

V. Operating Budget – Recommendations

To address the planning and resource allocation issues outlined in the previous section, CUNY needs to focus on establishing a proactive planning and budgeting model that will also be responsive to the needs of all of its stakeholders. The specific model that CUNY implements should be created with the participation and buy-in from the campuses and the Board of Trustees, and can leverage CUNY's current efforts at both the Central Administration and several campuses to improve its planning and budgeting process. Below, we have presented a model with descriptions of all of the main activities that should be included in each phase of such a process, as well as specific characteristics that should be part of an effective planning and budgeting process.

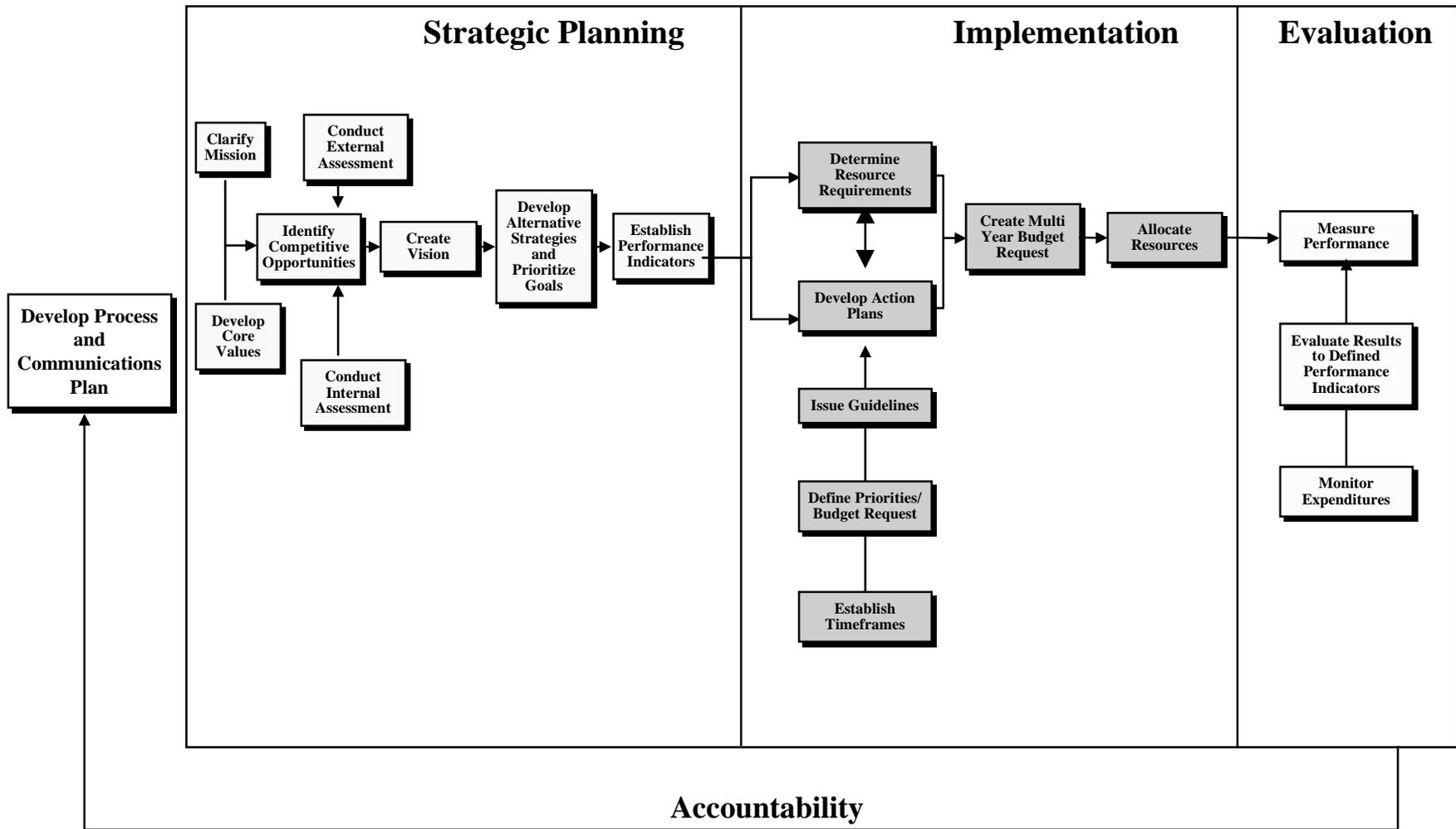
The remainder of this section provides specific recommendations for implementing a new planning and budgeting process. These recommendations are organized around the five elements of a planning and budgeting model, similar to the conclusions section of this report.

