

FACULTY SENATE MINUTES #132

John Jay College of Criminal Justice

December 8, 1995

9:30 AM

Room 630 T

Present (29): Yahya Affinnih, Arvind Agarwal, Luis Barrios, Michael Blitz, Edward Davenport, Jane Davenport, Janice Dunham, Arlene Geiger, Elisabeth Gitter, Amy Green, Elizabeth Hegeman, Zelma Henriques, Karen Kaplowitz, Sandra Lanzzone, Gavin Lewis, Tom Litwack, James Malone, Mary Ann McClure, Robert McCrie, Ruth O'Brien, Daqoberto Orrantia, Daniel Pinello, Chris Rashbaum, Marilyn Rubin, Frederik Rusch, Carmen Solis, Davidson Umeh, Maurice Vodounon, Agnes Wieschenberg

Absent (9): Peter DeForest, Robert DeLucia, P. J. Gibson, Lou Guinta, Lee Jenkins, Andrew Karmen, Kwando Kinshasa, Henry Morse, Daniel Yalisove

Guests: Chevy Alford (SEEK), Ned Benton (Chair, Budget Planning Committee/Chair, Public Management Department), Robert Crozier (Chair, English Department), John Donaruma (Communication Skills), Nydia Flores (Director, ESL Center), Gerald Markowitz (Chair, Thematic Studies Department), Robert Panzarella (Law, Police Science, & CJ Administration), Chris Suggs (English), Harold Sullivan (Chair, Council of Chairs/Chair, Government Department), Larry Sullivan (Chief Librarian)

Invited Guests: Vice Chancellor for Academic Affairs Richard M. Freeland, New York State Senator Catherine M. Abate

AGENDA

1. Announcements from the chair
2. Approval of Minutes #131 of the November 21 meeting
3. Review of Academic Program Planning and Budget issues in preparation for meeting with Vice Chancellor Richard M. Freeland
4. Invited Guest: Vice Chancellor for Academic Affairs Richard M. Freeland
5. Issues of recruitment and retention of in-service students
6. Discussion of the agenda of the December 14 College Council meeting
7. Proposed endorsement of the Resolution of the CUNY Librarians
8. Invited Guest: New York State Senator Catherine M. Abate

1. Announcements from the chair

The Senate's unanimous support at our last meeting for continuing the tradition of elected rather than appointed department chairs was confirmed by a unanimous vote of the University Faculty Senate on November 28.

Senator Amy Green (Speech & Theater) was congratulated on the tremendous success of De Donde, which she directed and on the excellent performance of the students who acted it in, and on the wonderful staging and direction. The Senate applauded their colleague. Senator Green said she was gratified that so many faculty brought and sent students to see the play and that more than 600 people attended the four performances.

President Kaplowitz reported that subsequent to the discussion at the last Senate meeting with Professor Haig Bohigian, Chair of John Jay's chapter of the Professional Staff Congress (PSC) about Senator Tom Litwack's April 25, 1995, letter asking the position of the PSC on retrenchments when some colleges have funded vacant lines, Professor Bohigian conveyed a request to Senator Litwack and to her from PSC President Irwin Polishook that the two meet with Dr. Polishook. President Kaplowitz said this was in response to the Senate's motion that an answer to Senator Litwack's letter be sent to Senator Litwack in writing, by either Professor Bohigian on behalf of the PSC or by the leadership of the PSC, by January 31, 1996. She said that she and Senator Litwack have, of course, agreed to meet with Dr. Polishook and that a meeting is being scheduled to take place prior to the January 31 due date for the letter.

2. Approval of Minutes #131 of the November 21, 1995, meeting

Minutes #131 of the November 21, 1995, meeting were approved by a motion duly made and carried.

3. Review of Academic Program Planning and budget issues in preparation for the Senate's meeting with Vice Chancellor Richard M. Freeland later today [Attachment A1 - A9, B, C, D]

President Kaplowitz welcomed Professor Ned Benton, the Chair of the Department of Public Management, who is also the chair of the Budget Planning Committee.

Professor Benton said that he has tried to set a background for the discussions we will have with Vice Chancellor Freeland later today. He said he would like to reduce the whole discussion to three points. The first point is that he would like the Vice Chancellor to recognize more fully that as we enter the retrenchment and academic program planning exercise we need to consider that each campus arrives at the exercise in very different conditions. Second, as we engage in the exercise, some colleges are closer to the end state that he thinks the Vice Chancellor is trying to get us to than are others and that fact needs to be recognized. And, finally, as the Vice Chancellor undertakes his own academic program planning responsibilities, the results should be more fair than the most recent results were.

Professor Benton distributed 8 charts which he prepared for today's meeting with Vice Chancellor Freeland [Attachment A] and explained that the charts are organized around those three themes. The first charts demonstrate the fact that the colleges come to the retrenchment and academic program planning situation in very different conditions. The first chart [Attachment A-1] shows the growth in student FTE enrollment at the senior colleges from 1992 to 1995: he said that he double checked the data because of the dramatic nature of the figures. He noted that at a number of colleges enrollment has decreased. Many people at John Jay assumed that every college was experiencing enrollment increases and that John Jay was simply experiencing a more pronounced enrollment increase but, in fact, a number of colleges have had declining enrollment.

Furthermore, the chart shows clearly that John Jay is the number one growth college among the CUNY senior colleges.

The next table [Attachment A-2] shows the teaching and non-teaching lines per thousand FTE students. Professor Benton explained that he divided the number of lines that each college has by the number of thousands of student FTEs that each college has. The first bar for each college is the number of teaching faculty divided by its thousands of student FTEs and, so, it is a relative comparison and shows, in effect, that John Jay's ratio of faculty to students is lower than that of any other senior college. John Jay's ratio of faculty to students is not only the lowest in CUNY but the ratios of other colleges are as much as 50 percent higher than ours. The non-teaching lines are represented by the second bar which shows that there is also a shortage of non-teaching lines at John Jay, which is not something that can be solved by simply asking part of the John Jay community to "eat" the resources of some other part of the John Jay community: the entire College has a shortfall of lines.

President Kaplowitz explained that the term 'FTE' is an abbreviation of Full-Time Equivalent. The number of FTE students is determined by dividing the number of credits all the students at a college are registered for during a given semester and then dividing that number by 15 (credits). The resulting figure is the number of FTE students at that college that semester. The number with which one divides is 15 (credits) even though a student need take only 12 credits to be classified as a full-time student. The purpose of using FTEs rather than headcount in comparing colleges is that some students take 3 credits and others take 18 credits and so the headcount number, although important for some issues, is not the important number for the issues Professor Benton is analyzing.

Professor Benton explained that the next table [Attachment A-3] shows the number of vacant funded positions at CUNY during FY 1994-95, ranging from 90 vacant funded lines at Brooklyn College to fewer than 10 at John Jay. Professor Benton noted that he was able to provide this chart because of the work that Professor Kaplowitz did with regard to funded vacant lines in arguing the case for Base Level Equity at the University Faculty Senate (UFS) Executive Committee, on which she serves, and at the UFS Budget Advisory Committee, on which both he and Professor Kaplowitz serve. He said that most people react to the fact of vacant lines by saying that such lines are not funded but, he said, Professor Kaplowitz's documents, which include New York State tax documents, show that at CUNY vacant lines are funded at 82% of their average salary worth.

President Kaplowitz explained that the vacant lines are in the base budget of each college and most of the budget allocation is for salaries (either 100% of the salaries for filled lines or 82% of the salary dollars for vacant lines). Professor Benton agreed and said that this is why, as we enter the retrenchment and academic program planning initiative, different colleges come to the process with different kinds of resources.

Senator Gavin Lewis asked if Professor Benton is saying that colleges can use the money for funded vacant lines in any way they want. Professor Benton said that is correct. President Kaplowitz explained that Brooklyn College has almost 100 vacant lines (the number 100 is being used for purposes of easy arithmetic): the vacant lines are funded at 82% of \$60,000 which means that Brooklyn receives \$50,000 funding for each vacant line. She explained that some vacant lines are funded at 100% of their worth but to be scrupulously fair she will use the 82% figure (no vacant line is funded at less than 82%). That means that the (approximately) 100 vacant lines generate \$5 million (100 x \$50,000 = \$5 million) each year. The college could choose to fill some or all of the lines but if it chooses to leave the lines unfilled, if it chooses to not hire people on those lines, it has \$5 million to spend as it wishes. She noted that the

faculty at one of the senior colleges have filed a grievance with the PSC against the Board of Trustees' resolution of June 26 requiring faculty to teach the contractual 21 hours a year and their grievance is based on "past practices" since the faculty of that college heretofore have not taught the contractual load. The money from funded vacant lines, can provide money to hire adjuncts so that faculty can have released time (this money for adjuncts is in addition to any "lump sum" allocation for adjuncts that 80th Street provides colleges which need to hire adjuncts to cover course sections).

Senator Davidson Umeh asked how the huge discrepancies between campuses came to exist. Professor Benton said that is exactly what we are going to speak to Vice Chancellor Freeland about but that the answer basically is that the funding discrepancy has been growing for a long time as a function of history, with the older colleges having more resources and the newer colleges having fewer.

Senator Umeh asked whether the other colleges have different union contracts and different requirements in terms of the number of hours required of the faculty. President Kaplowitz explained that all the colleges listed on the charts are senior colleges and all are bound by the same union contract (although at NYC Technical College the contractual teaching load is 24 hours a year, not 21 hours, because it was once a community college and upon changing to senior college status the previous 27 hour load was changed to 24 hours). She explained that other college faculty who receive released time are regularly listed as complying with the 21 hour contractual load but that they get released time for research or for advisement or for similar activities. She said at John Jay the faculty have always met the contractual 21 hours by actually teaching 21 hours a year and that the reason we have so many adjuncts is not because we give faculty released time but because we have so few faculty in relation to the number of our FTEs. Other colleges say that they have a high number of adjuncts but they choose to give released time to full-time faculty and thus their reliance on adjuncts is caused by circumstances different from John Jay's. Professor Benton agreed that is where the \$5 million or some of it goes: it can be used to hire adjuncts so full-time faculty can have released time.

Professor Kaplowitz said the money from vacant funded lines can also be used for computers for students, for tutoring for students. She said our retention and graduation rates are not looked upon very favorably at 80th Street and our response has to be -- and was central to our argument for equitable funding -- that we have to be given the money to provide support services for our students. She said this is especially relevant with the "rising junior" exam looming on the near horizon which Vice Chancellor Freeland and Vice Chancellor Nunez are developing and which students will have to pass in order to go from the sophomore to junior year: this test is envisioned as one that will require students to write analytic essays about groups of fairly lengthy texts. Our students will be at an unfair advantage since the same test will be used at all senior colleges. This was the argument of the Senate, which Senator Litwack and she worked on, for what has been come to be called Base Level Equity.

She offered background. In December 1993, the Senate invited Vice Chancellor Rothbard, the Vice Chancellor for Budget, and the Senate asked Vice Chancellor Rothbard to explain why Lehman, which has the same number of FTEs as John Jay, has a \$40 million annual budget while John Jay has a \$30 million budget: what is the justification, we asked, for a college to receive a third larger budget when the number of student FTEs is the same. Senator Lewis said he remembered that the Vice Chancellor spoke about the fact that Lehman has extensive grounds that have to be taken care of. President Kaplowitz noted that Senator Litwack then responded that B&G (Buildings & Grounds) could not cost \$10 million a year. After three

hours of discussion, Senator Litwack asked the Vice Chancellor to provide us with a written justification for the funding difference. Vice Chancellor Rothbard did send that to us. Then Senator Litwack did an analysis and she and Senator Litwack wrote a number of letters to Vice Chancellor Rothbard showing that only \$4 million of the \$10 million difference is justified and that \$6 million annually is not. She and Senator Litwack wrote many letters, she testified at Board of Trustees' public hearings, and Vice Chancellor Rothbard in August 1994 announced Base Level Equity whereby vacant funded lines are redistributed from colleges like Brooklyn to colleges like John Jay. The latest document, issued in October 1995, shows that John Jay is to get 64 funded faculty lines over time, in a phased-in schedule (see Attachment C of Minutes #131 of the November 21, 1995 Senate meeting).

In the meantime, Vice Chancellor Freeland established a fund that he allocates and that fund, which now equals \$14 million, is allocated by Dr. Freeland for Academic Program Planning. Based on the quality of each college's academic program planning document and activities, Vice Chancellor Freeland allocates differing amounts of money to each college to enable those plans to be implemented. These plans involve decisions about what majors and programs and departments should be closed or created or strengthened. This year John Jay was allocated the smallest portion of the \$3 million pot for the senior colleges: we received only \$70,000 [Attachment B]. What became clear in the meeting with Vice Chancellor Freeland and with his Dean of Academic Program Planning Anne Martin, a month ago on November 8 with faculty involved in academic program planning is that John Jay was punished for not having retrenched last year: retrenchment was defined as a method, a necessary method given the budget situation, for academic program planning. Provost Basil Wilson came to the same conclusion and told the Senate [see Senate Minutes #130] that John Jay had been punished for not having retrenched [Attachment C].

Senator Pinello said that all the other colleges chose to retrench despite the fact that they have funded vacant lines that they could have given up instead of firing actual people. Senator Litwack said that is a very important point. He noted that Vice Chancellor Freeland said at the meeting a month ago that the other colleges had to retrench and asked why John Jay did not have to. Senator Litwack explained that before he was able to respond to the question, Vice Chancellor Freeland had to leave but that he did have the opportunity to say to Dean Martin that the other colleges had funded vacant lines and, therefore, they did not have to retrench but rather chose to retrench. Senator Litwack said that Dean Martin did not disagree but Vice Chancellor Freeland was not there to hear the statement. So it is very important that we say that to him today.

Senator Green whether the colleges dropped vacant lines and called that retrenchment or whether he is saying that the opposite happened. Senator Litwack said that the opposite is true: colleges could have met the budget cuts by giving up funded vacant lines but instead chose to fire actual people.

Professor Benton explained that the next table [Attachment A-4] makes this clear: there are three bars for each senior college: the first bar is the instructional staffing number. The ISM -- Instructional Staffing Model -- is the number of faculty that a college needs relative to the ISM which is a spreadsheet within the CUNY budget and is the benchmark for Base Level Equity: the idea of Base Level Equity is that every college should be equally advantaged or equally disadvantaged relative to the ISM and so some colleges need lines -- John Jay needs the most lines to come up to Base Level Equity, and other colleges have negative needs for lines in order to achieve Base Level Equity.

Senator Litwack explained that the ISM is the Instructional Staffing

Model: it is a formula that determines how much teaching power a college should have, given the academic programs the college offers. For example, some colleges have nursing programs and nursing requires a higher faculty/student ratio than, for example, a history major. Based on this faculty staffing model, some colleges with the same number of student FTEs would deserve more full-time faculty because they have certain programs that require more intensive faculty/student ratios. There is an argument that the model should be reviewed and recalculated in light of changes in programs and the way they are taught and so forth and we do not know if a revised model would hurt us or help us, but there is a current model in place and that is the one that was used to determine Base Level Equity lines. So the ISM determines how much teaching power each college should have, given the nature of the programs offered at each college. And so even if Lehman has the same number of FTEs as John Jay, Lehman might need more full-time faculty because of its programs. And, thus, Base Level Equity takes into account the ISM.

Senator Litwack explained that what Professor Benton's chart [Attachment A-4] shows is the number of full-time lines John Jay should be getting to achieve Base Level Equity even given the differences that do and should exist based on the ISM. The chart shows how many full-time faculty are needed by John Jay and by other colleges to achieve Base Level Equity and the chart also shows how many full-time lines the more fiscally advantaged colleges would have to lose to bring them to Base Level Equity. Professor Kaplowitz said that the 64 faculty lines John Jay should get to achieve Base Level Equity is clearly seen on the chart.

Professor Benton explained that the other two bars show the number of retirements last year and the number of retrenchments each year at each college. The point, he said, is that, generally speaking, the colleges that retrenched last year tended to be the colleges that could retrench, on the basis of the ISM. Actually, if we look at the vacant funded lines, some of the colleges that retrenched many people are colleges that also had vacant funded lines. But the colleges that did not retrench or which had virtually no retrenchments, with the exception of Brooklyn, are the colleges that need the lines the most and, therefore, those colleges behaved responsibly relative to retrenchment; the colleges that should retrench did and the one that has the most justification for not retrenching did not retrench, which is John Jay.

Senator Geiger asked if there is a chart that reflects teaching power: not full-time faculty but all faculty. Professor Benton said the ISM reflects the relative magnitude of ISM; it reflects the overall workload since there is an equal proportion applied to the percentage of full-time and the percentage of adjunct faculty. So if one is looking for a Proxy for college workload, ISM is probably the best proxy. Senator Geiger said she is asking something different: she is looking for the ratio of faculty, including both adjunct and full-time faculty, per student. Senator Litwack said there is equality on paper in that regard although not in reality: there is equality on paper because the University has a formula for allocating the adjunct budget, which is a separate budget, in the form of a lump sum, and that adjunct budget is allocated so as to take into account the differences in full-time faculty. Therefore, we get a much higher adjunct budget, that is, a much larger lump sum budget, than Brooklyn, and so on a superficial level we come out the same although the average class size here is higher than at other colleges.

But, Senator Litwack added, it really is not the same because a college that has a funded vacant line worth \$60,000 can hire almost 30 adjunct faculty with the money for that one line. If we at John Jay were one faculty member underfunded, we would get lump sum adjunct money to hire 7 adjuncts (because 7 is the number of courses that a full-time faculty member is contractually required to teach each year (21 [hours]

divided by 3 [credits]). Because we don't have the vacant line we get money to hire 7 adjuncts, but a college with a vacant line can hire 30 adjuncts and so, in fact, the colleges that have funded vacant lines can have much smaller class sizes than we do.

Senator Geiger said that the fact that adjuncts are not compensated for office hours needs to be seriously addressed. She said adjuncts teach more than half of the course sections and are members of the faculty. Senator Litwack said that the point of these charts is that colleges with vacant funded lines have the money to pay adjuncts for office hours and we at John Jay do not have the money to do this. President Kaplowitz explained that Brooklyn College, for example, could use part of its \$5 million from vacant funded lines to pay adjuncts for office hours: she said that this money is really discretionary tax levy dollars provided by the State.

