (P3)	High Site Access (P4)	Normal Site Access
Faculty Office Access	By appointment only for brief access.	Access for all full time faculty, with designated work space for adjuncts.	Access for all full time faculty, with designated work space for adjuncts.	Access for all full time faculty, with designated work space for adjuncts.	General access for all regular and adjunct faculty.
Staff Access	Essential staff for closed operation only.	Staff necessary for the operations and services provided.	Staff necessary for the operations and services provided.	All staff.	All staff.
Principles of Instructional Access and Delivery					
Modes of Instruction	Synchronous Online Asynchronous Online	Synchronous Online Asynchronous Online	Synchronous Online Asynchronous Online Hybrid	Synchronous Online Asynchronous Online Hybrid Campus	Synchronous Online Asynchronous Online Hybrid Campus
Instructional Access	No instruction on campus.	Access for synchronous online instruction labs, 50% of a section, a few times a semester. A few synchronous online classroom meetings once or twice a semester, at the discretion of the instructor and registrar.	Synchronous online science classes become hybrid online for selected periods of lab access. Synchronous Online sections classroom meetings up to 30% of semester weeks at the discretion of the instructor and registrar.	All synchronous online science classes become hybrid online for lab access. Synchronous Online class meetings up to one period per week at the discretion of the instructor and registrar.	Classes are scheduled on campus subject to the availability of space.
Technique to manage numbers of students.	Restrict all student access.	Invite a small number of sections at any time to occupy selected labs and classrooms.	Allow faculty and registrar for all synchronous online classes to schedule classroom and lab class meetings for 30% of class sessions.	Schedule up to 50% of classes for campus and hybrid synchronous instruction in classrooms and labs.	Classes are scheduled on campus subject to the availability of space.
% sections on campus 20% of meetings	None	None	10%	50%	75%
Principles for Special Public and Student-Engaged Operations, Services and Activities					
Physical Education Facilities	Closed	Closed or used for other functions	Closed or used for other functions	Open for JJCCJ students and events	Open
Library Operations	Remote Services			Open with social distancing.	Open
Science Labs	Closed	Several used on NB3 for a few planned sessions.	Several used on NB3 for a few planned sessions.	Only on NB3 for planned sessions.	Scheduled subject to the availability of space.

Operation or Service	No Site Access	Low Site Access (P1&2)	Moderate Site Access (P3)	High Site Access (P4)	Normal Site Access
Computer Labs	Closed	One open on L2 for students attending classes	Several open on L2 for students attending classes	Several open on L2 for students attending classes	All open
Research Facilities	Closed		Open	Open	Open
Theater Instruction	Closed	Use classrooms or Black Box Theater a for few planned sessions.	Use classrooms or Black Box Theater for a few planned sessions.	Use classrooms or Black Box Theater for planned sessions.	Use classrooms or Black Box Theater
College Event Spaces	Closed			Scheduled normally	Scheduled normally

Research Brief on Funding

State funding of public higher education institutions has been on the decline for many years. This has resulted in greater reliance of tuition dollars for support of the institution. In order to overcome the reduction of state support we are recommending that we focus on the following: 1) Assess how our financial management processes integrate planning and assessment with investment and financial decisions, 2) Strengthen our capacities to evaluate the efficiency and effectiveness of programs and activities to inform financial priorities for revenue expenditure support, 3) Strengthen our capacity to efficiently and effectively organize and deliver our academic programs and their courses, including multi-year planning, 4) Advocate for equitable funding for the college and for our students, particularly from Federal state and local governments, and also in our internal allocations for resources within the college and 5) Reinforce our pursuit of supplemental revenues from donations, grants, contracts and partnerships.