Specifically, the recommendations are divided into the following sections:

- A. **Planning & Budgeting Process Model**
- B. **Strategic Planning**
- C. **Implementation**
- D. **Evaluation**
- E. **Process Support**
- F. **Governance**

Although the recommendations focus on defining a decision-making process for CUNY, the process itself is not the paramount issue. Rather the real future success for CUNY depends on its ability to set directions – and in doing so also learn more about its programs and their strengths, its student markets and graduation outcomes.

Planning & Budgeting Process



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A. Planning & Budgeting Process Model

RECOMMENDATION 1: CUNY needs to establish a formal and structured planning and budgeting process that includes establishing a strategic plan for the university, implementing the actions of the plan, evaluating the results of actions taken and then tying the results back into planning (see facing page).

Process Phases

We propose a four-phase process model:

1. **Process and Communications Plan** – To ensure that appropriate participation and an effective and efficient strategic planning process occurs, the first phase of the planning and budgeting process should be a process and communications plan. Activities to perform in this stage include:
 - Define an effective, continuing role for the Board of Trustees
 - Create a strategic planning team with substantive campus representation
 - Assign a process leader to keep the planning process on track and to ensure that all necessary information is obtained
 - Create a planning schedule with a timeframe for completing the plan
 - Establish a communications plan for delivering output and gaining campus input on the process
 - Determine the requirements for final approval of the plan
2. **Strategic Planning** – The four main activities in the creation of a strategic plan are identifying competitive opportunities, creating a vision, developing alternative strategies and prioritizing goals and establishing performance indicators.
 - *Competitive opportunities* are derived from performing an internal and external assessment of the university's environment, reviewing, and if necessary revising, the institution's mission and analyzing the core values that the university and its constituents wish to uphold.
 - A *vision* is a clear image of what the organization will look like at a certain point in the future; it provides shared meaning and describes what the institution wants to become. It gives meaning to the mission and brings the mission of the institution to life. A vision statement should:
 - Be explicit and concrete
 - Define clearly identifiable, measurable objectives (e.g., financial goals and time frame)
 - Identify the competitive positioning (e.g., customer markets, programs and services, and supplier strategy)
 - Take advantage of internal capabilities (e.g., culture; assets including people, capital and technology; systems; and structure)

- *Alternative strategies* are developed from the opportunities and vision that have been established. Each alternative strategy should include specific goals for implementing the strategy and a prioritization of these goals. After alternative strategies have been reviewed, a final strategy needs to be approved for implementation.
 - *Performance Indicators* are established from the goals that have been set to measure success of the strategy. These indicators should be balanced between quantitative (e.g., financial results, graduation or transfer rates, testing results) and qualitative (e.g., learning outcomes, program evaluations, alumni progress after graduation) measures.
3. **Implementation** – Once a strategic plan has been created and adopted, implementation begins. The activities involved in implementing a strategic plan include the establishment of *resource requirements*, which should include an analysis of resource options, and the development of *action plans* to implement the strategic goals. Action plans should be based on and modified by the resource requirements for implementing the strategic goals and cover a period of several years. They should include:
- *Guidelines and activities* for implementing the action plans (including roles and responsibilities of schools and/or individuals and specific performance indicators based on those previously defined that will be used to evaluate the success of the action plans)
 - *Priorities* within the action plans
 - *Timeframes* for implementing the action plans
- Once action plans are finalized, the *multi-year budget request* to the state and city is created. This request should be directly tied to the action plans created within CUNY's strategic planning process as well as those created at the campus level, and it should identify the revenue sources expected to support the activities defined in the action plans. After the state and city budget request has been approved and appropriations are made to CUNY, *resources need to be allocated* at the appropriate level to support the implementation of the action plans to the designated recipients (as defined by the guidelines and priorities).
4. **Evaluation** – Performance of action plans needs to be measured throughout their implementation. During the year, expenditures need to be monitored to ensure proper fiscal management, and at designated periods the results of the action plans need to be objectively evaluated based on the performance indicators previously defined. Finally, the overall performance of the action plans should feed into the continual re-visioning of the strategic plan.