But, President Kaplowitz said, John Jay does not receive any such discretionary tax levy money and we are arguing that we should be funded more equitably and when we are we can then make the internal decision as to how to spend that money, just as Brooklyn can internally decide how to spend its discretionary tax levy money. If we received the 64 faculty lines we should have, based on Base Level Equity, then we could decide to leave some of the lines empty in order to pay adjuncts for office hours and we could also use the money to pay adjuncts at a higher hourly rate than we do now. Senator Litwack agreed, saying we could decide to hire more adjuncts and pay them better, if we had the lines we should have.

Senator Geiger asked for a position of solidarity that includes the needs of adjunct faculty in terms of workload compensation. President Kaplowitz recommended we focus not on the needs or wishes of the faculty (full-time or adjunct) but on the needs of our students. We need to focus on our educational mission when speaking to Vice Chancellor Freeland just as we did with Vice Chancellor Rothbard two years earlier. What we said to Vice Chancellor Rothbard when he was at the Senate and what we repeated over and over in the Senate's letters to the Chancellory which she and Senator Litwack wrote was that when a student enters John Jay College he or she should have the same opportunity for academic success as a student who walks into Brooklyn or into City or into Queens.

President Kaplowitz said we must focus on the harm that is being done to our students, students who are paying the same tuition as students who attend the other colleges and who do not know that by choosing John Jay they are choosing a college where they have less chance for success because there are not the same availability of books in the library, there are not computers for them to learn on or use, there are not the tutoring and other support services: this is a moral argument and, indeed, potentially a legal argument that 80th Street cannot easily refute.

President Kaplowitz explained that this was why we were successful in having Base Level Equity created: we publicly raised at our Senate meeting the fact of this inequitable treatment by 80th Street and its impact on the students (not on the faculty) at the senior colleges. We never said or even suggested that we should have released time, we never complained that we teach a heavier load than the faculty at other colleges, we never argued anything about the unfairness to the faculty nor should we have. She said that in our meeting with Vice Chancellor Freeland we should not in any way imply that the faculty are being hurt or that we are doing this for the faculty and, she said, she is using the term "faculty" to mean all faculty, full-time and adjunct. She said that she is saying this not only because it is politically the wisest course but because morally and ethically it is for our students that we should be getting equitable funding and that the benefit to faculty will arise from having more satisfaction as we teach students who do better and succeed at a better

rate: this will improve the experience of the faculty by making our teaching more successful.

Senator Gitter said she wants to underscore this. She reported that Professor Dennis Sherman (TSP/History) attended a meeting with other CUNY faculty called by Vice Chancellor Freeland and Professor Sherman said it had been amazing to him that faculty from other colleges kept complaining that their teaching overloads had been eliminated by the Board of Trustees in June -- this was one of the 37 policy resolutions that the Board approved -- and Vice Chancellor Freeland kept looking more and more quizzical. An overload, she explained, is when a faculty member chooses to earn extra money by teaching an extra course, for which faculty are paid at the adjunct teaching rate. Senator Gitter reported that Professor Sherman said that finally Vice Chancellor Freeland noted that it is going to be very difficult for him to make the case that CUNY should not increase faculty productivity, meaning faculty workload, if faculty are complaining about no longer being permitted to teach overloads. The point, she said, is that we should make only disinterested arguments.

Senator O'Brien asked how we can learn more about the grievance filed by faculty at the other senior college regarding released time. President Kaplowitz said our Chapter Chair, Professor Haig Bohigian, or PSC President Irwin Polishook are the ones to ask, but that we should not raise any union issues with Vice Chancellor Freeland. Senator Gitter agreed, saying we should not raise any issues having to do with released time or with office hours. President Kaplowitz said we should only raise issues related to the impact of John Jay's budget allocation on our students, on our ability to offer excellent majors and programs, on our ability to offer a full range of upper level courses, and our ability to provide academic support services to our students.

Senator Affinnih said he agrees that our argument must be that our students are paying the same amount of tuition as at other campuses but are receiving less in the way of resources such as VCRs, computers, library books, and so on.

Professor Benton explained that his chart on undergraduate programs [Attachment A-5] shows that John Jay has the next to the lowest number of undergraduate programs in the University and almost the lowest number of programs per FTE. Thus, if Vice Chancellor Freeland wants campuses to move toward having a lower number of programs, we are already at that place so it does not make sense to ask us to further reduce programs. Senator Litwack said in his opinion this is the most important of the charts. Then Professor Benton explained that his next chart [Attachment A-6] shows that our entire graduate program comprises only 6% of our course sections, so if we closed one of our graduate programs, as the Vice Chancellor seems to want, this would not save us any significant amount of money.

Professor Benton said 250 sections cost around \$600,000 which does not get close to what 80th Street would be expecting us to do in terms of retrenchment to save any significant amount of money. Senator Litwack said in this regard we have to take a much more aggressive stance which is as follows: if the goal of academic program planning is to winnow a college's programs down to only those programs that are most important and most unique to the mission of that college then we already fully accomplished this -- in 1976 -- because we have no extraneous or non-unique programs and, therefore, without doing anything we should be fully rewarded for academic program planning for the programs we already have: that has to be our tactic because it is true.

Senator Agnes Wieschenberg said that she is afraid that because we are a senior college we will be expected to make significant cuts in our preparatory, that is our remedial and developmental, programs. Ten



percent of our sections are preparatory courses: what should be our tactic about this? Vice President Blitz said all the talk in the media and by politicians about cutting preparatory courses in the senior colleges makes it seem that is all CUNY does but the total is only 10% here and any cuts will not save very much money: it is a very small part of our budget.

Professor Benton said that if we were to follow this notion of specialized or unique programs then we should follow Professor Litwack's approach. But if one were to do that, our students will still have to be taking all the other general education courses. Unless we are going to say that our students will specialize in computer information systems and do not have to learn how to write or to know other things then we have to offer all the range of college courses. Our academic program is driven by the needs of our students and there is no reasonable basis for saying that one skill or body of knowledge is less important than another.

Senator Orrantia said he thought if the Vice Chancellor looked at our charts he would have to say we are right but that there is always a lag in the budget and 80th Street recognizes this inequality and is working on it. But he said his fear is that while saying that nothing will, in fact, change. President Kaplowitz said that her fear is that he will not acknowledge the inequity and instead will say again what he said at that November 8 meeting: he will say that instead of doing planning, John Jay made an across the board cut rather than identifying the three or five programs that are excellent or could be excellent and then putting the College's resources into those programs either by giving no new lines to other departments or by retrenching from those other departments and using those now empty lines to hire faculty for the programs identified as excellent or as targeted for excellence. But right now, he will say, all we are doing is letting all of our unique majors (unique to CUNY) get so watered down and so weakened that we will have no programs of excellence and that that is not planning. She said we have to say that he has to provide funding so we can hire faculty in all our programs because all our majors are interdisciplinary, we are meeting the CUNY mission of access and excellence, our associate degree programs are also unique to CUNY and, therefore, we have to be an open access college -- separate from our philosophy about access -- and we want to do planning but we need to have more academic program planning dollars, not fewer: that he has to give us the funds and the lines to do this.

Professor Benton said that the point we have to make -- and the chart showing the number of course sections by level [Attachment A-6] is the foundation for this issue -- is that we cannot have an excellent criminal justice major, we cannot have an excellent public administration major, we cannot have an excellent forensic psychology major if we kill and make mediocre our general education program. He said he would rule out the general education area as a possible place to retrench because our students have to learn to write, read, and think critically. Once one rules out everything that is general education and preparatory, then we are into the 40% slice, but how does one hold enrollment constant and prioritize certain programs and save money by doing this?

Professor Benton explained that the last two charts showing the allocation of Academic Program Planning (APP) funds illustrate his third point. The next chart [Attachment A-7] compares APP dollars to the amount of teaching done in terms of the ISM: in other words, it shows the ISM percent compared to the APP percent. The ISM percent is the percentage of the work of CUNY at each upper level college. The ISM is the Instructional Staff Model: it is the number of the professors we ought to have, based upon a standard criterion applied to each campus based upon the courses and programs each has. And so, Baruch's first bar shows that Baruch has about 10 percent of the senior college workload as measured in ISM; the

second bar shows the percentage of the APP money that Vice Chancellor Freeland gave Baruch and so it shows that even though Baruch has 10 percent of the work Baruch gets almost 20 percent of the money. This is the money that Vice Chancellor Freeland has discretion over.

President Kaplowitz noted that Baruch also benefited quite a lot from Base Level Equity and so any suggestion that colleges that did well in terms of Base Level Equity (and John Jay did the best) did not do well in terms of APP is shown by this chart to not be necessarily true.

Professor Benton said that the chart shows clearly that the Academic Program Planning allocations are not at all related to workload. He suggested that the APP allocations are really about retrenchment and about closing of programs.

Professor Benton explained that for the last chart [Attachment A-8] he computed the ratio of each bar on the previous table: in other words, this is the ratio of workload to Academic Program Planning allocations. And so it shows which campus received more or less money relative to their workload, as measured in ISM, and it shows that if one compares the percentage of the work and the percentage of the APP dollars, John Jay did the least well in the last cycle of academic program planning.

He said his statement to Vice Chancellor Freeland is two-fold with respect to this. First, he would like the Vice Chancellor to withdraw from the budget business altogether because he is mixing apples and oranges. But if he is going to be involved in the budget, if he feels academic Program planning has to drive a certain amount of money, he needs to take into consideration the fact that some of the colleges are entering the academic program planning arena in a very, very disadvantaged situation. And, second, that his allocation this year made the situation worse, it made the situation more difficult for John Jay; it did not help us.

Senator Pinello posed the possibility that Vice Chancellor Freeland will note that John Jay did do better with APP allocations during the previous two years and questioned what our answer would be. President Kaplowitz drew the attention of a July 3, 1995, memorandum to the college presidents from Vice Chancellor Freeland: the boilerplate text states "This year's [APP] amount is \_\_\_\_\_ [in John Jay's case the amount is \$70,000.1. Next year the college will get 67% of this year's allocation. And then the third year the college will get 33% of this year's." Thus John Jay will get only \$47,000 next year and then only \$23,000 the year thereafter in terms of annualizations. There will be, in addition, new allocations but this year's allocation will determine the annualization over the next two years which will be much less each year than that of other colleges. Professor Benton said his response, should Vice Chancellor Freeland say that, is that as a University we should be attempting to have both Base Level Equity and Academic Program Planning working in the same direction.

Senator Litwack said he has a somewhat different perspective: he said he could see the argument for allocating some central resources based on Academic Program Planning as a means of motivating colleges with less essential programs to focus their resources on their important or on their more unique programs and to begin to phase out their less important and duplicative programs. This is clearly what is going to happen because the Central Administration is determined to do this. But our point has to be that even though we accept the premise and the underlying basis for having financial distributions for academic program planning, it does not apply to John Jay because we have already done it. He referred to Attachment A-5 which shows Lehman College, which has the same number of student FTEs as John Jay, having almost 90 programs but John Jay has only 17 programs. He said if Lehman drops 15 programs, going from 85 to 70 programs, it

looks like Lehman made a dramatic change but the college still has 70 programs, which is three times as many programs as we have. That has to be the point. We have to accept that there is a point to what Vice Chancellor Freeland is doing, but that it should be applied in a way that does not injure John Jay because we have already satisfied his goals.

Senator Lewis said furthermore we are being punished for having already met those goals, for having met them before the APP process was begun. Senator Litwack agreed that is the point: because we have already done this and have no waste and nothing to cut we are being punished.

Vice President Blitz asked Professor Benton what the counter arguments might be to some of his charts. Professor Benton said that if he were to take a counter position he would probably first of all attack enrollment growth and say that so much of this is related to enrollment growth that if John Jay did not have the growth in enrollment of students that we had in the last five years the College would look different: now, this is a contradictory position because the Chancellor wants all the colleges to grow and the Chancellor will punish us fiscally if we do not grow. The second response could be that the ISM is defective. And, in fact, Vice Chancellor Freeland does think that the ISM is defective and that it needs to be restructured so as to take into account such things as program quality as a factor in ISM. But that means that those colleges that have a lot of resources and that, therefore, can have higher quality programs, should then get the ISM measures to reflect the fact that they need money to have the higher quality programs and those with lower quality programs, because they don't have the resources, will be told they need less money.

Professor Benton explained that he disagrees that the ISM should take into account program quality but he expects that will be a line of attack and that it is implicit when Dean Ann Martin tells us that we have to decide which of our programs are excellent programs and allocate our resources to those programs: she and Vice Chancellor Freeland mean this. While they are telling us to do this about majors, they are telling themselves to do this about colleges. They are asking themselves which of the CUNY colleges are going to be our excellent colleges and they are deciding that certain colleges are going to be excellent and the others are just going to have to survive. At this moment we are not on the good list: we are not one of the colleges destined for excellence. Logically, what they are recommending that we do to ourselves, they are going to in turn do to us, which means triaging the colleges.

Professor Harold Sullivan said one difficult point we have to consider is that Professor Benton is entirely correct and that we are helping 80th Street by not defining ourselves as one of the excellent campuses by our admissions standards, by the way we are structuring our goals in terms of what is the model John Jay student. Right now each college is supposed to be developing a profile of the kind of student it is looking for and because we are so driven by our need to increase enrollment because of Phase II and in order to stay afloat we are in the process of turning this into a self-fulfilling prophecy.

President Kaplowitz noted that the Board of Trustees' Resolution of June 28, 1993, requiring Academic Program Planning specifically mandates that Academic Program Planning has to be connected with budgeting. The ninth resolved clause states: "Resolved, That the Chancellor coordinate the academic program and budget planning and implementation processes of the University to further the plans developed by the colleges and the goals and objectives set forth in this resolution." Therefore! she said, we should not propose to Vice Chancellor Freeland that budgeting and academic program planning should be separated.

Senator Litwack said he thinks the Board in mandating this was right because there should be financial incentives to colleges to have colleges focus on the most essential programs and to move away from duplicative programs at a time when we are in fiscal constraints. But this premise does not apply to John Jay and should not be applied to John Jay. And, he suggested, President Kaplowitz is correct that those who do not agree that the budget and academic program planning should be combined should not argue that because once the Board has specifically required it there is no point to suggest a different model.

Senator Green thanked Professor Benton for the charts, which she said are invaluable. She referred to one of the charts included in the agenda: "1995 Academic Program Planning Allocation Index" [Attachment D] and asked whether we know what the quality rating is based on.

President Kaplowitz explained that this table [Attachment D] was developed by Professor David Speidel for the University Faculty Senate's budget committee, an 8-member committee which Professor Speidel chairs and which she and Professor Benton serve on. Professor Speidel is also the head of the Faculty Senate at Queens College and he was so surprised by this year's APP allocation that he tried to make sense of it by developing this chart. Queens College like John Jay did very poorly in this year's APP allocation although John Jay did much more poorly than Queens. To understand this table, it is necessary to know that in 1992 a report was issued by a committee chaired by President Leon Goldstein of Kingsborough Community College that recommended the strengthening or closing of majors and programs at all the colleges. The Report was greeted by widespread disapproval by CUNY faculty, students, and others and was withdrawn and in its place the Board approved the Resolution on Academic Program Planning on June 28, 1993, referred to earlier. A month later a confidential memorandum was leaked to the New York Times, which reported the story on its front page, and this confidential document which has come to be known as the Cole Memorandum reported the decisions made at a meeting by Chancellor Reynolds, Vice Chancellor Freeland, and other members of the Chancellory: the memo (written by Susan Cole) reported the decision to place the senior colleges into three categories: the colleges that had been most responsive to the Goldstein Report were placed in category I and they would receive the largest budgets and they were Baruch, CCNY, and NYC Technical Colleges; the colleges that had been somewhat responsive were placed in Category II and they would get a somewhat favorable budgetary treatment and they were Lehman, Hunter, CSI, and Brooklyn; and the colleges that were seen as unresponsive or unsatisfactorily responsive to the recommendations of the Goldstein Report were placed in category III and they were John Jay, Queens, and York.

When Professor Speidel developed his chart it revealed the same categorizations as those in the Cole Memorandum. In Professor Speidel's chart, the "APP Quality Rating" in the far right hand column ranges from the grade of 5 which equals an A to the grade of 1 which equals an F. The colleges that received a grade of 5 or a 3.25 are the colleges that retrenched and closed programs last spring. When the New York Times reported the Cole Memorandum, the Chancellory repudiated the memo, opened 80th Street's financial books to a specially formed UFS committee (which later became the committee that she and Professor Benton serve on) to demonstrate that the colleges were not, in fact, being fiscally rewarded or punished (now that the Cole memo had been leaked). And then APP dollars were established instead but the allocation decisions about those dollars seems to be a revisiting of the categories in the Cole memo.

Professor Benton further explained that Professor Speidel's chart [Attachment D] is very similar to his own last chart [Attachment A-8]: the former compares the share of academic program planning dollars each college received with the share of the combination of enrollment and the

general budget that a college received because that is what Vice Chancellor Freeland told the UFS budget committee he did to determine the APP allocation. What Dr. Speidel's chart does is compare each college's share of APP dollars with each college's share of other indices. Instead for his own table, Professor Benton explained, he used ISM because that is a number which is 80th Street's number and which is benchmarked against a reasonable workload standard whereas if it is done relative to the budget that campuses are already getting then one is building in some of the inequities that already exist. He said using that approach does not show as much of the unfairness as is shown by using the ISM.

President Kaplowitz suggested that only if we have time should we raise the issue with Vice Chancellor Freeland of how we can provide our students with new majors that are both unique to the University and essential to our mission such as the two that we are developing -- a Criminal Justice and the Humanities major and an International Criminal Justice major -- when we have so few resources for our current majors. Professor Chris Suggs, who is coordinating the development of the Criminal Justice and the Humanities major, said he agrees that the issue of the punishment for not retrenching must take priority during our meeting with the Vice Chancellor.

President Kaplowitz praised Professor Benton and thanked him for preparing these superb and invaluable charts for today's meeting. Senator Litwack said he would like to make a motion that the Faculty Senate officially commend Professor Benton for the incredible and essential job Professor Benton has done by creating these charts for today's meeting. The Senate gave Professor Benton a long and enthusiastic ovation.

