
XII. Expenditures: Academic Mission

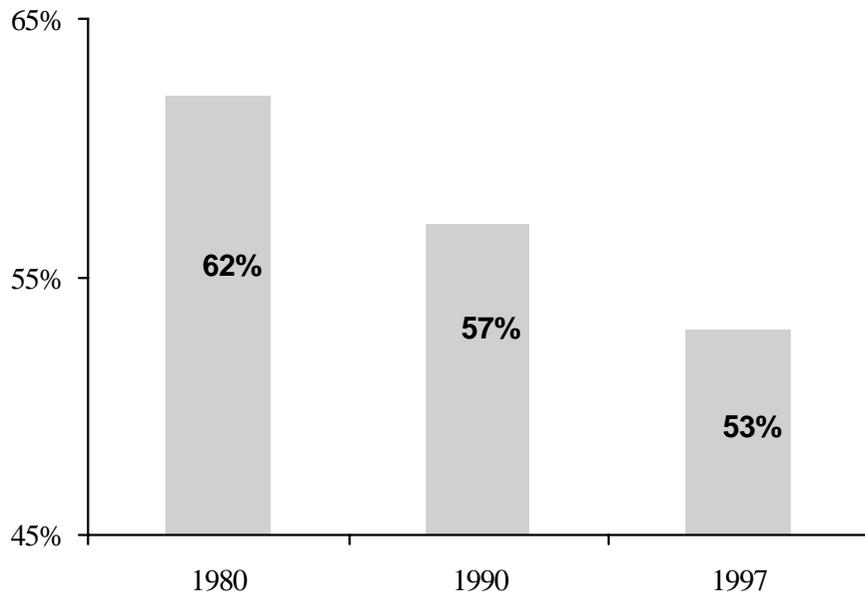
Though resources have shifted away from academic mission since 1980, CUNY's senior colleges still place a higher value on academic mission than their peers, as determined by the proportion of dollars allocated to that function.

Key Findings

- Since 1980, resources have shifted from academic mission to academic support and administration, and yet the proportion of resources CUNY dedicates to academic mission is still within range of its peers.
- In fact, the senior colleges consistently place a high emphasis on academic mission as evidenced by both the proportion of the total expenditures they allocate to academic mission, as well as by the portion of their staff comprised by faculty.
- However, even with this high emphasis, the actual academic mission expenditures per FTE fall consistently below the remainder of senior college peers.
- The community colleges are far less consistent, so no general conclusion can be made about their relative position with regard to mission emphasis or spending per student.

Resources dedicated to the university's academic mission have been slowly decreasing over the past 17 years.

Figure 42
Change in Academic Mission Expenditures as a Percentage of Total Expenditures* 1980,1990,1997



Source:CUNY

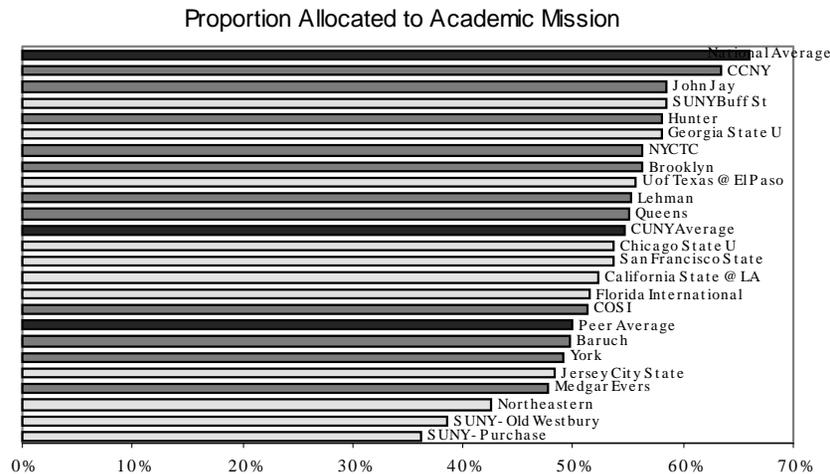
- CUNY allocated 62% of its total resources to academic mission in FY80, decreasing to 53%* of total expenditures in 1997 (Figure 42).

*These percentages include central administration, whose costs have been categorized into the categories corresponding to academic mission, academic support and administration. Note that the graphic on page 82 was intended to illustrate the expenditures at the college-level, and so categorized central administration spending differently. Thus the percentage distributions for that graphic are different from those of the remainder in the report.