Before CUNY can implement a new planning and budgeting model, it needs to prepare the institution for a dramatic shift in its planning and budgeting processes through effective leadership. The Chancellor of CUNY needs to head the project for changing the planning and budgeting process, and articulate to all stakeholders the purpose, expected outcomes and challenges of implementing a new model. The preliminary initiatives of the Interim Chancellor demonstrate the effective impact that this office can have in changing planning and budgeting policies and processes.

Process Characteristics

As CUNY's strategic planning team develops a planning and budgeting process model, it should institute some guiding principles and attributes, such as ensuring that the process:

- Be rapid and timely– the established timeframe should begin the process well in advance of the state and city budget request deadline and should be completed in a reasonable period of time
- Develops a clear picture of the future
- Be iterative and dynamic
- Be data driven
- Becomes the key decision-making and management process
- Continuously focuses the institution on making decisions and getting things done
- Includes an appropriate level of campus participation and buy-in
- Includes a feedback mechanism for improving the process and/or its communications strategy
- Determines how the resulting planning and budgeting process can be recreated at the campus level. Campus strategies and action plans should identify how each campus plans to support the CUNY vision and implement action plans within the distinct campus environments.
- Builds upon the efforts of central administration and the campuses
 - There is a wealth of knowledge and experience at the campuses related to campus planning that can help CUNY avoid common pitfalls and rise above unexpected hurdles.
 - Central Administration has begun several initiatives to improve the planning or budgeting processes that can provide CUNY with a place to start many of the activities within the planning and budgeting model (e.g., multi-year budget plan, performance-based budgeting allocation methodology, five-year campus academic plans).

The greatest risk in adopting a structural process of planning and budgeting is to become too focused on the process itself. The overriding principle throughout must be to establish strategic direction for the university.

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B. Strategic Planning

RECOMMENDATION 2. The strategic planning process that CUNY implements should address the underlying questions of mission and vision that have complicated the planning and resource allocation processes for the university and the campuses, and should guide the establishment of a new process model.

CUNY's strategic planning process needs to consider the following questions:

- What are and should be the roles of the different tiers of institutions that make up the university (e.g., senior, hybrid and community colleges)? How are they different and similar in purpose?
- Who are and should be CUNY's target student markets (e.g., non-traditional students, immigrant students, remedial students, advanced degree-seeking students)?
- What academic programs should CUNY focus on to meet the needs of its target markets? Should it concentrate on providing quality education for a common core or on promoting special programs (e.g., workforce improvement, specialty community programs, nationally recognized degree programs such as engineering and business) or both?
- What should be Central Administration's relationship with the Board of Trustees and the campuses (e.g., a small support organization for the campuses with minimal contact, a central organization for control and management of CUNY, a leader for strategic planning and campus collaboration)?
- What should be the Board's role and responsibility to the campuses and to government agencies?
- What should be CUNY's policy on campuses generating alternative revenue sources and will it support that policy? How does this policy impact the university's interest in promoting state and city financial support?
- How does CUNY plan to address the technology gap that exists within its academic programs and administrative processes?

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C. Implementation

RECOMMENDATION 3: CUNY should develop and submit a multi-year budget request that clearly demonstrates its ability to establish priorities and evaluate results.

- The university should develop a process that better maps university priorities to its budget request. The request to the state and city should incorporate its changing priorities and strategic plans, thereby reducing and ultimately eliminating dependence on formulas and incremental additions.
- Despite the annual funding model currently used by both state and city governments, CUNY should continue its efforts to gain multi-year funding commitments through the submission of a multi-year budget request, as it is currently doing for FY00.
 - The state's recent adoption of a multi-year capital budget reflects the value of planning and implementing over a several year time horizon.
 - While CUNY has effectively used lump sum appropriations in the past to secure new streams of government funding, these streams further complicate the allocation process and are more susceptible to cuts each year. CUNY should work to shift these lump sums into the base budget, thereby increasing campus flexibility as well as the potential of incorporating these funds into multi-year plans.
- The budget request should also include a strong evaluation component. Performance indicators should be defined with the campuses to measure the success of CUNY's strategic priorities and develop a methodology and timeline for analyzing and evaluating these indicators on an annual basis.
 - In order to build a strong case for funding, CUNY must clarify not only what its objectives are, but also how it will evaluate its success toward meeting these objectives.
 - By defining performance indicators by which the individual campuses and the university as a whole can be evaluated, CUNY will be demonstrating its accountability for the funds it receives from the government.
- CUNY should also demonstrate its proactive reallocation of resources, as well as its ability to generate supplemental revenues.
 - Further building its case for funding, CUNY must demonstrate its effective stewardship of public funds. CUNY should find ways to describe the methods it has used to reallocate its base budget to address its highest priorities, as well as the ways in which it has secured private contracts, public grants and donations in support of its strategy.