4. Invited Guest: Vice Chancellor for Academic Affairs Richard M. Freeland [Attachment A1 - A9]

president Kaplowitz: I am very honored to introduce Vice Chancellor for Academic Affairs Richard Freeland. Vice Chancellor Freeland came to CUNY four years ago from the University of Massachusetts at Boston where he served for ten years as the Dean of the College of Arts and Sciences. Before that he had served in other administrative capacities at the University of Massachusetts. During his tenure as Dean of the College of Arts and Sciences the general education program, including the core curriculum, was extensively revised and revitalized and four new doctoral programs were instituted at the University of Massachusetts, Boston -- which is a particularly heartening note for us, since many of us at John Jay are hoping to be able to develop a doctoral program in forensic psychology. Dr. Freeland is a historian specializing in American civilization. His Ph.D. is from the University of Pennsylvania. In 1992, Oxford University Press published his monumental study of the history of higher education in Massachusetts since 1945 entitled Academia's Golden Aae. Previous to that he wrote an incisive book, The Truman Doctrine and the Origins of McCarthyism. Dr. Freeland has held visiting appointments at the Harvard Business School and at the Harvard School of Education. He is currently a member of the faculty of the Ph.D. program in history at our Graduate School. We are fortunate that in Dr. Freeland we have a Vice Chancellor for Academic Affairs who is both a distinguished historian and an energetic and dedicated administrator. We are very pleased that you are here today.

Vice Chancellor Freeland: I am very pleased to be here: it is a real pleasure for me and I welcome the opportunity. I want to say a word of appreciation in reciprocal spirit to Karen Kaplowitz who, as everyone knows, is on the University Faculty Senate executive committee. As I

think you also all know, or at least those of you who read CUNYTALK on email, these are testy times, politically, in the University for a variety of, mostly unfortunate, reasons. And so I'm often in the position of having to talk with members of the University Faculty Senate under awkward, difficult, and contentious circumstances. I've always found Karen to be someone with whom I could speak in a spirit of collegiality and a common search for understanding, who would always talk straight to me and I have always been able to talk straight to her. And I've appreciated that very much and it has proved to be a rarer commodity than one might have hoped, maybe on both sides of the equation. So I'm happy to be here.

I want to say that I come with a very strongly favorable impression of John Jay College by virtue of somewhat accidental circumstances. As Karen has mentioned, I was a dean for ten years at the University of Massachusetts. My associate dean was a philosopher whose specialty was criminal justice ethics and he has subsequently gone on to positions in Wisconsin. But he spoke to me frequently about John Jay and the position that this college has occupied nationally in the whole field of criminal justice. When you held that very wonderful conference on criminal justice ethics a year ago he was a presenter and we had a chance to talk again and he said he hoped I realized that John Jay really is the leading institution in the country in the areas that he cares about: philosophy as it relates to criminal justice. So that has been in my head for some years about John Jay. And since I have been at CUNY, this is now my fourth year as Vice Chancellor for Academic Affairs, I've become more and more aware of the role that this College plays in a variety of criminal justice and related fields both nationally and internationally. I must say I have been very impressed by the international stature of John Jay. And so, without going on at cloying length, I want to say that I am a fan of John Jay College and see the College as representing an opportunity for CUNY to project ourselves even more strongly than we now do nationally as a place of serious academic work as well as of significant social engagement.

I say that with some feeling because I think the public image of CUNY is not always of a place of serious academic work. I think the struggle with the popular image very much promoted in the mass media of a place which has, in the wake of open admissions, lost its academic moorings and increasingly become some sort -- we see this in the papers -- of a large remedial mill or overgrown high school, a lot of deprecatory language and characterizations are used. I think we struggle to keep the historic sense of CUNY before the public consciousness of a place where low income and disadvantaged and new arrivals could, in fact, get a very high quality education and then go on to contribute to this country: that image has been lost and we need to reassert it. The reality is still there in many, many ways but we need to find ways to communicate it more effectively. I believe John Jay is one of the places that can help us do that.

This is on my mind, in particular, because of the doctoral program. We're now engaged in a major review of priorities for doctoral education and one of the questions is what are the fields in which this University has a decent chance to be a national and international leader in doctoral education. Criminal justice areas are clearly on that list by virtue of the stature of this College. And so I come as a fan and I come as a keen appreciator of the contributions you make to CUNY as a whole.

I know you want me to speak about Academic Program Planning and perhaps about other issues. I've brought some documents. The first is a summary of the various activities of the Office of Academic Affairs: I'm providing it to jog anyone's memories about any topics you might want to talk about since my Office is involved in all these projects.

President Kaplowitz: I have provided the Senate members with that

document but we have a number of other faculty here and so I'm glad you brought copies with you.

Vice Chancellor Freeland: As everyone knows, in June the Board of Trustees adopted 37 new policies, some of them of very, very great consequence for us as an educational institution. The second document I'm sending around summarizes those policies. This could also be the basis for interaction between us. And I'm also sending around copies of a report I prepared for the Board of Trustees on Academic Program Planning, summarizing three years of activity since the Board's resolution was adopted in the Spring of 1993.

Perhaps I should say a word about Academic Program Planning since it is the first item listed on the document and Karen did say that there is particular interest around this table in talking about it. I know from my last meeting at John Jay a month ago when I spoke with some members of the faculty [on November 8] that there had been some concerns about how Academic Program Planning relates to John Jay, particularly in the last year, which we should also speak to as well. Let me say a couple of things to introduce the discussion. I think everyone is aware that in the Spring of 1993 the Board adopted a resolution called the Resolution on Academic Program Planning which was the Board's attempt to respond to what were then perceived as very difficult financial circumstances of the University. The fundamental question for the Board was how can we continue to do all the things that we are trying to do at an appropriate level of quality given inadequate resources. Since then, of course, resources have diminished far beyond what any of us dreamed or feared in 1993 and so the imperative to think carefully about how best to marshal our resources has grown even more urgent.

The basic answer that the Board gave in the Resolution to that question was first of all that each college should engage in strategic planning for the purpose of identifying and being clear about its mission, identifying which programs are most important in the context of that mission, and then making sure that resources are appropriately allocated to protect the most important programs at each college, if that meant, as I think the Board expected it would mean, closing down programs that were peripheral or tertiary to a college's mission and that should be something faced up to in order to protect a core, and certainly any resources available to be moved around be moved around to protect academic quality of the most important programs.

As you can see from the summary I have distributed, about 128 programs across CUNY have been suspended or terminated since the Board acted. That's in the document called "Elements of APP." The first page after the title page talks about campus-based planning, the second bullet notes that 128 programs were suspended or terminated or consolidated, which in many cases is an unfortunate result, and, in other cases, quite honestly, was an overdue result. But the purpose of this goes to the second part of the bullet, which is to make resources available to do some new things, to strengthen important things and, in fact, during that same period the University got 129 new programs going, or strengthened others, and so there has been redeployment of resources along the lines the Board had hoped for. And that, I think, is the single most important thing the Board was seeking through the Resolution. I must say that that mandate from the Board has played very well externally -- it has been very controversial internally, as I don't have to tell you -- but it has played very well externally, particularly in Albany where it has been seen as the Board facing up to reality, as reality is perceived in Albany, in a way that SUNY did not.

If you look at the last budget cycle and, indeed, if you look at the turmoil that is going on in SUNY right now you will see a contrast to CUNY

where we've had our problems but we don't have the Governor appointing people to our Board of Trustees with a mandate to completely restructure the institution because the institution itself has not done it. That's in part because the Board thought ahead about this and voted this Resolution and the colleges have really been about the kind of business that state government -- we could debate the wisdom of this -- I'm not endorsing it -- perceives the need for seeing us doing and is, therefore, reasonably content with the direction the University has taken and so far we have not experienced the kind of meddling that SUNY has. And I think we can all be grateful for that.

President Kaplowitz: In fact, the first time in years that I can remember a positive reference to CUNY in a New York Times editorial was the other day with regard to CUNY's academic program planning in the context of the actions of the SUNY Board and the fact that SUNY had not engaged in a similar policy .

Vice Chancellor Freeland: Yes. The Times point was that if SUNY had engaged in academic program planning they would not have to be doing some of the more radical things they are now doing. So this was a mandate to the colleges that was carried out in various ways. There were other parts to the Resolution, as well, calling for the review of all academic programs -- I think John Jay has now instituted reviews of all programs and I think that over the long run it will prove to be a very important quality control mechanism -- nothing exotic but, nonetheless, an important basic infrastructure for higher education. The Resolution also called for more collaboration across the University: part of the vision contained in the Resolution was that CUNY needed to become a more integrated system. This, of course, has not been universally greeted with enthusiasm because there is a tradition at CUNY of a high degree of decentralization and of each college being an independent, autonomous entity which thought about itself pretty much in its own local terms and was not particularly eager to have 80th Street see it as a part of some larger aggregation. However, from my point of view, and this is something we might want to talk about, I actually think this issue does not have much of an adverse affect on John Jay from your point of view. But my perspective on this is that we absolutely must, in these circumstances, find ways to take advantage of the systemic capabilities of CUNY by thinking of ways that colleges can work together to get greater benefit from resources and where colleges put together portfolios of programs conscious that other colleges are around that can take care of certain needs. For example, close to home, Baruch College wants to develop international business and international business requires language capabilities: should Baruch go into the whole foreign language universe when Hunter College, which has very, very strong language programs, is a few subway stops away? The answer that academic program planning would give is that every effort should be made to make the language programs at Hunter accessible to the students at Baruch because Baruch probably can't afford to build up quality language programs and also maintain quality in business and public management. That's just one example. We have also been engaged in system wide planning in particular fields as a result of the Board Resolution: we looked, for example, at health professions, trying to get a sense of what a system-wide organization of those fields should be. We're now looking at foreign languages in the same spirit.

Within that broad framework John Jay has been, each year, part of the APP process with an emphasis here, I think, different from most other colleges. I think the primary issue for most of the CUNY colleges in terms of academic program planning had to do with the programmatic portfolio: what should be retained, what should be cut back, what should be increased, what should be added. As you all know, a lot of trimming down was done in 1976 at John Jay and there is now a limited number of majors and a relatively restricted set of plans for new fields so the



message that I have been getting from the college from the beginning is that there is not a lot of room to maneuver or need for a reshuffling of the deck in terms of majors and programs but rather the issues here are much more the ones that come across the fields and have to do with how the college is doing in terms of retaining students, how the college is handling the ESL problem, what the college is doing to support faculty scholarship, what the college is doing with respect to the core curriculum, etc., etc. I think on the whole we have felt, or at least I have personally felt, that John Jay, given its particular characteristics, has been doing a credible job with respect to addressing the imperatives of the Board Resolution. Last year, as I think you may know, was a year in which John Jay did relatively less well than it had earlier with respect to academic program planning. I don't want to dwell on that but I want to acknowledge it because I suspect it is on peoples' minds.

The primary reason for that was that from our point of view at 80th Street what last year was about, of all years, given the terrible budget situation that we were faced with was a time to take a very, very hard look at priorities and the distribution of resources and face up to the decisions that one might not want to face up to about where resources had to be focused and what fields might need to be cut back. We also saw that, given its essentially negative character, it was a year of opportunity within an unfortunate situation in which to address places that really needed to be addressed in terms of strengthening programs that were not serving our students as well as they might. A number of CUNY colleges did some very, very hard things, as you all know: City College is, I think, probably the clearest case where extremely painful decisions were taken: the School of Nursing was closed down, a significant number of retrenchments occurred, a number of programs and departments were closed. Variations on that theme occurred at other colleges. John Jay was in some ways in a fortunate position because for a variety of reasons you did not have the immediate unavoidable financial pressures on you that some of the other colleges did. You were able, through freezing new hires, through capping or freezing expenditures in other categories, and through enhancing revenues through enrollment growth, to avoid getting into the kind of deficit situation that would have required some of the most difficult programmatic determinations that other colleges were making. And so that's the path that John Jay took. It was a very humane path. It was a path that essentially protected the current arrangement both with respect to staffing and programs.

We felt, however, that given the circumstances of last year other colleges deserved greater budgetary recognition for the way in which they faced up to the pressures and circumstances of last year than did John Jay, given its circumstances. For example, some colleges which had to retrench nonetheless went ahead with some new hiring in order to strengthen key programs. Presidents, provosts, deans, in those circumstances, as you can imagine, were subject to fairly major criticism. The decision was made at John Jay to not do any hiring -- I think this was subsequently changed -- well after the budget allocations were made the decision was reversed on this -- but at the time we made those decisions it was our understanding that John Jay had made the decision not to do any hiring in order to have those dollars available to plug holes. Not to dwell on this, I think I felt that John Jay chose last year to engage its crisis in a way that worked in a pragmatic way but did not address some of the issues that the Board was looking for the College to address in as frontal a way as some of the other colleges did and that was reflected in the more modest budgetary allocation out of the Academic Program Planning dollars that we had. I should say, having said that, I have had long discussions with President Lynch and Provost Wilson since then about that. They have made it clear to me that they understand why those decisions were made in the way they were made: they believe there is an Academic Program Planning agenda here that the College will be addressing and, I

assume, is currently addressing and that they don't intend to see the pattern of a low allocation repeated in the future year and I take that at face value.

President Kaplowitz: There are, as you can see, many of my colleagues with questioning looks in response to what you have just said. I would like them to explain why they look perplexed.

Vice Chancellor Freeland: First let me say that I had assumed that we had moved past whatever misunderstanding that was involved last year to a new situation. I think this is now in the past and that we can move ahead with a better understanding. I will be happy to answer any questions, Karen, about that or about the 37 Resolutions passed by the Board or about any other activities of the Office of Academic Affairs.

President Kaplowitz: Thank you, Richard, for being so straightforward about these matters. I am going to call on Professor Ned Benton, who you know from the UFS Budget Advisory Committee. He is the Chair of our college's faculty budget committee as well as the chair of the Public Management Department.

professor Benton: As faculty, we are still puzzled by the situation last year and its implications for the situation this year and next year. Our budget committee thought it might be helpful for you if we presented to you some information about how we see things at John Jay. And you might help us understand how you see things. And we might then come to something that is more of a common consensus about an appropriate agenda. I have made a set of tables for you that reflect some information that we have. I'm sure you have most of this information but not in this form.

Vice Chancellor Freeland: Everyone else has had time to read these? Karen, what have you done to me? [laughter].

president Kanlowitz: Actually, Professor Benton developed these tables in time for this morning's meeting and we just received them this morning. And he will walk you through them. But if, after you've studied the tables and after our discussion about them with you, you would like to come back to continue this discussion with us, we would be extremely pleased to invite you back. Indeed, you are always welcome.

Vice Chancellor Freeland: Fine. Let's see where this leads. I really appreciate this because I don't think it serves our purpose to avoid places where we might disagree. So I would rather say something that makes me look foolish and ill-informed and have you correct me than dance around you.

professor Benton: In general, there are three points to this whole set of charts. One point is that it seems to us that each of the campuses is coming to the academic program planning and to the budget challenge situation with different levels of resources to plan with, and we want to be sure that we are seeing the situation in the same way in terms of the resources we have relative to the other campuses and how we should approach planning with them. The first table [Attachment A-1], which is not news, shows that we are the campus that is growing the most. If we compare 1992 FTEs with 1995 FTEs, this is the growth pattern and to the extent that the State is undertaking an approach where more of our revenues are coming from student tuition, enrollment becomes more of a factor and we are certainly a campus that students want to enroll in.

Vice Chancellor Freeland: Right.

Professor Benton: The next table [Attachment A-2] represents teaching and

non-teaching lines per thousand FTEs and I've ordered the campuses from the highest number to the lowest number of teaching lines per FTE. The first bar, the number of teaching lines, is taken from the ISM -- the Instructional Staffing Model.

Vice Chancellor Freeland: These are not filled positions? These are lines rather than people?

Professor Benton: Yes. They are ISM lines, whether filled or not. The second bar represents the non-teaching lines and this information is from the Report of the Council of Presidents' Ad Hoc Committee on Base Level Equity. This bar illustrates that we don't have a large cadre of administrative positions that we could draw on to try to cope with our faculty problem. The next table [Attachment A-3] is the vacant funded positions: this shows the number of such lines in 1994-95 and the source of the information is Vice Chancellor Rothbard who provided the data to the UFS Budget Advisory Committee. These are vacant funded positions at each college that give colleges resources to draw on as they attempt to improve program quality and meet their priorities.

Vice Chancellor Freeland: Right.

professor Benton: As you can see, we are at the bottom of the list in terms of the availability of that resource.

president Kaplowitz: As Professor Benton said, this is data for 1994. Last year our situation was even worse: we had minus one vacant line. In other words, we were paying for one more position that we were funded for.

Vice Chancellor Freeland: Yes, that's right.

President Kaplowitz: But we don't have the data about the other colleges' vacant funded lines for 1995 but if we had that data this table would be even more dramatic.

professor Benton: The next table [Attachment A-4] consists of three sets of data. The first bar shows the Instructional Staffing Model (ISM) need: in other words, the number of teaching positions a college would need to bring it to the number of position the ISM says a college should have. The next bar represents the retirements in 1995, and the third bar represents the retrenchments in 1995. The pattern that I see in this table is that the colleges where there is a negative recommendation in terms of ISM are also the ones that seemed to be able to choose to retrench more and the colleges that did not retrench or retrenched very little were the ones that seem to be in the greatest need for additional lines. This suggests to me that John Jay is not an anomaly: it is true that we did not retrench anyone but what I see in this table is that the colleges, in general, retrenched more when there was more capability and more instructional staffing resources at the college and they chose not to retrench when they were really, really short in terms of faculty.

The next table [Attachment A-5] begins my second point, which is that some of the colleges approached the academic program planning and the budget challenge with program configurations that are closer to the end state that the Board seems to desire. This table takes the number of undergraduate programs at each college -- prior to the 128 program terminations that you mentioned -- and creates a comparative statistic that compares the number of programs per 10,000 FTEs. In this way we can allow bigger colleges to have more programs and smaller colleges to have fewer Programs and if we look at Baruch and John Jay they illustrate a situation whereby the number of programs per 10,000 FTEs is the smallest in CUNY: and so there you would have a situation where you have a program portfolio (to use your phrase) where the number of programs is relatively

small and the college is focused on special things that it does best. I think that to the extent that someone approaches the academic program planning situation without considering this, they might suggest that each college should eliminate a certain percentage of programs, or they might praise a college that eliminated 20 programs and not praise a college that did not eliminate any. If we don't approach that examination using this kind of analysis as a base, we could misunderstand what is happening and actually view a college as doing poor planning when in fact the college actually achieved the goal for one of the primary goals already.