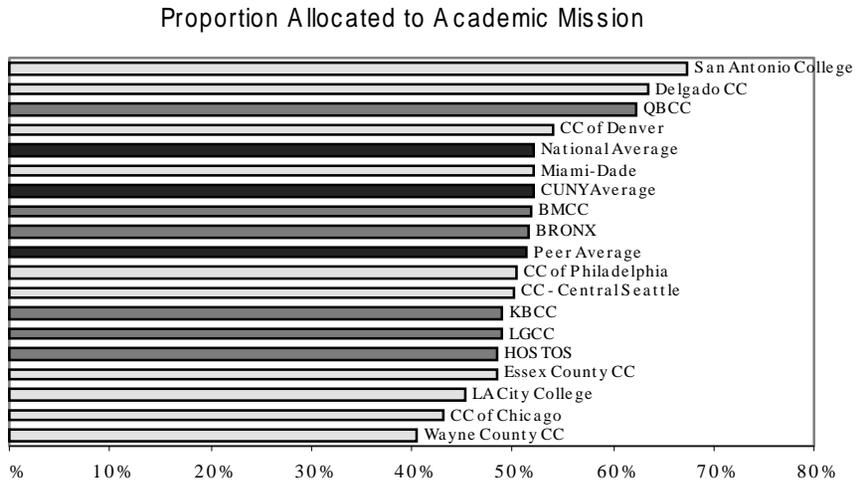
Though the trend has been toward shifting resources away from the academic mission, the senior colleges are still dedicating a significantly higher proportion of their resources to academic mission than are their peers (see Figure 43).

- Many senior peers dedicate 10% or more to research, while CUNY seniors only dedicate an average of 1%, indicating CUNY's much higher proportion of resources focused on instruction (see Appendix D).
- On the whole, the community colleges do not fare as well compared to their peers. Over half of the CUNY community colleges dedicate less than 50% of total resources to academic mission, while the majority of peers dedicate more than 50% (see Appendix E).

**Figure 43
Senior Colleges**



**Figure 44
Community Colleges**



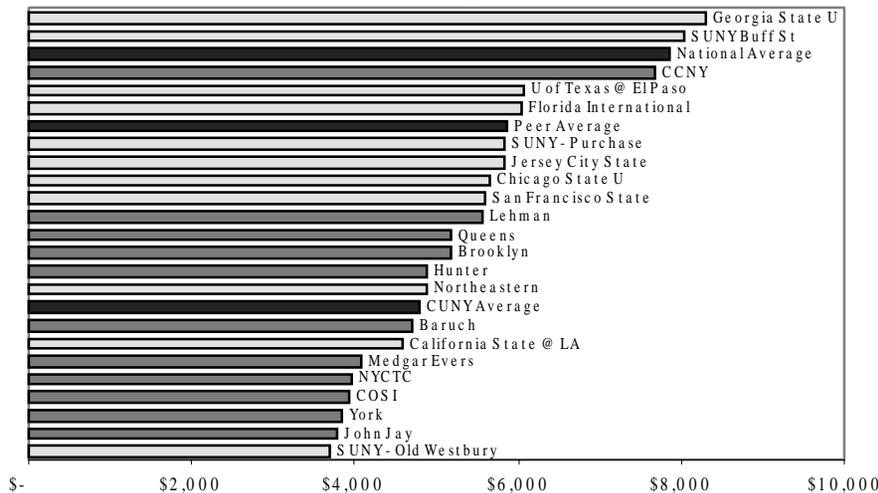
Source: IPEDS 1997 Data

While senior colleges expend a greater percentage of their overall resources to the academic mission, their expenditures per FTE on academic mission fall consistently short of their peers (see Figure 45).

- On average, CUNY's peers spend \$5,865 per FTE on academic expenditures, while CUNY's senior colleges expend only \$4,798 per student. Though they allocate a greater proportion of their resources to academic mission, the emphasis cannot compensate for the lack of available resources (see Appendix D).
- The CUNY community colleges per FTE expenditures for academic mission are far less consistent. The high expenditures per student at QBCC can be explained by lower administrative costs due to streamlined personnel costs, while high per FTE expenditures at Hostos can be explained by its small enrollment (see Figure 46 and Appendix E).