RECOMMENDATION 4: Central Administration should revise its allocation methodology so that it is based on the resource requirements established from strategic action plans, while incorporating the university's continuing obligations to meet ongoing instructional and operational priorities.

- Just as the budget request should be derived from action plans, the resource allocation process should also be based on these action plans.
 - The role of Central Administration should be to apply appropriated resources to campus action plans while ensuring that the university's contractual obligations are met.
 - As described in the Evaluation section of this report, once resources have been allocated, campus performance should also be measured based on performance indicators. This assessment of progress then becomes essential feedback for use in updating the next year's plan, as well as helping to determine how future resource allocations will be made.

- Any formulas used in the allocation process should be reviewed to ensure that they are supporting the goals of the university.
 - For example, the Instructional Staff Model, used to allocate adjunct faculty to programs based on student/faculty ratios, should be reviewed to ensure that it is appropriate and valid given current pedagogical approaches within the various disciplines.
 - While this review will encourage debate among campuses, it is essential to ensure that decisions are made with campus buy-in.

RECOMMENDATION 5: Information regarding budget allocations should be complete, clear and accessible to all campuses.

Central Administration's recent efforts to clarify the allocation process through open communication and clearer documentation should be continued:

- Policies and procedures used by Central Administration should be clearly described in a comprehensive document available to all campuses. This document should define all formulas and other methods used for allocation.
- Each year Central Administration should also publish a report that lays out the results of the allocation process. Where allocations are based on operating metrics or performance indicators, results from each campus should be made available in order to clarify the rationale behind awards and help campuses understand the factors driving allocation.
- Central Administration should create a mechanism for campus input into the allocation process. Campuses should play an active role in determining criteria for the awarding of discretionary funds and at a minimum should be informed in a timely fashion about any changes in policies, procedures and methodology.
 - Clear policies regarding the dispersion of discretionary reserves held at the beginning of the year by Central Administration for later distribution should be set so that campuses understand how and why these funds are distributed. If some of these funds are awarded based on performance or competitive proposals from the campuses, Central Administration should create guidelines with eligibility requirements and clear evaluation measurements.

RECOMMENDATION 6: The resource allocation process at each college should be based on the college's strategic goals and the action plans that have been created to support those goals.

- While the campuses currently exercise a wide range of methods for allocating dollars, with some keeping a great deal of central control and others relying on a much more decentralized process, every campus' overarching strategy and action plans should be developed with the participation of the campus departments.
 - Colleges should develop their strategic plans in concert with various levels of leadership among the campuses' key stakeholders.
 - Once the college's strategy and action plans are set, each department should create an annual action plan that ties its activities into the overall campus strategy. Performance indicators, most likely resembling those used to evaluate college success, should be incorporated into department action plans.

- Resources should be allocated across the college based on department action plans and overall campus strategy, while ensuring that contractual obligations are met.
 - Campus administration should award department allocation of PS (personnel) and OTPS (other than personnel services) dollars based on the action plans submitted by each department.
 - Flexible funds should also be distributed to support base budgets or allocated through an alternate methodology, depending on the campus' needs.

- All information regarding the budget allocation process should be complete, clear and accessible to the departments.
 - Just as the campuses seek more open communication from Central Administration, the departments need more information about the allocation process conducted by campus administration.
 - The policies and methodologies used to support action plans with funding must be clear to members of the campus community. The actual dollars allocated to each department should also be made available.
 - Policies regarding flexible funds and emergency reserves held centrally at the beginning of the year must also be clarified. Consequences for tapping into emergency reserves, as well as criteria for making decisions regarding the release of these funds later in the year, should also be established.

RECOMMENDATION 7: CUNY should manage the resource allocation process from an all funds perspective, rather than just considering its appropriated funds.