Vice Chancellor Freeland: I like the term "achieved" especially given how it actually happened.

professor Benton: The next table [Attachment A-6] is a very quick look at our course sections. The data is from Fall 1994 because that is the most recent semester for which we had a data base. It illustrates one of the problems that we confront when we discuss this and work on this at our budget committee and in other settings in the College, when we discuss how we would go about implementing the concept of holding enrollment constant and becoming more efficient by eliminating or prioritizing programs. The first two levels of this bar represent programs that all students are involved in to some extent or another, particularly the general education curriculum. So if we were to decide, for example, that forensic psychology is the mission of John Jay College and we eliminated everything else and had only one major, we would still have the general education program and so we would only be affecting the 40% that is the striped layer on the graph. And if it were possible to come to a rationalization where it would be possible to eliminate a quarter of our sections associated with majors, it would only affect our total sections by 10 percent (a quarter of 40 percent). When we think about the problem of prioritization we are faced with the fact that if we don't have an adequate program in writing, an adequate program in mathematics, an adequate program in critical thinking about important issues in our fields, then we can never have an adequate program in forensic psychology, in criminal justice, or criminal justice policy and administration. The construct of attempting to prioritize and become excellent in some area as a resource allocation to us seems to have some limitations for the situation we find ourselves in.

The last two tables relate to the support that we perceive that we get in the academic program planning arena. The tables [Attachment A-7 and A-8] support a request that academic program planning and the support from you should reinforce and enhance CUNY-wide efforts to rationalize resource allocations. The first of these tables [Attachment A-7] shows the ISM percent: in other words, the ISM lines converted to a percentage. For example, if Baruch is 10 percent of the ISM lines, this table shows ten percent. In other words, it is a proxy for academic workload. Lehman's actual APP percent was 180 percent of its ISM-driven percent. But John Jay's percent was only 40 percent of it.

Vice Chancellor Freeland: Do you mean that the ISM percent is the percentage of the ISM dictated lines that a college actually has? If so, it can't be 10 percent.

Professor Benton: The ISM lines are lines C and C4 of the Instructional Staffing Model which show the number of lines a college ought to have under the ISM model. Since that is driven by the courses at each college that the students actually register for, it is a proxy for academic workload at each college. And so what the table is showing is the resource allocation for academic program planning related to the workload for a college. Obviously we are not saying that it must be strictly related. You might have a situation where one college deserves more of something and another college deserves less. But we think that it

certainly ought to be a major consideration. What we see here is that there are some colleges that are getting 80 percent more and some colleges are getting substantially less.

Vice Chancellor Freeland: What does the APP percent mean, Ned?

Professor Benton: It is the percentage that a college received of last year's total APP allocation.

Vice Chancellor Freeland: And so this is not now normed for the size of a college but rather is against an absolute?

Professor Benton: It is normed for the size of a college. Because ISM is normed for the size of a college.

Vice Chancellor Freeland: But you took the dollars that John Jay received as a percentage of the total pot.

Professor Benton: Because the ISM takes the registration John Jay got against the registration of all the other colleges.

Vice Chancellor Freeland: I don't want to dwell on this, but you know that if every college had received exactly the same assessment in terms of work, product, performance for APP there would have been considerable variation in the amounts of APP dollars gotten because they were related to the size of enrollments and the size of the budget. In general these tables are very helpful but I think that particular thing is a little misleading.

Professor Benton: I think we are agreeing. If, in fact, APP were allocated in direct proportion to enrollment or enrollment adjusted by the ISM kind of criteria, then the first bar in this table would represent the appropriate allocation of APP and the second bar represents the actual allocation of APP, the actual percent that the college received. The gap is what is difficult for us to understand and, in fact, the next table illustrates the extent of the gap by dividing one percent by the other.

Vice Chancellor Freeland: This would not have been true of the two other years of APP, as you know.

Professor Benton: But what you said, apparently, if I can quote you, is that we did not address the issues that the Board wanted the college to address. We apparently did not take a hard look at priorities and resources and apparently we are now going to do that. I have to say that is when my face became a question mark because I think if we are going to do that together we have to begin by fully reflecting the relative levels of resources each campus can bring to the beginning of the exercise and if that can happen then we can do some relevant planning, very clearly related to concerns within the college and concerns of the Board. But it seems to us that somehow things have gotten off track in this last year and that expectations were placed on us that did not fully reflect the circumstances that we were in, relative to other colleges, and that is what we would like clarified. Because as long it is a level playing field, we are willing to play by the rules.

Vice Chancellor Freeland: Let me say that I appreciate the large amount of work that went into this presentation and I also appreciate the spirit of this presentation. I'm somewhat of a positivist when it comes to policy making, that is to say, I truly do believe that talking back and forth with data in front of us, assuming good faith on both sides, even with some structural conflicts built in and maybe even with some disagreements in judgment, we can get to a better place.

president Kaplowitz: That is why we invited you and why we are pleased you are here today.

Vice Chancellor Freeland: This is a very helpful presentation from my point of view. Let me say that with respect to the three basic issues that you mentioned, which are interestingly documented here, I am very well aware of the inequities in the distribution of resources among the colleges, we all are at 80th Street, the Chancellor included. The Chancellor is extremely focused on this issue. The origin of the Base Level Equity initiative, as you may know, arises from that perception -- that there are serious inequities. We got to this place -- many of you and perhaps all of you have been at CUNY longer than I -- and what happened in the recent past that produced this phenomenon was the fact that we did not really do the ISM -- the ISM purports to be a model that relates enrollments and instructional workload to resources, particularly to faculty lines and dollars that go with them and so that in principle what one would do with the availability of such a model would be each year to put in at the front end the enrollments, the courses taught, and so on, at any given college and after that would come some entitlement with respect to faculty positions and dollars and then there would be adjustments: some colleges would go up and some colleges would go down.

And, in fact, it is done that way in some places but it has not been done historically at CUNY. What went up and down was just adjunct money. And so even though enrollments at Brooklyn and City were falling and at York and John Jay enrollments were rising, it meant that you received a larger percent of the adjunct pot but that was all you got. So it had the net affect of causing the colleges that were growing most rapidly to become more and more dependent upon adjuncts with all the deleterious affects on quality which you are aware of. That pattern applied for some period of time until we got to the situation that we are now in where the discrepancy between the percent of what each college is entitled to under the ISM and what you, in fact, have is way, way out of whack, as Ned's figures show. So (a) we are very conscious of that, and (b) the Base Level Equity initiative has been designed to address that up to a point. The goal of Base Level Equity is to remove about half of the inequity over a five-year period, as I believe you know, and John Jay has had lines and dollars each year, for the past two years, as a result of that.

I have seen Academic Program Planning as addressing a different set of concerns. That is to say that most of the budget is driven by a formula and will respond to that formula, but there are basically two pots of money (to oversimplify a little bit) where colleges can add dollars at the margins. One is Base Level Equity and the other is Academic Program Planning. Base Level Equity is a pot that is explicitly intended to reflect enrollment growth and the relationship between enrollments and resources. Academic Program Planning, by contrast, is intended to reflect work at the college level with respect to strengthening the academic program in a wide variety of ways, not just in terms of resources and budgets in relation to enrollments but in terms of academic quality, academic needs, strengthening the college's mission, those kinds of things. So I have seen those two policies as addressing different kinds of activities, fundamentally, at the colleges and it was my perception last year that, in essence, John Jay was taking the position: 'Because we have strong enrollment growth, because we will get incremental resources through Base Level Equity as a result of that, we don't need to worry so much about Academic Program Planning and so we are not going to play so much in that arena, we are going to play in this other arena.' I thought that was, perhaps, the choice that the college made.

Every college makes strategic decisions about how it wants to interface with the budget process and clearly Base Level Equity was a budget logic that worked well for John Jay and so it made very good sense

and President Lynch was a very strong proponent of that and very effective and I thought that the College had taken a tactical decision that that was where its emphases would lie in terms of getting resources. I guess the question that comes, and I would appreciate some discussion of this, is to what extent should Academic Program Planning parallel Base Level Equity as a vehicle for redressing these inequities. I had tended to think that it makes sense for the University to have these two pots governed by quite different principles so that we could say to a place like City or Brooklyn, which are struggling with respect to enrollments for reasons that are not necessarily the fault of those particular colleges, that there are still ways that they can gain flexible resources if they undertake serious planning activities with respect to strengthening their academic program.

You can imagine a University which is entirely formula-driven and if anyone thinks that would be good for us I would like to hear that -- where the only thing that mattered in terms of getting larger resources was enrollment. There is something to be said for that: it is certainly cleaner. Once you are into that universe it is simply a numbers game, no one is going to debate judgments that are made. Public universities tend to go in that direction first of all because legislatures like numbers and second of all because politically it is easier. You can defend it. I would put the proposition on the table that that would not be good for CUNY but I would be ready to hear a discussion if that is the position around this table. And so I have tended to think APP should be about something else, and what it should be about should be judgments made at the campus-level about strengthening a college's academic profile in relation to mission and in relation to student need.

president Kaplowitz: I'm about to recognize Professor Tom Litwack. He and I wrote those letters we sent to you after we wrote to Vice Chancellor Rothbard arguing for what later became known as Base Level Equity. Professor Litwack and I, on behalf of the Senate, made the case that John Jay is funded in an inequitable manner compared to other senior colleges and that such inequitable funding is unfair.

Vice Chancellor Freeland: Those were very long letters! [laughter]

President Kaplowitz: Yes they were. We did a tremendous amount of work on this. We take this very, very seriously. Our argument is that when a student enters John Jay College that student should have the same opportunity for academic success as a student who enters Brooklyn College or Queens College. And our argument is, furthermore, that the fact that a student does not know that by entering John Jay he or she is automatically at a disadvantage because of the inequitable underfunding is unjust to the students.

Vice Chancellor Freeland: I agree with that.

president Kaplowitz: We wrote those letters first to Vice Chancellor Rothbard and later we cc'd our subsequent letters to you because you became involved with the ISM and with the Council of Presidents Ad Hoc Committee on Base Level Equity. So we are very familiar with Base Level Equity and, therefore, Professor Litwack wants to respond to your comments.

Senator Litwack: Actually I want to respond by agreeing with you, Vice Chancellor Freeland. I completely accept your idea and CUNY's idea that there should be a pot of money in CUNY that is allocated in a way to motivate colleges to have maximum program quality and efficiency. And I accept that premise. My problem is with the application of the premise. Let me go to the two fundamental questions. There seems to have been an underlying premise that last year and perhaps in the future that a

necessary part of attaining academic efficiency and strengthening the most important programs in CUNY requires retrenchment. And even if that is true at some of the colleges, it is not true for John Jay, And it is not true for John Jay for two reasons: first, we have no programs that are not essential to our mission, unlike some other colleges which do; we have no programs which are duplicated anywhere else in CUNY, unlike some other colleges which do. And let me add a minor point before I get to my other, important point, which is that Ned's chart which shows the relative number of programs that a college has per 10,000 FTEs really overestimates the number of programs that we have at John Jay because if you look at our catalog, and I have one with me if you would like to look at it, you will see that many of our majors overlap each other, but not in a way that requires duplication of resources. In other words, my course, Psychology and the Law, is taught as part of many different majors but that doesn't mean that we have totally different programs. We could cut our majors down by a few without changing the resource needs of the college one iota. We are simply giving students more choices. But if you look at our majors, every one is absolutely essential to our mission and every one is unique to CUNY.

But the next point is, I think, perhaps more important. I think it is very important that we have a very full and open discussion about this. The issue relates to the issue of the vacant funded lines. The fact is that other colleges have resources that they can give up to meet the budgetary crunch that we do not have because they have vacant funded lines -- in many cases, tens, almost a hundred, vacant funded lines. And we have essentially none. And in fact, if I may say so, to really make the point -- at the meeting you had with some of us a month ago, which I attended, you made a statement which I think you essentially repeated today, perhaps in other words, which was that other colleges were forced to retrench and they did and that somehow John Jay did not retrench. But other colleges were not forced to retrench: they chose to retrench and maybe that was a proper academic decision -- but that discussion is for another day -- but they were not forced to retrench because they had vacant funded lines they could use to make up the budgetary shortfall, and we did not.

Vice Chancellor Freeland: I accept that.

Senator Litwack: I would like to know how you feel about the observations I have just made.

Vice Chancellor Fxeeland: The first of the two observations, I think, relates to a point in Ned's presentation, also, which is that the configuration of programs at John Jay is considerably different than what one finds at the comprehensive colleges, which is fewer majors, it is trimmer. Therefore, to the extent that academic program planning has been perceived as rewarding eliminating programs and retrenching in relation to that last year, John Jay is at a very severe disadvantage if that's the logic of it. And I would say in the spirit of candor with which we are talking here there is a danger of John Jay being at a disadvantage in academic program planning for that reason because, in fact, in certain peoples' minds -- and I mean even in certain Trustees' minds -- what APP has been about has been cutting out programs. The first number anybody ever asks me when they ask me about academic program planning is how many programs have I closed down.

However, I would say that academic program planning is not about that and should not be about that and the fact that Baruch has done really quite well in academic program planning with a similar configuration, as you point out, suggests that it is not only colleges that have large numbers of moribund programs that they are able to close that have done well in academic program planning. In fact, I think Baruch has gotten



more dollars in relation to its size than any other CUNY campus over the three years. So I would say that in the first two years of academic program planning the emphasis at John Jay, as I mentioned earlier, was on building up ESL, building up retention oriented programs, the advising system, strengthening faculty research support, building program review mechanisms: there was a whole catalog of things the college was doing to cut across the curriculum. And in each of those two years, and if you did the numbers I think they would verify this, John Jay came out in sort of the middle ranges of CUNY colleges with respect to APP allocations. It was not at the high end but it was by no means at the low end because it was our perception, certainly it was my perception, that John Jay was doing a number of things that were really quite appropriate to it in terms of the goals of academic program planning. So I would differentiate last year from earlier years and would ask you to, therefore, not generalize about how APP relates to John Jay in terms of what happened last year.

Senator Litwack: Apart from the fact that we did not retrench or close programs, what did we do wrong last year?

Vice Chancellor Freeland: I think that is a very fair question. What would we have wanted to see from John Jay that we did not see?

Senator Litwack: Apart from retrenchments and closed programs?

Vice Chancellor Freeland: What John Jay essentially said to us in June at the time the APP allocations were made was: 'The way we are meeting the budget crisis is by freezing all hiring, freezing expenditures, and enrolling to the point that we can meet our deficits. That is our strategy.' If I am saying this incorrectly tell me but, in a nutshell, that's what I heard. What is academic program planning? What I would have wanted to see you say would be: 'OK, we are in these difficult circumstances, we don't have programs to close down, therefore retrenchment does not make sense in our context. Given the structure of the guidelines, if a college is not going to close a program it probably cannot do retrenchment: however, there are programs at John Jay that could be considerably stronger than they are, there are ways that we want to move resources around to strengthen those programs, we have an agenda for doing that, and here it is, and here is what we are moving to try to do within the budgetary constraints that we have.' I did not see that from the college.

Senator Litwack: If I may say so, and correct me if I am wrong, given our lack of resources, the only way we could have done that was by firing faculty and hiring faculty for the programs that you think should have been strengthened. I don't see any other alternative. I think it is another way of saying we should have retrenched. I don't hear any difference.

Senator Malone: Can I ask the question differently?

President Kaplowitz: Why don't we first give the Vice Chancellor, with your permission, a chance to answer the question since this is a specific question that we would like to have answered.

Vice Chancellor Freeland: I don't know. I haven't looked at the demographics of your faculty, in terms of the percent tenured and the percent untenured, where non-reappointments might have figured in, where other kinds of terminations might have figured in apart from retrenchment. So to make a one to one equation between cutting back in terms of personnel and retrenchment is an oversimplification, but it is probably the case that you are very heavily tenured in terms of your faculty ranks.

Senator Litwack: If I hear you correctly -- and, again, I hope you

appreciate that it is very important that this is clear to us....

Vice Chancellor Freeland: I think we should be answerable. If we are doing it wrong we should know.

Senator Litwack: What I hear you saying now is: 'You did not have to retrench in terms of firing tenured faculty but you should have retrenched in terms of firing non-tenured faculty.'

President Kaplowitz: What I heard was something different. What I heard is the term "retrenchment" being used in two very different ways. We are using the term retrenchment differently than the Vice Chancellor is. What I heard the Vice Chancellor say is that we could have chosen to separate full-time employees from the College in various ways -- we could have done so either by non-reappointment or by not renewing contracts -- rather than by actually firing people through the Retrenchment Committee process. The Vice Chancellor is using the term "retrenchment" specifically with reference to the process outlined by the Board's Retrenchment Guidelines.

Vice Chancellor Freeland: Thank you, Karen. That is right. You are forcing me a step beyond where I really am because there may be other ways to move resources around and achieve savings in some places and add resources in other places than actually separating individuals but, certainly, that would be one of the things one would want to think about. My understanding is that John Jay took that position, from the very moment the crisis began, that no one is going to lose their job at John Jay. That is what I was hearing. Tell me if that is wrong. That was sort of a premise of a plan: it was not derived from a close look that led you to conclude: 'There really is not any place for us to move here.' You are sort of putting me in a position of saying that I think people ought to be fired and that is not really what I am saying. I have been a dean. I know how awful it is. But I also know that what we were asking the colleges to do was under the very difficult situation that we faced this year was to look at what programs are strong, what programs are weak, where there may be deficiencies, try to find ways to put some positive face on very difficult circumstances by taking cuts in those places where you can take them to correct weaknesses, and pushing resources toward places to where you can push them to great strength or to add to strength. I just did not see John Jay going through that exercise, quite frankly. I saw John Jay saying: 'We want to keep everything where it is and grow our way out of the problem.' That is rational but it is not academic planning.

Senator Litwack: I had another question that was not answered which I would like to get an answer to.

Vice Chancellor Freeland: About the lack of vacant lines.

Senator Litwack: You are absolutely right. And given the great number of vacant lines at other colleges which they can use for all kinds of resources, for all kinds of things, how can we say that the most efficient means of using the University resources to have academic quality throughout the University is to allow many colleges to have many vacant lines while other colleges do not?

Vice Chancellor Freeland: I think that's a fair point. I can only repeat what I said about Base Level Equity. I think Base Level Equity is intended to close those discrepancies and the issue on my mind, and maybe I'm missing something here, is whether or not Academic Program Planning should simply pursue the same logic as Base Level Equity.

Senator Litwack: Not entirely, if we are concerned with improving quality as quickly as possible, since Base Level Equity will be moving at a

snail's pace, as we know. It seems to me that one concern of Academic Program Planning, if we are concerned with improving quality, is to give funds to those colleges that have the least resources to have quality.