Best Practices in Financing Public Colleges in an Era of State Divestment

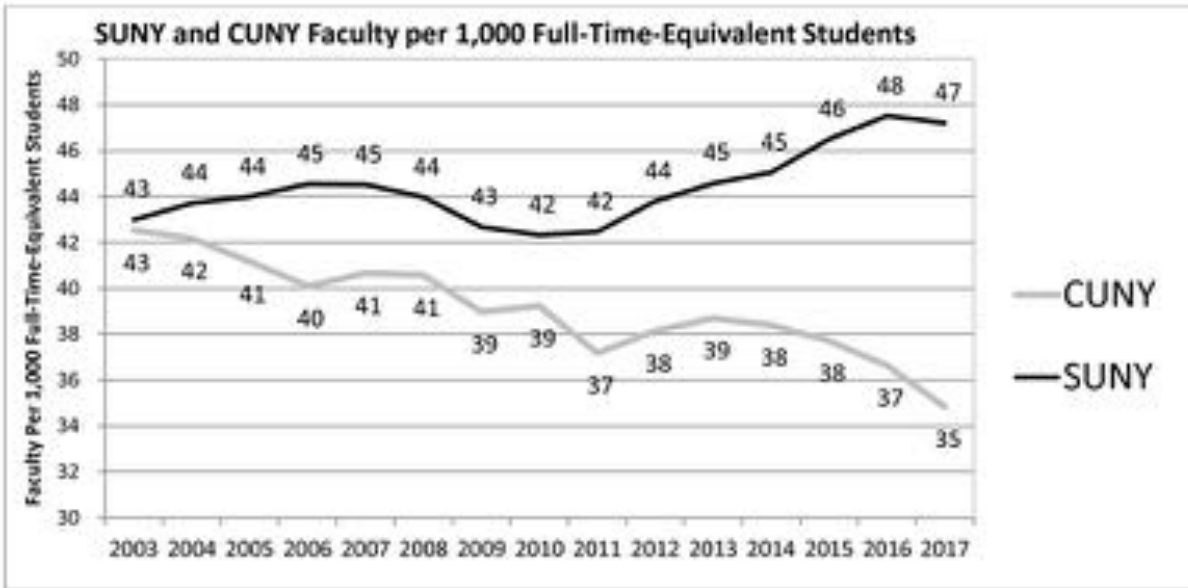
The statistics are grim. Since the 2008-09 school year, average tuition at public four-year institutions has increased by more than 60 percent in seven states; more than 40 percent in 20 states; and more than 20 percent in 40 states, according to a 2018 report from the Center on Budget and Policy Priorities.¹

State appropriations per full-time student have fallen from an inflation-adjusted \$8,489 in 2007 to \$7,642 in 2017, the last period for which the figures are available, according to the State Higher Education Executive Officers Association, or SHEEO. That has pushed up the portion of university budgets that come from students to \$6,572 from \$4,817 over the same 10 years. Ten years ago, students and their families paid for about a third of university operating costs, says SHEEO. Now they pay for nearly half.² These trends have taken place in CUNY and John Jay.

One consequence of slashed state funding is an accelerating decrease since 2011 in the number of faculty per 1,000 FTE students as shown in the graph below.

¹ "Unkept Promises: State Cuts to Higher Education Threaten Access and Equity," Center on Budget and Policy Priorities, October 4, 2018, <https://www.cbpp.org/research/state-budget-and-tax/unkept-promises-state-cuts-to-higher-education-threaten-access-and>

² <https://www.pbs.org/newshour/education/most-americans-dont-realize-state-funding-for-higher-ed-fell-by-billions>



How should John Jay finance its operations to advance the goals set forth in the Strategic Plan? We propose the following.

1. Assess how our financial management processes integrate planning and assessment with investment and financial decisions.

Middle States Commission (MSCHE) sets our five primary expectations for college finance.

III.2.c Student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are sufficient in number;

VI.3. A financial planning and budgeting process that is aligned with the institution’s mission and goals, evidence-based, and clearly linked to the institution’s and units’ strategic plans/objectives.

VI.4. Fiscal and human resources as well as the physical and technical infrastructure are adequate to support the institution's operations wherever and however programs are delivered.

VI.6. Comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes.

VI.9. Periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.

We should assess “the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.”

2. Strengthen our capacities to evaluate the efficiency and effectiveness of programs and activities to inform financial priorities for revenue expenditure support.

A recent Chronicle of Higher Education report titled “The Right Mix of Academic Programs” described academic program planning processes that integrate academic, student demand, student success, and financial sustainability factors to achieve an optimal mix of academic programs. The following is a summary of the processes.

Focusing on a few disciplines and programs, formulate a measurement model that rates programs and disciplines on academic, student demand, student success, and financial sustainability factors.

It is necessary to select distinct categories of courses and enrollments that do not duplicate such as the graduate programs and undergraduate majors and minors, or the academic departments, or the academic disciplines.

Rank the programs and disciplines for levels of growth and investment, also considering new program ideas and opportunities.

This is one strategy to respond to the MSCHE expectation that we engage in a “financial planning and budgeting process that is aligned with the institution’s mission and goals, evidence-based, and clearly linked to the institution’s and units’ strategic plans/objectives.”

3. Strengthen our capacity to efficiently and effectively organize and deliver our academic programs and their courses, including multi-year planning.

A large share of our expenditures supports the delivery of undergraduate and graduate courses for students to complete our academic programs. We need to develop and implement a multi-year course delivery plan that describes, for each course, the number of sections to be offered each semester in our primary delivery modes: campus day, campus evening, weekend and online. The plan can support decisions about:

- How many sections to offer based on enrollment demand;
- The preferred times and modalities based on student preferences and logistical constraints;
- Positioning larger programs for delivery on weekends;
- Optimal use of fully-online and hybrid-online instruction.

Appendix A presents a copy of a report template developed more than a decade ago to structure schedule planning.

4. Advocate for equitable funding for the college and for our students, particularly from Federal state and local governments, and also in our internal allocations for resources within the college.