- The activities of the Research Foundation, private campus foundations and auxiliary operations should be better integrated into the university's strategic planning and operations.
 - Without considering the impact of these supplemental revenues on university operations, CUNY cannot complete comprehensive analyses of the impact of funding on the achievement of its mission.
 - To support a shift to "all funds" thinking, the university and the campuses must integrate these activities into its financial processes and systems.

- While Central Administration should lead the effort to shift the university to an "all funds" approach, Central Administration should not assume a greater degree of control over the colleges' supplemental revenue sources.
 - The current culture, which encourages colleges to hide information about supplemental funds to keep Central Administration from decreasing centrally-awarded funds, must be changed.
 - Central Administration must demonstrate to the colleges that an increased understanding of supplemental revenues will improve both CUNY's ability to generate such revenue, as well as ensure that it is dedicated to each college's most important priorities.

- CUNY should tighten the link between resource allocation and budget management. For example, CUNY should work toward shifting faculty lines that are permanently vacant into the categories in which these funds are actually expended. This will help CUNY to better analyze its sources and uses of funding to ensure that they have been allocated to meet the university's most important needs.

RECOMMENDATION 8: Central Administration should lead the effort to identify and implement alternative means for expanding funding support through improved funding and tuition policies and by encouraging and/or initiating the generation of new revenue streams, the reduction of costs and the reallocation of existing funds.

- The university should allocate all tuition revenues to the colleges that generate those revenues.
 - The best way to encourage campuses to increase tuition revenue is to ensure that campuses will receive the benefits of these increases. By providing a direct link between increases in regular, summer and continuing education offerings and increased revenue, Central Administration will allow colleges to respond more quickly and easily to new market opportunities.
 - Although Central Administration would no longer have the ability to reallocate tuition revenues, it would still retain the flexibility to adjust state and city appropriations to the campuses. Also, Central Administration may consider applying a moderate and clearly defined tax on tuition revenue, which would provide additional funds for Central Administration, without breaking the direct link between increases in campus enrollment and increases in tuition revenues.
- Central Administration should encourage colleges to seek out new sources of revenue by re-examining the current policies which govern revenue generation and the effect of those policies on college behavior, as well as by providing support services to facilitate college efforts.
 - Recent efforts to begin or expand private fund raising efforts should be stepped up at both the central and the campus level. In addition, policies should be instituted that reward rather than penalize campuses for generating private donations. This could take the form of a central fund that would provide some level of matching funds for each dollar generated by the campuses.
 - Campuses should be encouraged to take a closer look at auxiliary services; they should be reviewed both for potential revenue generating opportunities and potential service improvements. Also, sharing of some auxiliary services between campuses should be explored, and an analysis should be conducted to ensure that auxiliary services are fully costed and fees are set accordingly.
 - The university's efforts to secure grants and contracts, and the role of the Research Foundation in that process, should be re-examined to ensure that colleges are provided with both flexibility to respond to opportunities, as well as adequate support in securing and managing these funds.
 - CUNY should encourage colleges to explore opportunities for generating revenues through the sale of educational services or offering special programs that meet student demand, as long as they support the campuses' strategic goals.
- CUNY should continue to seek out opportunities for university-wide, as well as individual campus, cost reduction.
 - Central Administration should encourage administrative process assessment and redesign across the campuses to further improve process efficiency and enhance customer service.
 - Campuses should review budget lines that may be reallocated if cost savings opportunities are identified. For example, several campuses have already discovered that temporary staff and overtime costs could be reduced after reevaluating departmental needs.
 - There is a significant opportunity for CUNY to further consolidate major purchases, especially in areas that demand technical expertise such as technology equipment.

RECOMMENDATION 9: The university should develop a method for providing seed money to fund new initiatives and programs.

- In order to promote the development of new programs that respond to student needs or market opportunities, the university should provide start up funds to departments through a pool of dedicated funds available to all campuses.
 - These funds should be used to allow CUNY campuses to respond new market opportunities (e.g., classes that meet the increasing demand for continuing education of health care professionals).
 - There are many potential sources for funding the initial pool. Funds could be generated through the allocation of government appropriations, the raising of private funds or a “tax” on revenues raised by colleges.
 - The fund could award either grants or loans to applicants. The university might consider a venture capital model where the extent of return on each investment would be directly related to the success of the program.
 - All information regarding the program such as funds available and selection criteria should be widely available. Colleges should participate in the development of selection criteria, as well as the awarding of funds.