Vice Chancellor Freeland: Yes, I might remind you that in the first year of Academic Program Planning, John Jay chiefly asked for dollars to do faculty hiring and, in part because of the situation that you described here, we allowed John Jay to leverage significantly more dollars for faculty positions than the actual dollars that were actually allocated. If I remember correctly, for example, we allowed John Jay to say that the cost of a full-time position was something like \$9,000 a year because that is what it would actually cost in the spring semester (this was half-year money) and we allowed \$9,000 to leverage in succeeding budget years the full-time salary of the position, in part in recognition of this. We have, I think, been sensitive to this particular situation as we have at York. But, nonetheless, the logic has been different.

Professor Harold Sullivan: You said at one point that we could have cut back at some areas in order to hire people in other areas. The reality is, if you look at the table, that the number of full-time faculty per 10,000 FTEs is the smallest of the senior colleges and if you look at our adjunct ratio you will see that every department has more than half the sections taught by adjuncts, some have 80 percent course coverage by adjuncts. My department, Government, this semester has 73% sections taught by adjuncts and my department participates in most of the majors, including our own. This undermines the notion that we are going to cut some place. If we take a department that has only 70 percent adjunct, do we fire full-time people and make that department 80 percent adjunct so that we can make another department 70 percent adjunct? It is absurd.

Vice Chancellor Freeland: These numbers in the tables do not tell that story, they tell the aggregate story. It may be true but I haven't seen those numbers.

Professor Sullivan: There is no department that does not have more than half of the sections taught by adjuncts. There are other issues about planning from 80th Street and that is: we are not saying necessarily that APP has to be driven by the same factors that Base Level Equity is driven by. In reality what we are getting from 80th Street is Base Level Equity and APP contradicting each other. What we get from Base Level Equity is taken away from APP. And so, in effect, we are left in the same hole without the resources to be able to do any rational planning, to do anything in this institution other than simply survive. When we made a decision not to retrench we knew our situation: it was not that we decided in the abstract that we don't believe in retrenchment, that it is an immoral act, nor do all of us feel that way. We simply said we know what our resources are, we know there are no surplus people around here, quite frankly, and if you look at administrative staff you will see that our proportion of administrative staff per full-time faculty is the lowest in the University, just as our faculty ratio is the worse in the University.

Vice Chancellor Freeland: I don't think APP has taken money away from anything. There are two kinds of increments to base budgets: Base Level Equity and APP. In the last year you have received a relatively smaller APP increment than some other colleges than in the previous two years but that is not the same as taking money away.

Professor Sullivan: The base level winds up being the same across the University: not exactly, obviously, but if you are giving APP money to campuses that have surpluses you are enabling them even further to do the kinds of things we cannot do.

Professor Benton: To respond to what you have just said about APP and the

source of funding, the money comes from somewhere. When CUNY's budget is allocated by Albany, a share is taken out by the Central Administration for important initiatives by the Chancellory, and the rest is allocated out to the campuses. Base Level Equity comes from there. So if Base Level Equity did not exist the allocation to the colleges would be larger, presumably they would be allocated relative to something. The proper way to state this is that if APP were replaced by the regular allocation mechanism it would be better for us and, therefore, APP is actually reducing assets for us relative to what would happen if APP were just folded into the allocation process.

Vice Chancellor Freeland: The rest of the allocation process is essentially formula driven, enrollment driven, and I have acknowledged that in that universe John Jay historically would have done better and would do better now and that sort of comes back to the question as to whether that should be the primary or sole basis on which we allocate resources.

Professor Benton: I share Harold's view that there has to be a way to integrate this. I feel a little bit like I'm riding on a fire truck and there's a firefighter on the front who is driving down an avenue and the firefighter at the back is driving down a street. It seems to me that APP could recognize the realities that are understood in the Base Level Equity process in formulating expectations on these campuses as to what it is that you are looking for us to do.

Vice Chancellor Freeland: I think that is very reasonable. When I have an image of what I would like to see John Jay or any other college say it is: 'Here is what we are about, and these are the programs that we maintain in service of that, and here is what we think program by program needs to be done to make those programs as strong as they can be. We think this program is appropriately funded and very strong and we want to sustain it; this program has been allowed to grow weaker over the years for a variety of reasons and we really need to do replacement hiring here; this discipline has moved on and we have not caught up with it; this program really has lost some of its initial purpose and needs to be fundamentally repositioned' -- in other words, there is a range of things one might say about programs -- 'and we have a strategy over three to five years to address those issues and to move resources either within the programmatic categories or across programmatic categories to address it. And even as we cut the budget or not we are going to take advantage of whatever budget flexibility we have to carry out that agenda because we want to continue to strengthen them.' It is not rocket science and it is not exotic but it is what I think the Board is looking for the colleges to do, and all I am saying here is that I did not see John Jay addressing those issues at that level of depth and tough-mindedness in its document last year. What I saw, instead, was a way of getting through a budget crisis by freezing hiring, increasing revenues through growth, and waiting for things to get better, and it just seemed to me different from what one might have hoped for. And I think when another college which makes the decision: 'Even though we could avoid retrenchment by gutting the library budget and gutting the OTPS budget ----'

Senator Litwack: You forgot the most important thing: getting rid of every vacant funded line.

Vice Chancellor Freeland: '---- and non-renewing every junior faculty member in sight . . .'

Senator Litwack: Not gutting the library and the OTPS budget but getting rid of vacant funded lines.

Vice Chancellor Freeland: As you well know, that's where a lot of those

dollars come from and that is why the other colleges have an advantage with respect to those categories.

Senator Litwack: But we do not.

Vice Chancellor Freeland: I understand. But what I'm saying is that another college makes the decision: 'We could avoid retrenchment' -- as Ned said -- 'by doing those things but it was our judgment as a college that the long term academic interest of the college would not be served by that. The long term academic interest of the college would be served by doing much more difficult things and so we are going to do those things: close some programs or do retrenchments, as the case may be, and then actually go ahead and do some hiring.' That was done at some of the colleges and I have to say that I admire colleges that were willing to do that. That is a value judgment, I realize, and you may disagree, but I thought that was a gutsy thing for colleges to do. And I thought it was in the students' interests for the colleges to do that.

Senator Litwack: There is a fundamental distinction between John Jay and the colleges that did that: we don't have the inessential programs that we can downsize in order to upsize.

Vice Chancellor Freeland: Right. But another fundamental difference was that John Jay was in a less stressed budgetary situation last year and yet froze all hiring, at least at the point when we were making all those decisions, when other colleges which were in more stressed situations were nonetheless going ahead and saying they were going to find a way to do hirings. They did not have available to them because of the enrollment situation the kind of strategy that was available to you.

Senator Litwack: They had vacant funded lines. Which we do not have. This must be said: Queens, Brooklyn, Lehman, Hunter, City: all those colleges that retrenched, maybe properly in terms of their academic planning, had far more resources. Maybe they made the right decision. But, please, they were not fiscally more disadvantaged than we were when they made that decision. They were fiscally far, far, far more advantaged than we were when they made that decision. Perhaps it was correct academically but it was not fiscally imposed on them.

Vice Chancellor Freeland: I think I understand why you say that but I also know that certainly among the presidents with whom I spoke when I looked at the budget numbers last year after the Governor's budget came out most of the presidents said: 'There is no way that my college can continue to function as an academic institution and not retrench.' The final numbers ended up better than those initial numbers but that was certainly the take at most colleges and when we looked at the numbers at 80th Street we arrived at more or less the same conclusion. John Jay was one of the very few colleges, maybe the only college, that was not in that kind of situation. Which is different from the point you are making about funded vacant lines.

President Kaplowitz: I think it is true that the colleges made those statements based on the Governor's budget which did turn out to be very different from the final budget but the colleges went ahead with the retrenchments, by and large, that they planned before the Legislature passed the budget. What I think is happening is that you are talking about one document and we are talking about a different document. I believe you are talking about our retrenchment document as if it is our Academic Program Planning document.

Vice Chancellor Freeland: I'm talking about what we had available to us in June when we made the budget decisions.

President Kaplowitz: That is right, which was our retrenchment document outlining how we would make up the \$4 million cut.

Vice Chancellor Freeland: We had two documents: we had a summary of APP activities for the year and we had the retrenchment document.

President Kaplowitz: Yes, that is right. Our APP summary says we are going to strengthen forensic psychology, forensic science, and so forth. Our retrenchment document said we would make the \$4 million cut in the ways you summarized earlier. One of the things that I think a lot of us feel is that, as you said Richard, 20 years ago we were the pioneers in academic program planning in the most dramatic, radical way imagined.

Senator Litwack: Voluntarily or not.

President Kaplowitz: Voluntarily or not. That's right. Pioneers often don't voluntarily do the things they become known as pioneers for having done.

Vice Chancellor Freeland: Columbus wasn't trying to find America. John Jay was not trying to find fewer majors.

President Kaplowitz: Exactly. And we provided what has turned out to be a model, 20 years in advance, of what the current Board of Trustees is asking colleges to do, with an extremely focused mission.

Vice Chancellor Freeland: Right.

President Kaplowitz: *And* aside from the fact as to whether that is a good solution or was a good solution, we did it, we had to do it. Now we should be the model not only in terms of having a clearly defined and focused mission, having unique, non-duplicative majors, but we should be the model of having the funding that enables those unique and non-duplicative majors to be absolutely first-rate, absolutely excellent. And in many ways they already are. For example, we have the only forensic psychology undergraduate major in CUNY and in New York and our master's program in forensic psychology is the only such program in the United States and only one of two in the world, the other being in Australia. And yet 75% of our psychology and forensic psychology course sections are taught by adjunct faculty. We cannot properly plan for a doctoral program in forensic psychology because of this resource situation. In Sociology, which is key to all our criminal justice majors, 75 percent of our Sociology course sections are taught by adjunct faculty. In Forensic Science, one of only eight programs in the country, and none is quite like ours and we have a Forensic Science track in our Ph.D. program, 56 percent of the course sections are being taught by adjunct faculty.

This is absolutely the wrong message to give to the University about Academic Program Planning. What you should be saying to the other colleges since you are advancing the concept of focused missions and of majors that are directly related to that mission is: 'Be like John Jay. Be focused. Have a specific, clearly defined mission. Have unique majors that are central to your mission. And if you do that we will fund your college and those majors so that they will not only be excellent but nationally and internationally known and respected and John Jay's funding is proof that we at 80th Street will do that.' Although our programs are nationally and internationally known, we cannot do justice to our students. We do not have equipment in forensic science that enables our students to compete fairly in the workplace. Henry Lee, the most renowned forensic scientist in the country, graduated from John Jay in 1974 when we had state of the art equipment and courses taught by full-time faculty: that was before we lost all the non-mission majors in 1976. If he had enrolled at John Jay more recently he would not have the same educational opportunity for

success. We are struggling with this very, very focused program with the least fair funding. We are hurting our students. We feel that we are hurting the University. We are hurting the criminal justice field. And we are asking you to help us.

Vice Chancellor Freeland: And I am saying that what I would need and ask for in order to do that would be a self-analysis by John Jay. And I understand that when you say that 75 percent of sections are taught by adjuncts that, in and of itself, is compelling.

president Kaplowitz: And the full-time faculty all teach the full contractual teaching load.

Vice Chancellor Freeland: Right. But academic program planning also asks for something else, which is a look at that field, a look at the other majors, in academic terms that says: 'Here is where we think we are, here is where we think we are strong, here is where we think we are weak, here is where we think we could be better than we are, here is what we need to do to get there, and we are asking for support to move in that direction.'

Professor Gerald Markowitz: You seem to also think that in order to strengthen forensic psychology, which clearly needs to be strengthened, there must be somewhere in this college that we could draw resources from because programs are weak and ineffective. And I think what we are trying to say to you, in general, is that for a period longer than you have been at the University we have been under siege here at John Jay and that there is not a program at this college -- there are many that are not doing as good a job as they should -- but there is not a program at this college that has not been whittled down to the bone and our full-time faculty is killing itself to do as good a job as it can. And I guess what is hard for us to understand, when you say to us to take from here and give to there, if you at 80th Street have an idea about what is so inessential at this college that it should be eliminated then you need to tell us that. But all I can tell you is that we have been struggling for many years and we are a reduced full-time faculty, serving on committees, teaching the full contractual load, doing our research, and it seems inconceivable to us that Academic Program Planning would then punish us relative to the rest of the University, not absolutely, but relatively to the rest of the University, and say, 'You are not getting rid of this, you are not retrenching there, you are not reappointing there.' We need everybody that we have.

Vice Chancellor Freeland: I appreciate what you say. And I respect what you say. And I have no doubt that it is true. But to characterize my own position I would say that it may well be that the internal distribution of resources at John Jay is optimal, given the fact that there is not enough to go around. Having been in higher education administration for 25 years I am sceptical because I think it is rarely optimal anyplace, but I am prepared to believe that given what you say that that is true. That there is simply no room to move anything around that makes any sense at all because to take anything away from anyone, even if there are some minor inequities, would be to do so much damage to the place that loses, etc.... Let's say that is true. Then we may be in a universe here where it is truly a matter of how we communicate with one another. That is to say, if we do not have the documents from the college we have difficulty going to the Trustees. People at the colleges constantly complain to me about the documentary requirements of academic program planning. They ask: 'Why do you make us write all these damn reports: why not just give us the money?' My answer is that if we don't have documents that are setting out the college's academic agenda, it is very difficult for us to turn around and say to the Trustees that we think this should happen.

So I am saying that I have not seen from John Jay a report which

says: 'We have done this kind of an analysis and here, by the way, is a statistical spread that shows that there is no room to move anything around. We have looked at that and we just can't do it and here is why. And so what we have to talk about is incremental growth in various areas and here are our priorities for maintaining these -- whatever the number is -- these 6, 7, 8, 10 majors and these are our priorities for strengthening them and this is why and how we want to strengthen each.' And I'm not talking about a 10-page essay about each, but a paragraph. I have not seen that. That is what academic program planning ultimately looks for. And by the way, I am not saying this because I want to second guess the College and say that although you say it should be Forensic Psychology I think it should be Government. That's not the point. The point is that the College demonstrates it and has thought that through and so that if incremental resources are put in they are put in according to a logic which has been thought through in academic terms and that goes well beyond saying that we are underfunded and inequitably treated and so on. That is what I have not seen and what I think would be appropriate in the John Jay context in relation to the goals of academic program planning.

Senator Malone: I have waited a long time to get this question in and, in fact, I think it has already been answered a couple of times but I just want to be sure that it has been answered. It is obvious that when 80th Street asks for Academic Program Planning they are expecting some evidence that Academic Program Planning is going on. What in your view does the evidence look like or have you heard enough to suggest that we have enough evidence to put into a document at this particular point in time? And would you be willing to work with us in terms of shaping that document so that we can be in the front of the class?

Vice Chancellor Freeland: I appreciate that. Going back to the previous two years that I have mentioned several times, in my own defense, to show this has not been sort of rigged against John Jay from the beginning —

president Kaplowitz: No, no, none of us thinks that.

Vice Chancellor Freeland: — but last year was a particular kind of year. But in response to your question, I remember John Jay coming forward with an analysis of what was going on in ESL and saying: 'We have been bootstrapping the ESL operation and our demographics are really changing. We have a concept of how we want to address that issue and here it is.' It was a coherent two or three paragraph statement, it was totally persuasive, we allocated money for that purpose. The same thing with some of the other priorities I mentioned: retention and strengthening faculty scholarship. I have seen in the past, in earlier documents, statements about what was going on at John Jay. What I have not seen is on the programmatic side with respect to the core majors, the disciplines, and the fields. Maybe this has all happened, maybe somewhere it exists, but I have not seen a document that says: 'Here is how the College looks at each of its fields right now and this is how over the next five years we want to strengthen each and if you can give us over the next five years APP dollars at the margins this is how we would deploy it.' Does that analysis exist at the College?

Senator Malone: Is that what is helpful?

President Kaplowitz: I believe that the Vice Chancellor is saying that it is necessary. If such an analysis does exist, Richard, you will receive it and if it does not exist we will conduct such an analysis.

Senator Malone: I want us to get beyond this to what works.

Vice Chancellor Freeland:, That would work for us.



President Kaplowitz: In response to what you just spoke about, I would like to acknowledge two people who are here: our ESL Director Nydia Flores who with Professor Robert Crozier, the chair of the English Department, to whom the ESL Director reports, wrote that ESL document two years ago, as part of our APP request, that you just spoke about. That ESL document was written by them.

Vice Chancellor Freeland: We did respond at that point and we provided some critical funding for ESL. The document is very vivid in my memory because I remember sitting in the conference room at 80th Street talking about some of these very issues at John Jay and how it is special and thinking that this is really a persuasive statement about an academic need that we ought to be providing help with and so it has been a couple of years since I looked at it but I cite that as an example to show that where that is articulated by the College we are quite ready to respond. I think what is necessary is some overcoming of the scepticism that says: is it really true that you have done all you can do? I'm prepared to believe that it is true but some showing along those lines would be appropriate and then move on from there, as you are suggesting. Remember the spirit in which Academic Program Planning started in the Spring of 1993: we were not assuming further budget cuts, we were assuming growth but modest growth. The goal of the policy, initially, was to make sure that the incremental resources we received were deployed in the most sensible way. There was tremendous fear that if dollars were just put back into the college budgets it would essentially replace the losses of the recent past because we have all been in academic departments so we know: the History Department, to take my department as an example, says we lost that line and we own that line and if a new line is available it is our line and we should get it. So the job of the College is to say if a line becomes available maybe it will not go to History.

President Kaplowitz: We do not do that at John Jay. We reallocate lines according to programmatic needs of departments.

professor Benton: Six years or more ago the department chairs confirmed with the provost -- with the former provost -- the process of allocating lines which started with an assumption that departments were not entitled to the lines they lost. When lines become available the allocation is based upon an analysis of the section demand, and of the programs, and that is a process we have had for quite a while. I think that there are planning and evaluative mechanisms that are in place, including that mechanism.

Vice Chancellor Freeland: I'm somewhat aware of that but I'm only aware of that because Provost Wilson has described it to me as a kind of year by year budget allocation process. What I haven't seen -- and as I say maybe you've shown it to me and I've forgotten it or maybe you have it and I haven't seen it or maybe it doesn't exist -- I'm not sure which of the three -- is a document that says: 'Here is our game plan for Law, Police Science, and Criminal Justice Administration, here is where we want to get to, here is where we are strong, here is where we are weak.' That I haven't seen. That ought to drive the year by year budget decision as to how that marginal line is spent.

President Kaplowitz: To be fair, you have asked for a 5-year plan, and as far as I am aware I do not think we have done that. I think, perhaps, we have felt that it is impossible to rationally plan because we are so underfunded, so strapped for resources. But I do hear what you are saying. All of us hear what you are saying. You need the documentation.