There is extensive evidence that CUNY is underfunded compared to SUNY, and that within CUNY, JJCCJ is underfunded compared to most of our senior college peer campuses.³ According to some internal

³ Although data is from 2012, the Chronicle of Higher Education in 2014 showed that for CUNY senior colleges, the share of revenue coming from state support hovered in the 40 to 49% range while the share for equivalent SUNY campuses, i.e., those in the category of “master’s colleges and universities,” hovered in the 50 to 59% range.

calculations based on a new preliminary funding model using FY 2018 data, JJCJ should have gotten 11.7% more funding from CUNY than it actually did. Thus, we should continue to advocate for equity in fund allocations for JJCCJ.

5. Reinforce our pursuit of supplemental revenues from donations, grants, contracts and partnerships.

JJCCJ is a leading CUNY campus in generating external funding from grants and contracts, and our capacity and achievement of external funding from donations is consistently improving. JJCJ is third in CUNY FY 2019 external funding, with almost \$34 million in total.⁴

To enhance future financial stability, consider expansion of sources of donations to include faculty, staff, and recent alumni to build up an endowment and to support student-centered programs such as tuition scholarships and supplemental learning experiences, e.g., field trips, study abroad programs, and travel to academic conferences.

⁴ “JJ Research IMPACT: Key Metrics, 2018-19” (Informational Insert in IMPACT, 2019)

Appendix A: Template Example for Strategic Schedule Plan

Year	Scheduler		Fall				Winter		Spring				Summer			Other
	Dept	Program	Dis	Esc	Wk/	On/	Dis	Esc	Dis	Esc	Wk/	On/	Dis	Esc	On/	
PAD 240	PUH	pod, fis, cjp	4	1	1	1			4	3	1				1	
PAD 241	PUH	pod, fis, cjp	1	1		2			2	1		2				1
PAD 260	PUH	pod, icj	2	1					2	1			1			
PAD 314	PUH	pod	1			1						2				
PAD 340	PUH	pod, fis, cjp	1	1					1	1						
PAD 343	PUH	pod, fis, cjp	1	1					1	1						1
PAD 346	PUH	pod, fis, cjp	1	1					1	1						
PAD 348	PUH	pod, fis, cjp		1					1							
PAD 360	PUH	pod, cjp		1						1						
PAD 400	PUH	pod, cis				1						1				
PAD 402.1	PUH	pod	1	1					1	1						
PAD 404	PUH	pod, cis		1						1						
PAD 420	PUH	pod, cjp		1					1							
PAD 440	PUH	pod				1						2				
PAD 445	PUH	cjp	1									1				
PAD 590	pub	MFA		7	1					5	2		1			
PAD 591	pub	MFA				1						1	1			
PAD 592	pub	MFA,ges		7	1	1				7	1					
PAD 593	pub	MFA		2						2			1			
PAD 594	pub	MFA		4						4	1					
PAD 595	pub	MFA,ges		5		1				5	1	1	1			
PAD 596	pub	MFA		1	4					1	4					
PAD 597	pub	MFA		1						1						
PAD 598	pub	MFA								1						
PAD 710	pub	MFA		2						2						
PAD 712	pub	MFA		1	1					1						
PAD 714	pub	MFA		1	1					1	1					
PAD 715	pub	MFA,ges		3	1					3	1		1			
PAD 716	pub	MFA		1						1						
PAD 718	pub	MFA								1						
PAD 719	pub	MFA		1						1						
PAD 723	pub	MFA								1						
PAD 726	pub	MFA		1						1						
PAD 730	pub	CRJ, mpa														
PAD 731	pub	MFA		1						1						
PAD 739	pub	MFA		5	1					4					2	
PAD 740	pub	MFA		2						2			1			
PAD 741	pub	MFA														
PAD 742	pub	MFA		2						2						
PAD 743	pub	MFA	1	4	1	1			1	4		1				
PAD 744	pub	MFA		1						1						
PAD 745	pub	MFA		1	1					1	1					
PAD 746	pub	MFA								1						
PAD 747	pub	MFA,ges		3	1	1				3	1	1				
PAD 748	pub	MFA								1						
PAD 749	pub	MFA								1						
PAD 750	pub	MFA		1						1						
PAD 751	pub	MFA		1						1			1			
PAD 754	pub	MFA		4						4						
PAD 755	pub	MFA		1						1						
PAD 758	pub	MFA		1	1					2	1					
PAD 760	pub	MFA		1						1						
PAD 770	pub	MFA,ges				1						1	1			
PAD 771	pub	MFA		3	1					3	2		1			
PAD 780.1	pub	MFA		1						1			1			
TTL:Und			13	31	1	6	0	0	14	31	1	8	1	0	3	0
TTL:Con			1	69	15	6	0	0	1	73	16	5	10	0	2	0
Total			14	80	16	12	0	0	15	84	17	13	11	0	5	0