RECOMMENDATION 10: Central Administration should also take the lead in developing new ways for the university to manage resources more effectively.

- CUNY is not capitalizing on the significant opportunities that currently exist for greater resource sharing among campuses.
 - While close geographic proximity of campuses facilitates the sharing of some physical resources such as admissions and financial aid, recent advances in technology have further expanded CUNY’s opportunity to capitalize on its size and diversity.
 - CUNY should consider sharing services such as accounts payable and human resources, as well as specialized personnel such as faculty, technicians, technology instructors and support personnel.
 - Central Administration must also step up its efforts to encourage the sharing of best practices and information tools for functions such as the bursar’s office and student services.
- CUNY should also conduct a review of the breadth of programs provided across all campuses to determine whether programs provided in more than one location could benefit from further collaboration, shared resources, and program specialization.
 - Program replication is not necessarily program duplication. CUNY can already boast many examples of colleges that have combined the best aspects of two academic programs to capitalize on the strengths of separate institutions.
 - However, there might be other academic and community programs at CUNY that could be further strengthened through the sharing of faculty, administrative support, teaching materials and equipment.
 - Also, CUNY must examine the extent to which articulation agreements exist between campuses and determine what actions to take to ensure that students can move readily between CUNY campuses without the loss of course credit.

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D. Evaluation

Our recommendations in this section focus on the evaluation process and not on the definition of which performance indicators CUNY should create to evaluate the outcomes of its strategic plans.

RECOMMENDATION 11: CUNY should establish a system for evaluating the qualitative and quantitative results of individual programs or action plans established in its strategic plan with a feedback mechanism for informing and changing future planning and budgeting processes.

- The performance indicators used to evaluate the results of programs or action plans should be defined during the strategic planning process and communicated to all program managers or other personnel who will be held accountable for the results. Accountability can not be established unless individuals understand and agree upon the measures by which they will be evaluated.
- The system that CUNY establishes can be built upon the performance-based budgeting process begun by Central Administration with some participation from campus presidents. As CUNY builds upon this effort, it should consider the following:
 1. Involve more representatives from the campuses for defining the performance indicators.
 2. Identify the risks in creating common indicators for all of the campuses. Determine if distinct indicators need to be developed for the different levels of schools or unique campuses for specific programs or action plans (e.g., financial results, graduation or transfer rates, testing results).
 3. Define quantitative and qualitative measures as previously described in the planning and budgeting model (e.g., learning outcomes, program evaluations, alumni progress after graduation).
 4. Determine if it is necessary to phase in the evaluation phase of the planning and budgeting process and then set the timeline for implementation.
- The results of the evaluation process should feed back into the following fiscal year's planning and budgeting process to modify, if necessary, specific action plans or the reallocation of resources.
 - For example, if a program does not reach the level of performance expected (e.g., poor student academic results or an inefficient use of resources), a formal procedure should be established by the college to review the program and develop an alternative action plan.
 - Conversely, when a program exceeds performance expectations or a program manager has shown superior fiscal management capability, reward mechanisms should be available for program managers to bid to provide additional resources for expansion or improvement of the program. As discussed in the previous section, the funding for these mechanisms can come from centrally pooled funds that are set aside for reward distribution.

RECOMMENDATION 12: In addition, CUNY should improve its budget monitoring activities by clearly defining budget management policies, simplifying the paper-intensive processes and providing comprehensive budget information to facilitate effective management.

- CUNY should establish university-wide policies for effective fiscal management of budgeted funds.
 - Campuses should be given the responsibility, and accompanying accountability, to spend allocated and earned funds responsibly. CUNY should establish penalties for over-spending budgets (such as repayment in future fiscal years or plans to remedy the situation), as well as rewards for campuses that exercise good stewardship (such as special allocations from centrally pooled funds with defined measures for eligibility).
 - Accountability should also be extended within the campus organizations. Department heads should be expected to monitor their own budgets with similar consequences for overspending and rewards for effective management.