Vice Chancellor Freeland: I think that is what President Lynch was referring to when he said: 'We now understand what you are looking for.' It was probably in the context of that. Because we have given the

presidents a sort of outline of what we would like to see in a multi-year plan as a starting point for that discussion. The University Faculty Senate has received a copy of it, as you know.

President Kaplowitz: Yes, I received a copy of it from the University Faculty Senate and a copy has been included with the agenda for today's Senate meeting and so the members of the Senate have it.

Senator Pinello: I want to confirm what you just said. Let us say that in the next APP process( you receive from John Jay a program by program analysis of each major in which the conclusion for each programmatic analysis is that each is as lean as possible, each is as good as possible given our limited resources and, in our opinion, it would be artificial to take from one program to give to another: that there would be no programmatic reason for doing that, there would be no didactic reason for doing that, and that we believe in our best judgment that the status quo is the best that we can achieve. Would that be acceptable to you or do you see academic program planning as mandating change for the sake of change?

Vice Chancellor Freeland: What would be missing in the document that you just outlined would be, having established that analysis and that conclusion in a persuasive way, your then saying: 'Therefore, what we believe is an appropriate way for us to pursue academic program planning is in terms of adding increments to the various programs that we offer and we have thought through a rational and a set of priorities for those increments.' I say that because I think simply to show why you are not doing something does not yet put forth an affirmative agenda of what you would want to do with APP dollars. But, that said, I'm prepared, in principle, because how could I not be, the way you phrased it, to accept the line of argument that things, at least in terms of resources, are as well arranged as they could possibly be. As I say, having been a dean for 15 years in two different colleges and having seen a lot over the years and knowing how politics interfaces with resource allocations and personality and all the rest that takes a little bit of showing but, on principle, I'm prepared. . . . We try to keep from being mindless all the time and it is not always easy in my position but, of course, we don't want cutting for the sake of cutting. The goal of this is really to use very marginal dollars to make the college stronger and what we are looking for is a persuasive statement from the college of how to do that, how to use the \$100,000 we might be able to give John Jay in a given year to make it as strong as it could be, given the fact that there is too little to go around. It is not a mindless exercise. What is the payoff for the University: that is one way to look at this because ultimately the Chancellor wants to be able to go to Albany, as she does, and sit down before the Committee and say: 'Look at what we have accomplished.' And everybody knows how to say, 'We have closed 128 programs' and that looks pretty good but to be able to say, 'We have a strategy for John Jay moving from where it is now in this or that discipline to some place else desirable in this or that discipline through an infusion of resources' is the kind of thing that we could publicly celebrate.

Vice President Blitz: I feel that this conversation seems to be moving toward an affirmative or toward a happier ending to things so I am going to be the dreary one to bring up an issue that was mentioned before but that I am still not clear about. The obvious inequity in the APP funding to John Jay -- the percentage inequity that these charts show -- led to Tom asking an hour ago what did we do wrong other than not cutting programs and faculty and staff. One of the things I am now hearing we did wrong is that there is a document that might have been helpful to us that would have outlined specific programmatic ideas and philosophies, but it also sounds like there are particular things that 80th Street had in mind that are not actually on the table yet -- particular types of changes or

types of proposals. Is there an agenda that is quite specific that we do not know about?

Vice Chancellor Freeland: I know that one of the fears is that we at 80th Street have a secret plan for each college, that we think we know what programs should be cut, and so forth. I have never seen such a document and I don't think we are capable of producing one. I truly believe that our goal here is to ask the college to produce a persuasive statement of its own about what its priorities should be that a fair-minded reader could say, 'Yes, That makes sense, I take it at face value and I am ready to put resources in it.' The Board clearly has defined some concerns at the University level. A great concern has been expressed about the status of Special Programs -- the Board has adopted resolutions calling for a rethinking about what we are doing in SEEK and CD -- how is that going at John Jay? I don't recall seeing in the APP document a section talking about why the SEEK Program at John Jay is working well when it is not working so well some place else, for example. We have talked about remediation as an issue University-wide. We have talked about ESL as an issue. There are a number of items that have been highlighted by the Board where I think responsiveness on the part of the college is clearly an asset in an APP context but beyond that there is no program-specific agenda.

Senator Gitter: As a follow-up to that, you alluded to the reputation of the University in the press as a remedial mill -- your phrase. And I noticed that Lehman College did the best job in terms of rewards this past year in terms of APP funds, and Lehman did retrench its Basic Skills Department. In the absence of a written master plan, is there a kind of implicit master plan for senior colleges to pull away from basic skills instruction?

Vice Chancellor Freeland: No. Clearly Resolutions #15 and #16 -- in the Board's list of Budget Planning and Policy options -- call for some marginal reductions in the amount of remediation done for students entering baccalaureate programs. But I think the real thrust at 80th Street about this has been to see whether or not we can find interesting ways to do it better. What a lot of colleges did -- a very striking percentage of colleges -- was to restructure both Special Programs activities and remediation activities in the course of the exercise last year to try to find ways to do it both more effectively and possibly more efficiently. For example, one of the patterns was that in several cases instructional responsibilities were moved from Special Skills departments into Mathematics and English Departments with respect to Special Program students because those colleges, in their judgment, felt that it was time for the disciplines to get re-engaged with part of the task. Counseling arrangements with respect to Special Program students were rearranged and both these changes happened at Lehman and they also happened at Baruch. People have tried experimenting with different kinds of approaches to remediation: blocking remedial courses with entry-level freshman courses, for example, in interesting ways or cutting back the amount of remediation and maybe heightening expectations a little bit for remedial students to see if they could, perhaps, move more quickly. One of the most striking themes in the APP process around the University last year was the number of colleges that really did quite radical things, particularly with respect to Special Programs and skills issues -- not necessarily retrenchment, once again, but asking themselves: "Can't we do this better? Are our graduation rates, for example in Special Programs' -- I mention that because it was such an issue last year -- 'really the best we can do? And if the answer to that is no, can we reconfigure?' Are the graduation rates the best they could be at John Jay? Is there room here for some strengthening in this arena and, if so, are there some structural things that might be done and some pedagogical things that might be done?

Professor Chris Suaas: Professor Pinello's hypothetical document almost returned us to an earlier distinction that I would like to return to, a distinction that you drew between Base Level Equity funding and APP funding. The hypothetical document Professor Pinello described said at the end of our analysis we have determined that we have cut as close to the bone as we can and that the status quo is the best configuration we could make given that fact. But what would you say to a hypothetical document which then went on to say: 'However, we can say that three years down the line this is where we would like to be and the solution to this would be that within three years the Base Level Equity gap would be closed and we would have 32 vacant funded positions from Base Level Equity and our ISM staffing requirements would be thus improved -- by actual written agreement from the University -- and we would use these lines in the following way to strengthen our program.' Because in that way I really understand that Base Level Equity and Academic Program Planning may not be separable in practice although in theory I suppose they are.

Vice Chancellor Freeland: I think that is a fair point because if you are going to look three or five years down the line then you will need to look at what is going to change in the resource picture and that is going to include retirements and other forms of separation over that period of time, and then it would look at what you would expect to bring in through Base Level Equity and, perhaps, other revenue streams as well. And, therefore, what impact that is going to be and then put the APP request in that context.

Professor Suggs: In other words, link Base Level Equity with our academic program planning process.

Vice Chancellor Freeland: Yes, I think that it would be very, very appropriate for you to say: 'We expect over the next 3 years to get x number of lines through Base Level Equity and here is how we would deploy them.' That, in fact, would be extremely impressive. But I have not seen this. For you to say: 'We know we are going to get these lines under Base Level Equity and we can tell you how we are going to deploy them because we have looked at our needs and we know that within Psychology we need someone in Social Psychology or we need someone in Physiological Psychology.' I think that would be both an appropriate linking of APP and Base Level Equity and also very much part of the plan that would make sense to me.

President Kaplowitz: How we plan to use the resources as we get them, where our priorities are and why, and a rationale with statistics and hard data.

Vice Chancellor Freeland: Yes. Both statistics and an intellectual statement: 'This is where the field is moving, this is where we haven't been able to hire enough in the recent past, these new things are happening.'

Senator Rubin: I hate to throw a blanket on the discussion, but it seems to me that we are talking about what we would do when we get additional resources but we have to look at what is happening in Albany with the State budget negotiations. They are talking of perhaps next year rescinding a tax that generates a billion dollars which, in terms of individual equity, would be fine but in terms of State revenue would be devastating. How do you then see a document which lays out priorities and says: 'We are as lean as we can be and this is what we would do with our additional resources and this is our justification for three more positions in Psychology, two more positions in Economics.' We feel we are as lean as we can be, we justify with documentation and narrative where we want to be and where we want to go but then you come back to us and say: 'Excuse us, but instead of getting this much more you are going to have

this much less.' So what has to go into an academic planning document that plans for the downside as well as for the potential upside?

Vice Chancellor Freeland: Thank you for saying that because you bring the discussion back to a focus which you know is critical. One of the things that we stressed last year and, indeed, it was one of the issues in the John Jay case but by no means uniquely in the John Jay case last year, is: how does a college put together a plan which will manage to get not just through this year's crisis but will keep the college on some kind of even keel for the next several years? And as far as we can see it will be the next several years. We stressed that because it has been our view at 80th Street and it certainly is my personal view that this is a structural crisis, it is not something that is going to go away. We would like to believe it will go away but certainly it will not next year, as you rightly point out. So we were asking colleges last year to take steps that anticipated the fact that we were going to be living with short rations for an extended period of time. So whatever cuts we took last year we probably will not be able to replace the following year and, indeed, we are probably looking at additional cuts the next year. So I think part of this document, and I think it is a useful corrective to what I said, needs to be -- square one needs to be -- that John Jay has projected realistically what the resource universe is likely to look like over a two or three year period -- that is to say, there is a plan that assumes no growth, there is a plan that assumes continuing budget decline and how that would be coped with, and within that, because I do expect even within that context that there will still be an APP pot of dollars at the margins to distribute in flexible ways . . .

Senator Rubin: Then you are dealing with a different kind of process, you are dealing within a construct of decline. If you are saying what happens when there is an X amount of budget cut, how do you then talk about what Professor Pinello posited earlier and that was that we show we are as lean as we can be and that the only place it makes sense to go is up. But, on the other hand, you are saying it might make sense for John Jay to go up but given the budget constructs under which we are operating John Jay can't go up and has to go down. I am still having a difficult time figuring out what that document can do to address that.

Vice Chancellor Freeland: I think that any planning process that you mount here has to include, as a foundation, realistic budget planning parameters so you have to assume at least as one possibility that there is going to be continuing declines in tax levy support from the State. That being true, the first question is whether there is any way for you to offset those losses. Perhaps enrollment growth, as you anticipated, will produce potentially enough revenue to fill in those gaps so that you don't have to do cuts. If not, how are you going to address a declining bottom line and, given that plan, then the increments we talked about through APP would obviously have to fit into that context.

Senator Pinello: Then it becomes a retrenchment document and not an academic program planning document.

Senator Litwack: Let's assume that we provide you with a document that makes absolutely clear how every one of our programs is essential and, therefore, there is no issue of retrenching programs.

Vice Chancellor Freeland: Subject to this context that we are in.

Senator Litwack: No, I'm coming to that. Assuming that all our programs are essential to our mission, that we have no extraneous programs and, therefore, no programs should be closed. And then the only way to add resources to programs would be to separate people -- not retrench necessarily in the sense of closing programs for separation -- by

separating non-tenured people. My question is: if we are faced with that situation, does our document have to justify to you the value to the College of every single non-tenured person? And let me raise a related question: assuming there has to be some kind of separation, why does it have to be members of the faculty?

Vice Chancellor Freeland: I didn't mean to imply it did.

Senator Litwack: I assume if there has to be some kind of budgetary cutback it would be equally acceptable to you in terms of Academic Program Planning that it would come from other than the faculty or from academic programs of the college.

Vice Chancellor Freeland: Not equally acceptable. It would be preferable.

Senator Litwack: Preferable. Thank you for saying that. Now let me go back to my prior question.

Vice Chancellor Freeland: We should not be in the position of second guessing the college or getting inside position-by-position decisions.

Senator Litwack: But that is essentially what happened last year. We decided last year that every faculty member at this College, tenured or otherwise, was so important to the mission of the College that no one should be separated. That was our decision. And, therefore, we did not shift resources because we decided every one was too important to justify resource shifting. What if we decide to do precisely that again.

President Kaplowitz: And document our decision.

Senator Litwack: Yes. That is my question. My point is that we clearly can document how each of the programs is essential and how, therefore, no tenured member should be fired because no program should be closed.

president Kaplowitz: The retrenchment guidelines permit tenured faculty to be retrenched even without closing a program if all the non-tenured faculty in the program are fired first.

Senator Litwack: OK. But the non-tenured would have to be fired first. So if we operate on the assumption that we are not closing any programs, then the only way, supposedly, we can justify not shifting resources is by justifying the essential value of every single non-tenured member of our faculty.

Vice Chancellor Freeland: It seems to me that is not dealing with what Professor Rubin is talking about.

Senator Litwack: I think it is dealing with precisely what Professor Rubin is talking about.

Vice Chancellor Freeland: It may not be an issue of justifying keeping everything that you have got. It may be a necessity of finding ways to cut even when there is no good place to cut.

Professor Benton: Let me ask the same question in another way. Assume for the moment that each CUNY campus submits a plan to you which justifies the changes they need to make and proposes a configuration and a level of resources that they consider to be appropriate. And assume that you find each of those plans to be satisfactory or you perfect them in the process. Now we have a whole set of plans and they add up to 130 but the resources available are 100. What I find difficult in terms of thinking about a 5-year scenario is that I get a very ambivalent signal from CUNY about

Base Level Equity. I can understand how John Jay goes through this situation if I know where we are going with Base Level Equity. If I know that -- even if the overall CUNY budget is going down -- if you say that within 5 years we are going to reach a condition of Base Level Equity, I can then make some assumptions about the resources that are going to be available.

Vice Chancellor Freeland: That's a fair point.

Professor Benton: And I then can say that despite the overall budget situation, the worse case scenario, we are going to receive this line, and this line, and this line, and here is what we are going to do with those lines when we get them. I think that is implicit in the way we have been responding to the situation that we are in. We assume that the University means it when it says Base Level Equity. And if you do mean it, then the whole notion of retrenchment at John Jay seems to be an inappropriate response.

Vice Chancellor Freeland: I'm not quite sure I see that. It would depend upon what the budget actually is and what the bottom lines were. But my position in these discussions at 80th Street always is: "If we get a severe budget cut, and we are asking the colleges to do this kind of difficult planning under these very hard circumstances that we're in, we can not then turn around at 80th Street and distribute the pain in some formulaic way that takes no account of particular circumstances of the colleges. Because that would simply produce outrage at the college level if we had proceeded in such an easy, facile way when we were asking the colleges to do it in a very different way. That says to me that whatever these cuts turn out to be, the ways in which we have sought to recognize the special circumstances of John Jay, or any other college, through Base Level Equity and APP need to be protected even as we distribute those cuts. If that is responsive to your question? That is to say: you are looking for some assurance that the Base Level Equity initiative would be protected in pushing resources back toward John Jay even if the overall University budget is cut.

Professor Suggs: You can plan then if you believe the floor is going to rise.

Vice Chancellor Freeland: What would seem to me a somewhat illogical extension of that would be to say that, therefore, we can guarantee that there would be no cuts. I do not think we can say that.

President Kaplowitz: No, no, that is not what we are saying.

Vice Chancellor Freeland: But to say that we would protect these two initiatives so that you can count on them and then the cuts would be distributed in some evenhanded way with these increments then added back on top before you got your base budget no matter what the State situation is is the kind of statement I think we should say.

Professor Benton: Are you in favor of Base Level Equity being fully implemented within some reasonable period of time?

Vice Chancellor Freeland: I have been in favor of Base Level Equity as part of a redistribution mechanism. I am not in favor of a redistributive mechanism that is one-dimensional and rewards only enrollment. I do not think that would be good for CUNY. I know that other people disagree but that is my position. We are a complex University.

Professor Benton: Put Base Level Equity and Academic Program Planning next to each other. Basically Base Level Equity is a steady increment and APP is not: APP may hold us back one year and push us ahead another year

but at some point we would get to Base Level Equity unless the University leadership decides not to do it.

Vice Chancellor Freeland: Yes, that logic should continue until we get to the point at which we define we have eliminated fifty percent of the inequities that existed in 1992. Yes.

president Kaplowitz: But some of us have been paying very close attention to the budget documents and we are nervous and disappointed because this year, for the first time, the Base Level Equity allocation does not comprise the full number of this year's share of funded full-time faculty lines. Rather it comprises a combination of some funded full-time faculty lines and the rest in the form of an equivalent number of graduate fellow lines. Not only did we, therefore, receive fewer full-time faculty lines than we should have received but, furthermore, graduate fellows are not only not full-time faculty but they are more difficult for us to use to meet our programmatic needs than the lump sum that allows us to hire adjunct faculty because the pool of graduate fellows is smaller than the pool of adjuncts and the people don't necessarily meet our teaching needs. And so we see this year's Base Level Equity allocation as a retreat from what we believed to be a commitment on the part of the University.

When the report that President Leon Goldstein and his committee issued on academic program planning was repudiated by the CUNY community, the Board instead adopted a Resolution on Academic Program Planning to show its formal commitment to academic program planning. Would it not be appropriate for the Board to similarly adopt a Resolution on Base Level Equity by which the Board expresses the University's commitment to the principle and implementation of Base Level Equity? And would you work on developing such a resolution as staff to the Board's Committee on academic program planning and review?

Vice Chancellor Freeland: I am very much aware of the way the dollars came to you this time and that it was different. And I appreciate what you say about the greater difficulty in absorbing those resources in a useful way. I am supportive, as I said before, of sustaining these initiatives even in declining circumstances and I would work for that end.

Senator Litwack: I heard you say something that I had not known. Did I hear you say that the plan for Base Level Equity is only to bring the colleges up to 50% of where we should be?

Vice Chancellor Freeland: No. I said something different but maybe equally troubling. I said the goal is to eliminate 50 percent of the inequity. That is to say, the goal is not to bring every college to exactly the same point, at least over the five years that are projected.

Senator Litwack: If I may make a crucial point. But first of all, for the record, I never heard that before.

President Kaplowitz: Nor have I. None of us have heard that before today.