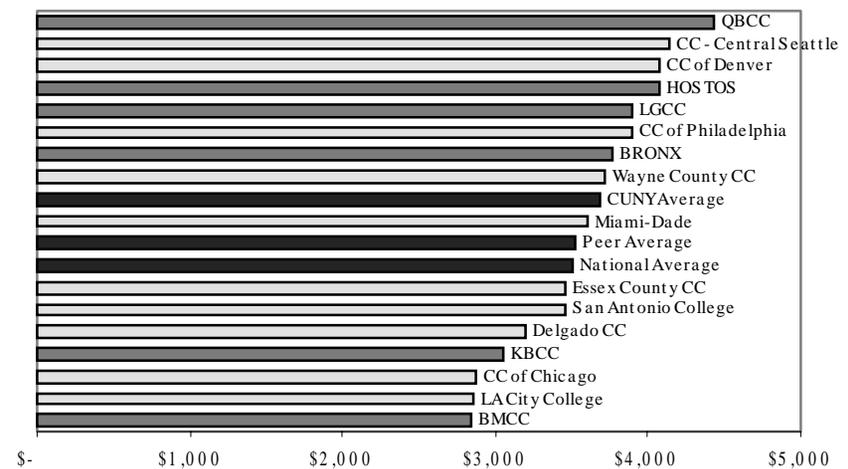
**Figure 45
Senior Colleges**

Academic Spending per Student



**Figure 46
Community Colleges**

Academic Spending per Student



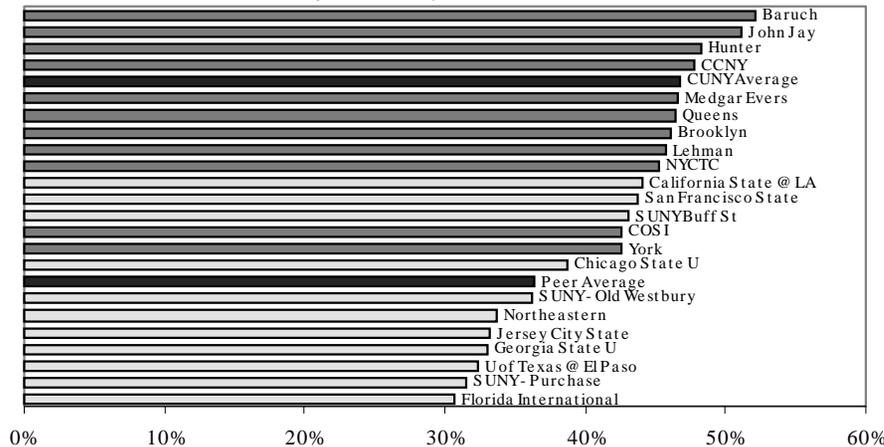
Source: IPEDS 1997 Data

The high proportion of total staff comprised by faculty at CUNY's senior colleges reiterates its emphasis on academic mission, whereas this proportion falls at or below the peer average for all CUNY community colleges except BMCC (see Figures 47 and 48).

- Given the low spending per student on academic mission at CUNY's senior colleges, its high percentage of faculty seems exceptional, though clearly consistent with the emphasis placed on academic mission.
- While community colleges fall somewhat lower than peers on academic mission expenditures, they are significantly lower than peers on faculty as a proportion of total staff.

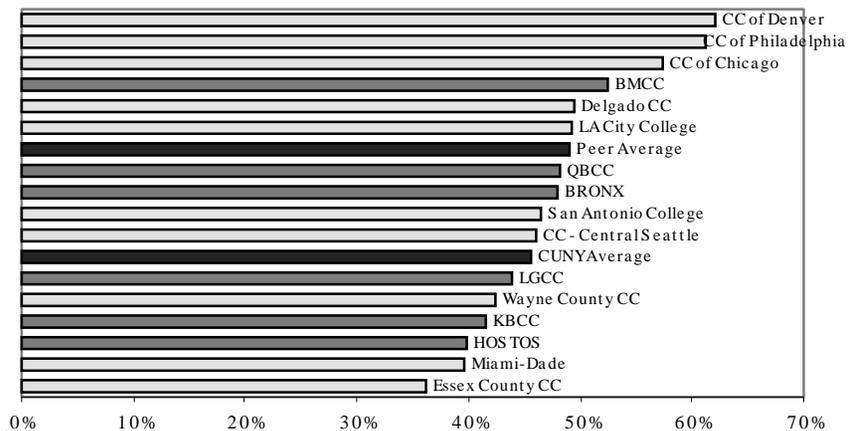
**Figure 47
Senior Colleges**

Faculty as a Proportion of Total Staff



**Figure 48
Community Colleges**

Faculty as a Proportion of Total Staff



Source: IPEDS 1997 Data