- However, before it can require budget accountability for program managers, CUNY needs to improve the financial management information provided to managers across each campus.
 - The campus finance offices should create comprehensive all-funds budget reports for department heads that include all revenue sources (government appropriations as well as campus generated revenue like grants and contracts, private giving, and special appropriations) and all departmental expenditures. These comprehensive reports will help educate these individuals on the linkages between their action plans and available resources.
 - CUNY should look to technology solutions to increase process automation and thus reduce the number of manual transactions and the level of paper utilized in the process, improve report functionality and increase accessibility and availability of management and/or statistical data. Integrated systems, ad hoc reporting functions and university-wide information can help transform individual departments from transaction-oriented functions to analysis and service-oriented centers.

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RECOMMENDATION 13: To improve the efficiency and effectiveness of the planning and budgeting model, CUNY needs to improve its technology infrastructure to automate the process, integrate with other administrative processes and provide better and more accessible management information.

- CUNY needs to develop a financial administrative system that will improve process efficiency through the automation of transactions and the integration of financial functions (e.g., purchasing, accounts payable, budget, payroll, bursar) across the campuses and enhance the availability and accessibility of management information.
- To determine whether existing technology or a new financial system is needed to deliver the administrative and managerial benefits mentioned above, CUNY should perform a review of its current systems at the campuses that addresses:
 - University and campus operating needs for improving process efficiency and enhancing customer service
 - University and campus management information needs for external reporting requirements and internal analysis. A good management information structure should be created to help administrators review program costs, performance indicator results and comparative campus data through established and ad hoc reporting capabilities and on-line review. The establishment of such a structure will often require a review of university and campus charts of accounts for commonality and account coding limitations that will hinder the accessibility of information.
 - The number and functionalities of the various shadow systems created at the campuses to meet specific needs. A listing and report on these systems will help the university determine whether certain in-house systems can meet all or most of the needs of the campuses and central administration through implementation and integration or if a new system will be required.
 - Integration issues related to the various functional systems (e.g., purchasing, accounts payable, budget, payroll, bursar)
 - Infrastructure compatibility across the campuses for implementing common systems
 - Resource requirements based on this initial assessment of existing systems and infrastructures
- CUNY should postpone further expenditures for campus-based systems development until an agreed upon information technology strategy has been developed and approved; due to the magnitude of anticipated technology expenditures over the next 5 to 10 years, the university cannot afford to make these expenditures in an ad hoc fashion.

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RECOMMENDATION 14: The Board of Trustees, the state, and the city should initiate a number of changes in structure, policies and procedures that enhance CUNY's potential to be both more effective in and accountable for its fiscal management.

The review and analysis of the resource allocation process revealed a number of opportunities whereby the multiple governance stakeholders for CUNY can work collectively and independently to enhance the effectiveness of university decision-making and accountability structures and processes. Whereas the major responsibility for implementation of the recommendations in this report falls to CUNY, changes in governance will accrue more rapidly from the support and action of the Mayor's Advisory Task Force.

Board of Trustees

- Initiate a joint Board of Trustee-CUNY Central Administration review of policies and guidelines for conducting business. Included in this review should be an assessment of matters requiring Board action and those that are brought to the Board for information
- Conduct a review of the Board's role as steward for the university in cooperation with the Governor and Mayor. The Board should be more involved in the evaluation phase of the planning and budgeting process, possibly by means of an annual report card from the university, that becomes the last step of review in the current fiscal year and the first step in planning for the following year.

State and City of New York

- Encourage effective strategic planning, budgeting, and resource utilization at CUNY by:
 - Exploring, within state constitutional capabilities and limitations, mechanisms for providing multi-year investments in university initiatives based on strategic plans established and submitted by CUNY.
 - Creating a performance-based component of the University's appropriation (e.g., 5 percent) that rewards (a) progress toward strategic priorities and (b) outcomes that reflect CUNY's mission
 - Funding strategic initiatives through the university's base appropriations, and eliminating, or at a minimum reducing, the use of "lump sum" appropriations
 - Review the policy of appropriating tuition as part of total appropriations to determine whether tuition should be collected directly by the campuses as an incentive to generate additional revenue, and if this is implemented, how appropriations will be calculated.
- Develop multi-year funding strategies for investing in technology at a rate expected to substantially exceed the current base operating support available to CUNY through appropriations and tuition income.
- Evaluate the effectiveness of the City University Tuition Reimbursement Account (CUTRA) and the Stabilization Account; revise to maximize strategic utilization of resources for university and campus priorities