Senator Litwack: If, Vice Chancellor Freeland, that is true -- and you should be in a better position to know than we -- but if that is true, then it is truly unacceptable to give APP lines in any way other than based on the inequities of the colleges. I can understand your point that if Base Level Equity went fully into effect and at least in terms of Base Level Equity there was equality between the colleges, then excess money would be distributed according to other criteria to allow certain colleges to go in certain directions. But in all frankness, I find it absolutely illogical, unreasonable, unacceptable, and indefensible to treat John Jay in any way that gives less money to us proportionally under APP if the



goal is not to even bring us up to equality under Base Level Equity. And a corollary of that is that until we achieve Base Level Equity, APP lines should be distributed with some consideration relative to faculty resources.

Vice Chancellor Freeland: Base Level Equity first and Academic Program Planning second?

Senator Litwack: I am not saying that they should be totally different, but as long as we are so far removed from equity, the APP allocation should be distributed with equity somewhat in mind.

Vice Chancellor Freeland: I hear that. This is a complicated discussion. That principle makes more sense to me in a universe where some people are not only advantaged relative to other CUNY colleges but relative to where they ought to be. That is to say, in my view, virtually every CUNY college is underfunded. Is it really the path of wisdom to set out as University policy to bring every one to the same inadequate level by taking some colleges which are already underfunded and making them even more radically underfunded in order to make others that are desperately underfunded somewhat less underfunded? Is that really the wisest path?

Senator Litwack: Is it your position that a student enrolled in a baccalaureate program at Lehman should have more resources than a student who comes into a baccalaureate program at John Jay? Is that your position? And, if so, what is your rationale for such a position?

president Kaplowitz: We are talking about students who pay the same tuition and who will have to take the same Ace exam -- the same rising junior exam.

Vice Chancellor Freeland: Absolutely, this is a very fair point. I would just say that if I am trying to think through what is in the long-time best interests of the University, and that clearly involves sustaining strong colleges around the University, each one as strong as it can be, at some point -- and I would be willing to have this argument in more detail -- cutting a marginal dollar from one of the quote/unquote 'advantaged' though poor colleges in order to make the situation somewhat more equal might seem to me less in the long-term interest of the total University than allowing that advantaged though poor University to hang onto what it's got. I can imagine that and if that ends up forcing me in the position that you want to force me into I would say that we are in a situation where we are being forced to do lots of bad things. We are not in a position where we can do everything in the way that we want to do it. I'm not persuaded, you might be, Professor Litwack, that no matter what the absolute needs of our campuses ought to be we should bring everyone to just the same level even if that means gutting very fine programs at other colleges which are underfunded at the beginning.

Senator Litwack: How about if it only means everyone teaching their contractual load? We feel that our faculty can stand up to any faculty in CUNY and that, therefore, we should have equal opportunity for research.

Vice Chancellor Freeland: That is a fair point.

President Kaplowitz: We are talking about equity from now into the future. We are not talking about retroactive compensation for the underfunding of John Jay compared to other senior CUNY colleges during the last 20 years. We are talking about starting now toward reaching a more equitable funding in the present. For all of those years . . .

Senator Litwack: Yes, Karen is saying we are not asking for reparations.  
[laughter]

president Kaplowitz: Yes, reparations was the word I was looking for! But I know you have overextended your time with us, Richard, and that are already late for a meeting elsewhere. I would like to say that for myself, and I can see from observing my colleagues, that this discussion has been very helpful to us and I hope it has been for you. I would like to invite you back soon. And I want to say, on a personal note, that being on the Executive Committee of the University Faculty Senate has been a wonderful experience in large part because of the opportunity I have had in working with you. It has been a pleasure.

Vice Chancellor Freeland: Thank you, Karen. That is very nice of you to say that.

president Kaplowitz: I consider you a model of an intellectual and academic leader, someone who really cares intellectually as well as pragmatically about the University and who is keenly aware of the larger political picture. I know that you work ceaselessly on behalf of the University and that you are untiring in your efforts for the University. I want you to know that all of us here are tireless and committed in our efforts for John Jay.

Vice Chancellor Freeland: I know that. I have observed that to be true.

President Kaplowitz: Since we are part of the University, and since you are ceaseless in your efforts on behalf of the University, we do want to be able to continue having a dialogue with you as to how we can best serve John Jay and its students. We will be mindful, I promise you, of what you have told us here. I have no doubt you will be mindful of what we have said to you.

Vice Chancellor Freeland: I very much appreciate the generosity of that and just let me say that Academic Program Planning was put together on the fly and we are trying to figure out how to do it most wisely as we go along. So I feel very open to discussing this. I know we haven't worked out all the details of it and I feel very open to this kind of exchange. I hope you are not too unforgiving if we find there are areas that have not been adequately thought through and we can try to get to a better place.

President Kaplowitz: And we know that you are grappling with very, very difficult, enormously difficult problems, many campuses, a terrible budget situation. You came to CUNY thinking we would have a more supportive administration in Albany and in City Hall than we now have. We look forward to seeing you next week for the forum on the rising junior exam. Thus you will have another chance to hear from us about these issues.

Senator Malone: Before Vice Chancellor Freeland leaves I'd like to say that he represented Chancellor Reynolds at the Senate Higher Education Advisory Committee meeting last week and did an excellent job of representing CUNY. It was a very important meeting and Senator LaValle is an extremely important person and the University has not always been well represented in Albany but we are now and we are grateful for having you as our spokesperson.

Vice Chancellor Freeland: I thought it was important that they understand about our mission and why we need help from Albany. Again, thank you all very much.

President Kaplowitz: Thank you.

The Senate applauded Vice Chancellor Freeland,

5. Issues of recruitment and retention of in-service students  
[Attachment E]

President Kaplowitz reported that the New York City Police Department has announced to all its employees that live two-way video conferencing of college courses will be offered at NYPD locations, including police station houses, 1 Police Plaza and the Police Academy, starting in the Spring of 1996. The letter announcing the program [Attachment E] was distributed recently to every NYPD employee with their paycheck: the letter is signed by both Police Commissioner William Bratton and the president of the for-profit company that is providing the program, the EdTel Corporation, which is making available courses offered by a consortium of three colleges: Mercy College, Fordham University Graduate School of Education, and Manhattanville College. The consortium of colleges does not include John Jay even though the education of in-service students (police officers, firefighters, corrections officers) is a central and integral part of John Jay's history and mission.

President Kaplowitz noted that the Faculty Senate has long advocated that John Jay focus its efforts, attention, and energies in an organized and systematic way to recruiting and retaining in-service students, whose numbers have been dramatically declining at the College during the past six or seven years. The Senate has advocated that many more day/night sections of courses be offered and that courses be offered at satellite locations convenient to in-service students and their work schedules.

Senator Malone asked whether this issue had been brought to the attention of President Lynch. President Kaplowitz said that she has discussed the issue with several administrators and expects to meet with President Lynch about this in the very near future. Senator Litwack agreed with Senator Malone that we should consult with President Lynch.

Senator Henriquez suggested that we should invite Commissioner Bratton to meet with the Senate to discuss this issue with him. Senator Litwack said the reason why our meetings with the CUNY Vice Chancellors have been so productive is that we have been very well prepared and very well informed in preparation for each meeting. He said we do not have enough information to productively meet with the Police Commissioner at this time, although we might want to arrange such a meeting when we do have sufficient information.

There was discussion of the kinds of courses and services we would need to offer to attract in-service students. Senator Rusch said that many things can be done to bring prospective students to John Jay. Senators Litwack and Barrios agreed as did many others.

President Kaplowitz was directed by unanimous vote of the Senate to meet with the College administration and, specifically, with President Lynch to convey the Senate's concern about the implications of both the EdTel program and Police Commissioner Bratton's endorsement of that program and also to convey the Senate's view that it is essential that John Jay carry out its mission of educating in-service students.

6. Discussion of the agenda of the December 14 College Council meeting

Senator Rubin suggested that the Standard's Committee proposal for raising the criteria for the Dean's List is too stringent for a student who has a weak collegiate start but who matures academically over time. It would be impossible, she said, for a student to achieve the proposed Dean's List requirement of a cumulative 3.5 GPA if the student does not do well consistently throughout his or her college career. She moved a

motion that the Senate recommend that the proposal be amended from a cumulative GPA of 3.5 to a cumulative GPA of 3.25 and a 3.5 GPA during the previous academic year. The Senate supported the proposed change and President Kaplowitz said she would advise the Associate Provost of the Senate's recommendation. Senator Rubin agreed to move to amend the proposal at the College Council.

7. Proposed endorsement of the Resolution of the CUNY Library Association

Senator Jane Davenport explained that the Board of Trustees 37 resolutions of June 1995 include Resolution #29 which requires library book acquisitions for all CUNY colleges to take place at one central location and that this policy change was developed without consultation with CUNY librarians who have since developed a resolution which the University Faculty Senate will vote upon soon and which the PSC endorses.

Senator Davenport said that support of the resolution by the John Jay Senate would be reported to the UFS when it takes up this resolution. President Kaplowitz explained that the UFS has already passed a resolution calling on the Board of Trustees to rescind the other June 1995 policies that involve issues of faculty responsibility and faculty prerogatives.

Senator Davenport said that John Jay has the most at stake in terms of the negative impact that Resolution #29 will cause because we have a unique library collection. She predicted that we will lose one of the best criminal justice libraries in the country if centralized acquisition of books takes place. Senator Janice Dunham said the funding of college libraries is also an issue. Senator Davenport moved the resolution:

Resolved, That the John Jay Faculty Senate supports the request of the Library Association of the City University of New York to rescind Item 29 of the June 1995 Board Resolutions, and be it further

Resolved, That prior to implementation of any Library policy for the University, there be a careful course of study, involving appropriate faculty, which analyzes first and foremost the library needs of each college and the possible efficiencies that could be gained without sacrificing acceptable standards of service and accountability.

The motion to endorse the resolution carried by unanimous vote.

a. Invited Guest: New York State Senator Catherine M. Abate

[The report of the Senate's meeting with NYS State Senator Catherine M. Abate, who represents the district that T Building is located in, will be published with the next set of Faculty Senate Minutes -- Minutes #133.]

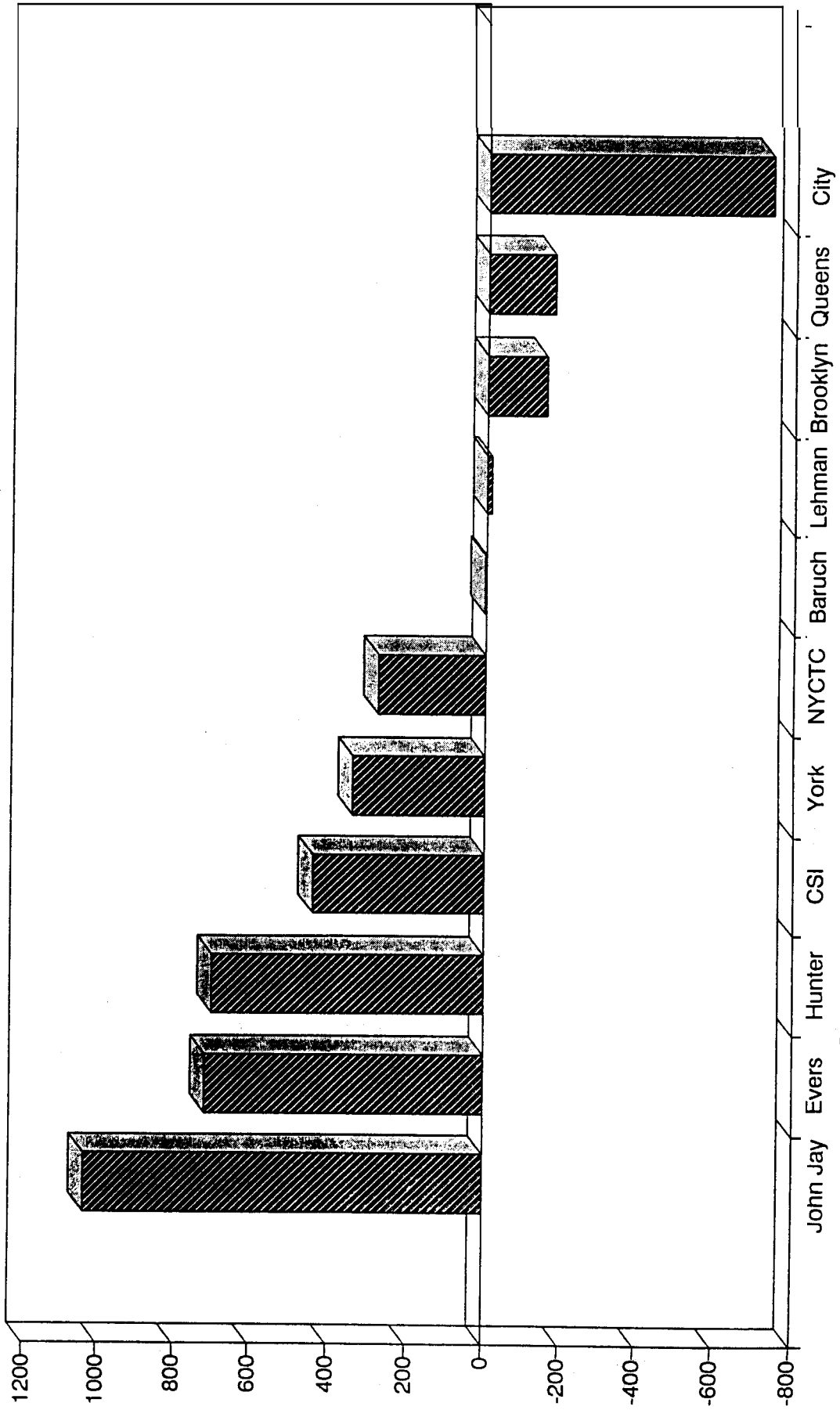
Upon a motion duly carried, the meeting was adjourned at 6:30 PM.

Respectfully submitted,

Edward Davenport  
Daniel Pinello

Recording Secretaries

# Growth in Student FTE Enrollment 1992 to 1995 (Fall)

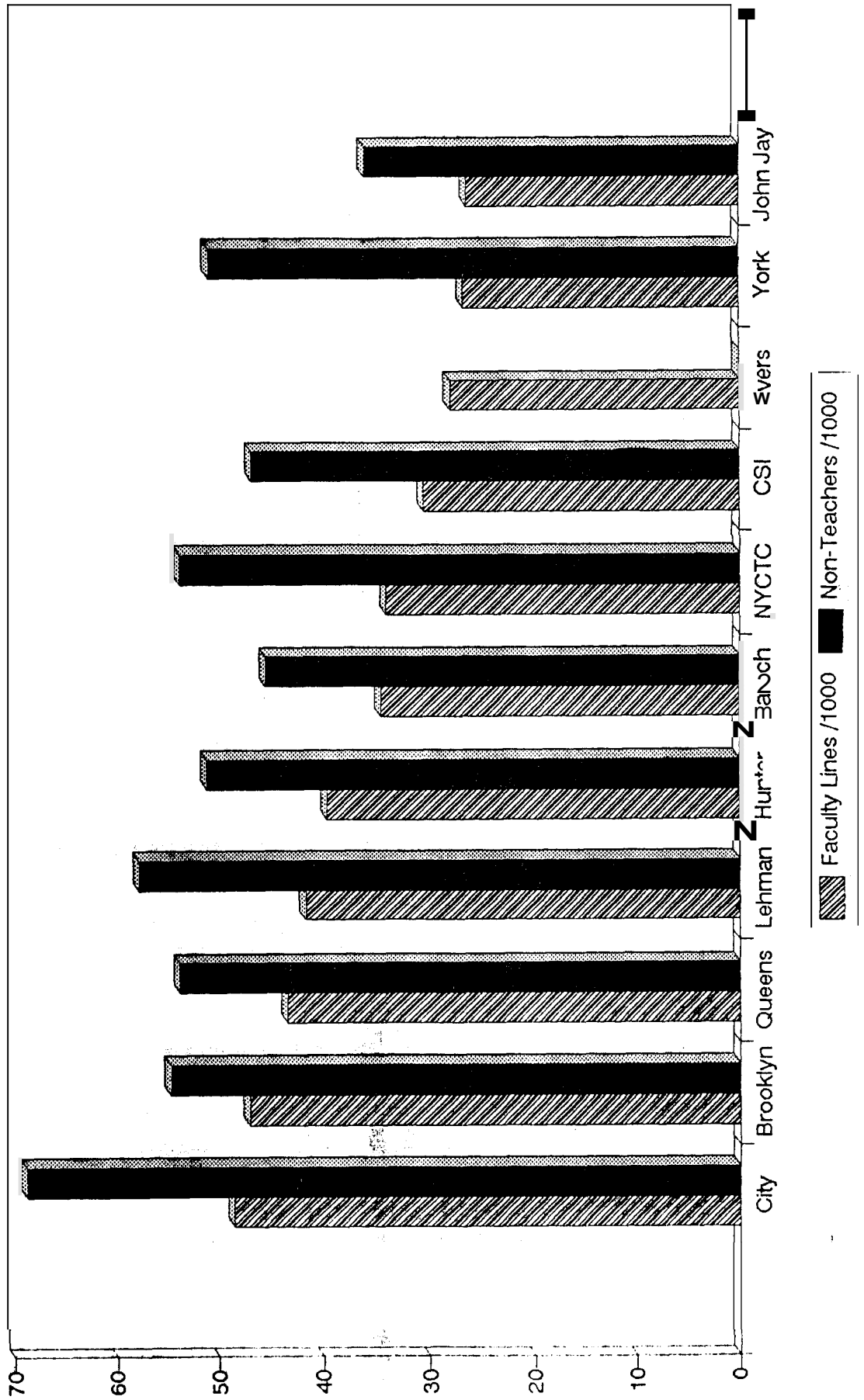


Growth in Full Time Equivalent Students

# City University of New York

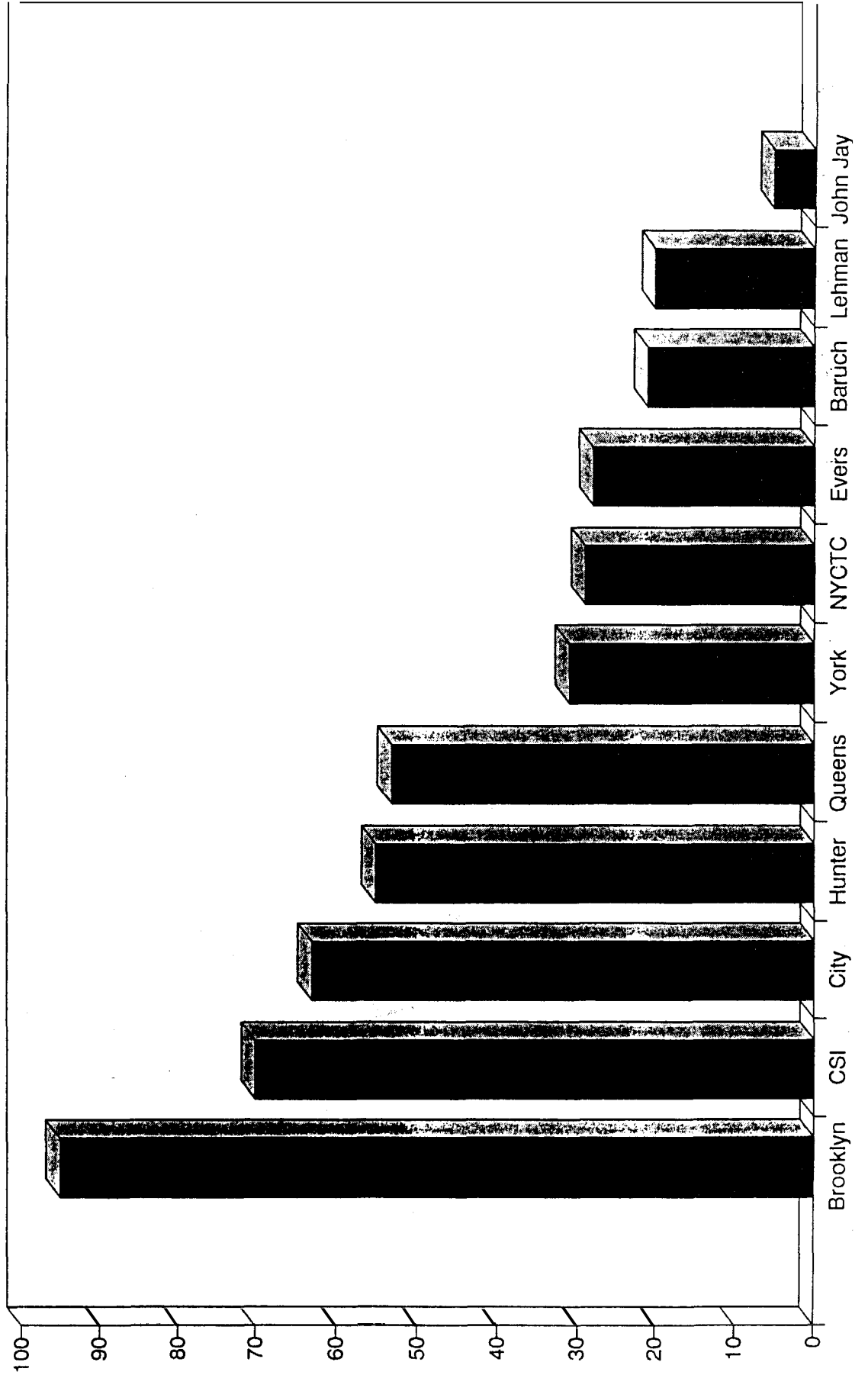
## Teaching & Non-Teaching Lines /1000 FTE

ATTACHMENT A-2



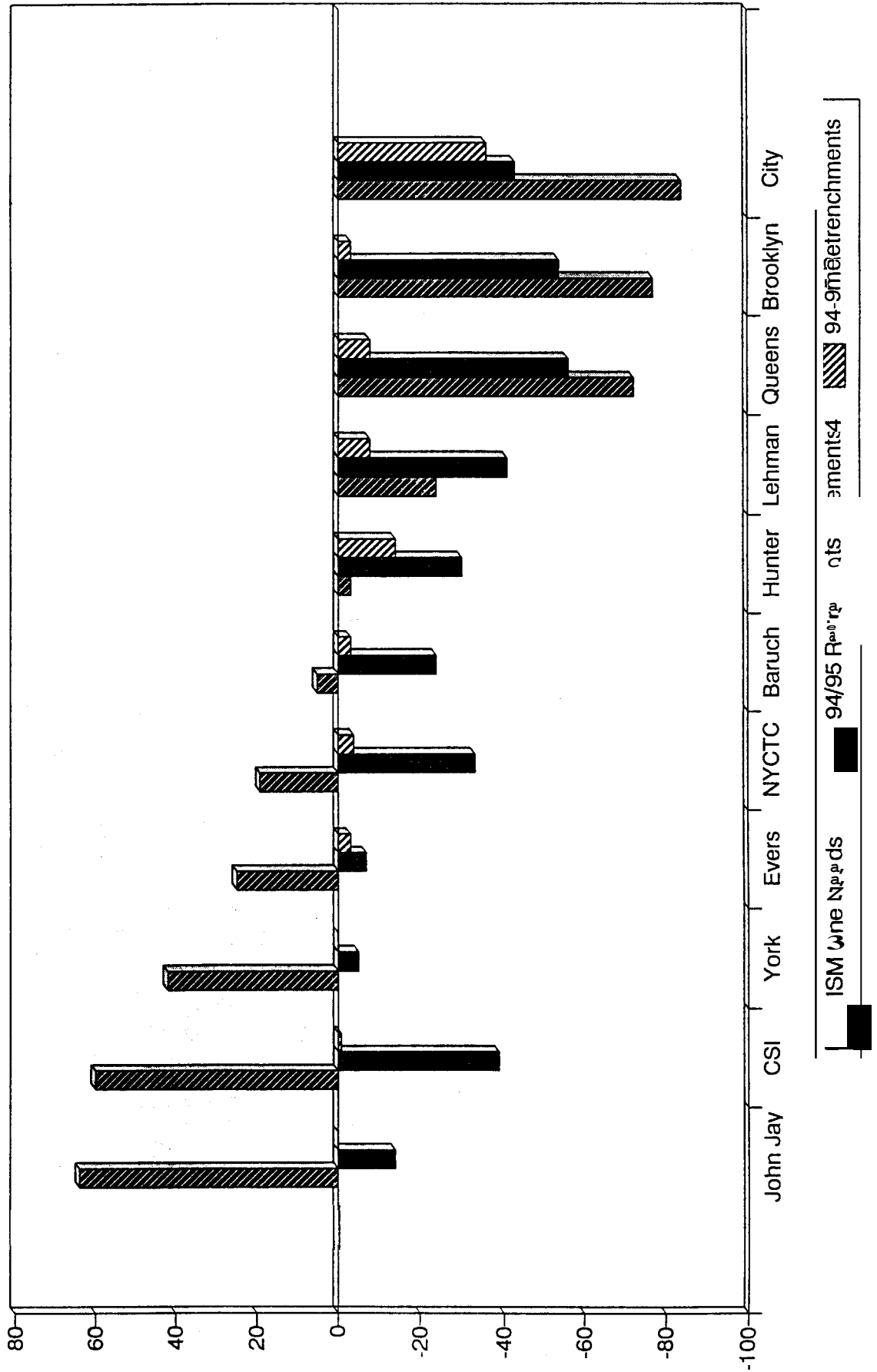
# City University of New York

## FY 1994-1995 Vacant Funded Positions



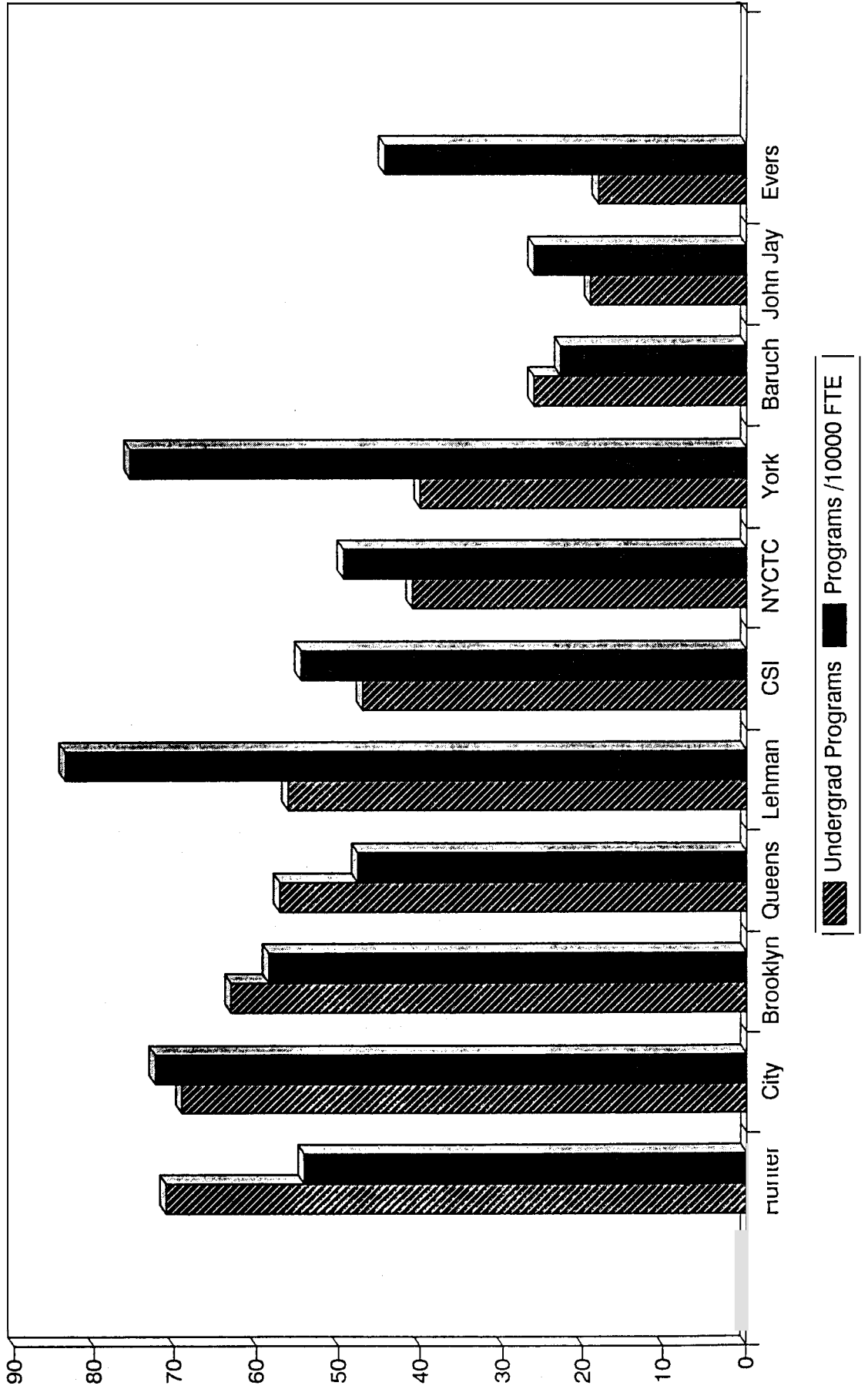
# City University of New York

## ISM Need and Retrenchment/Retirement



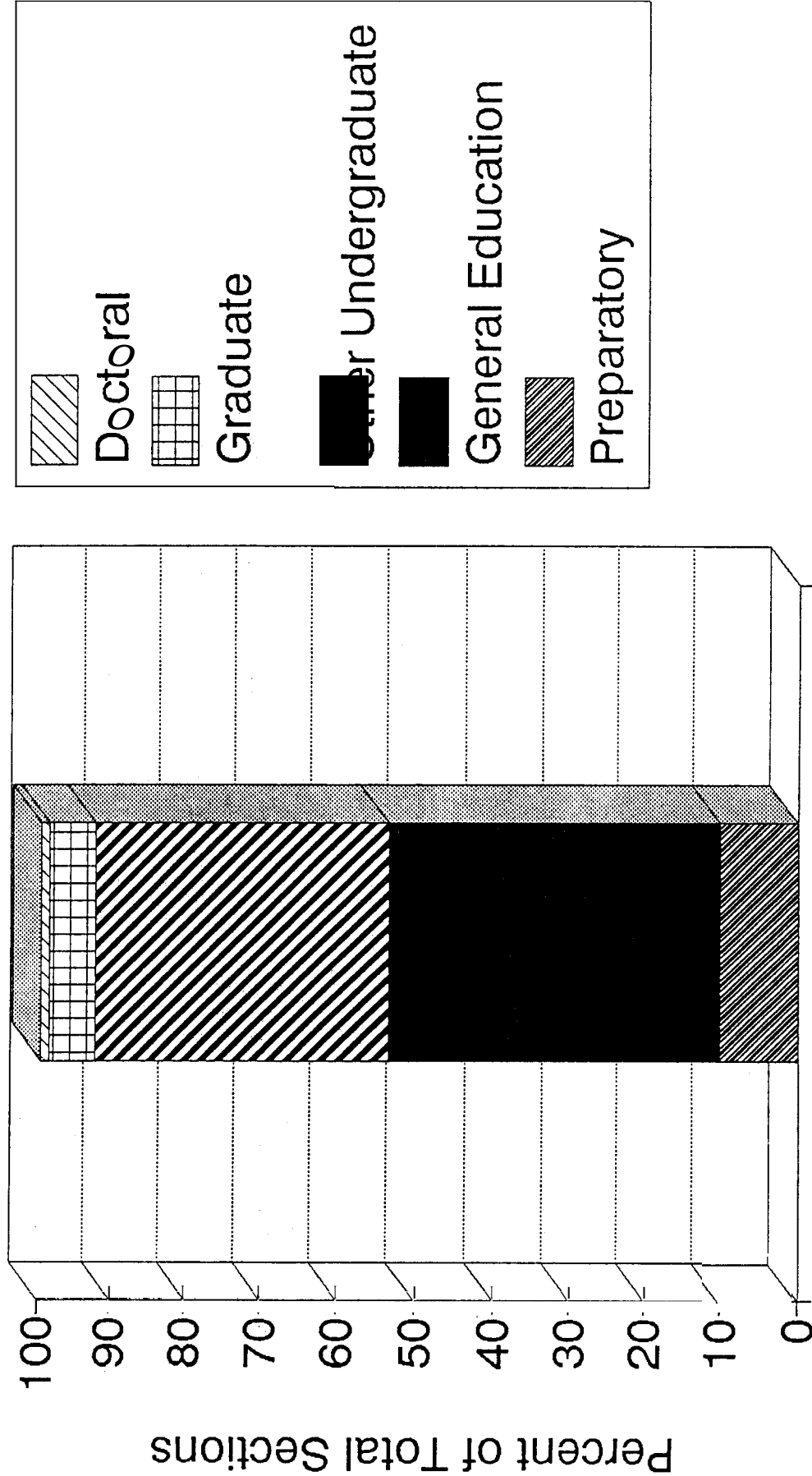


# City University of New York Undergraduate Programs



# John Jay College of Criminal Justice

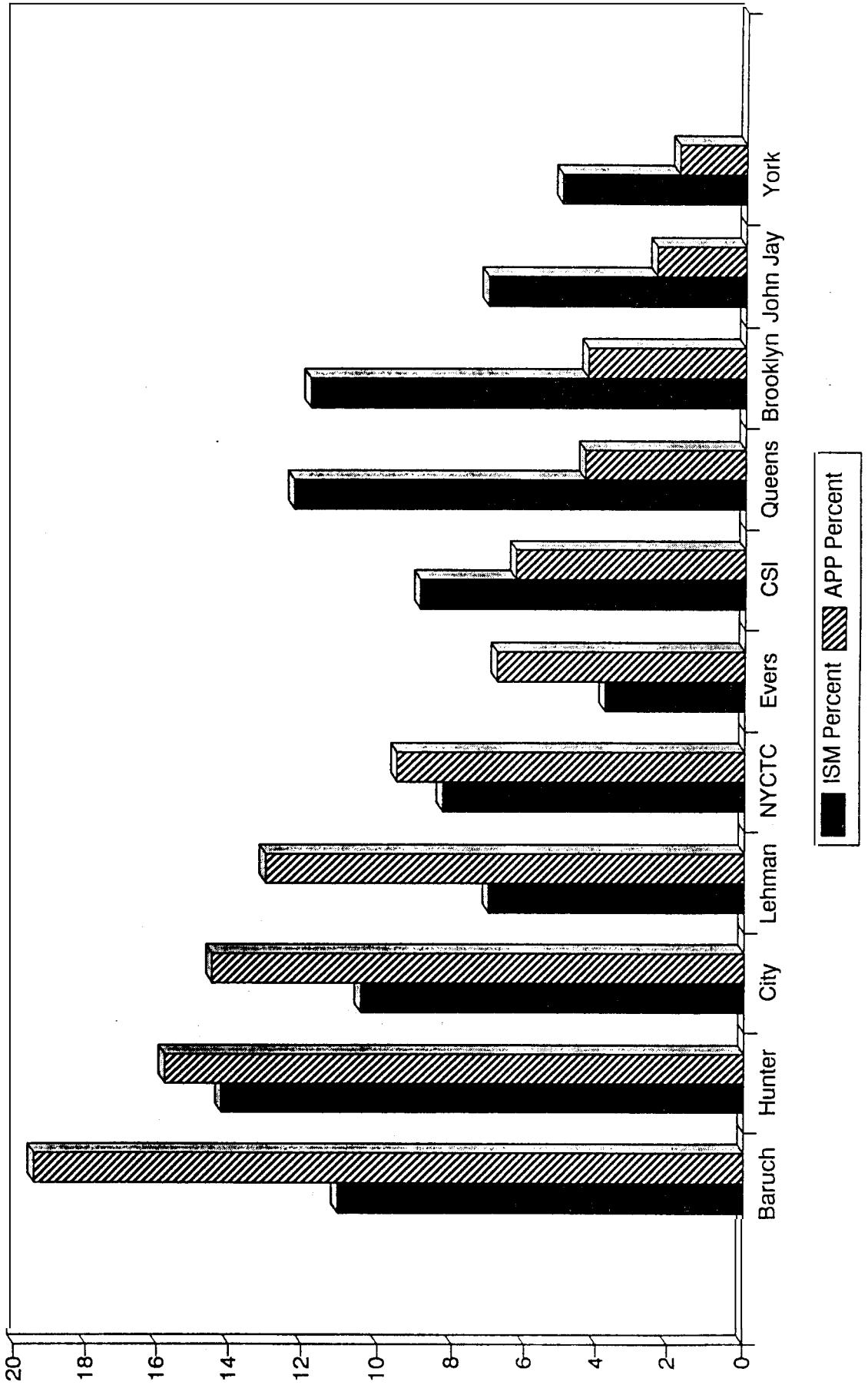
## Fall 1994 Sections by Level



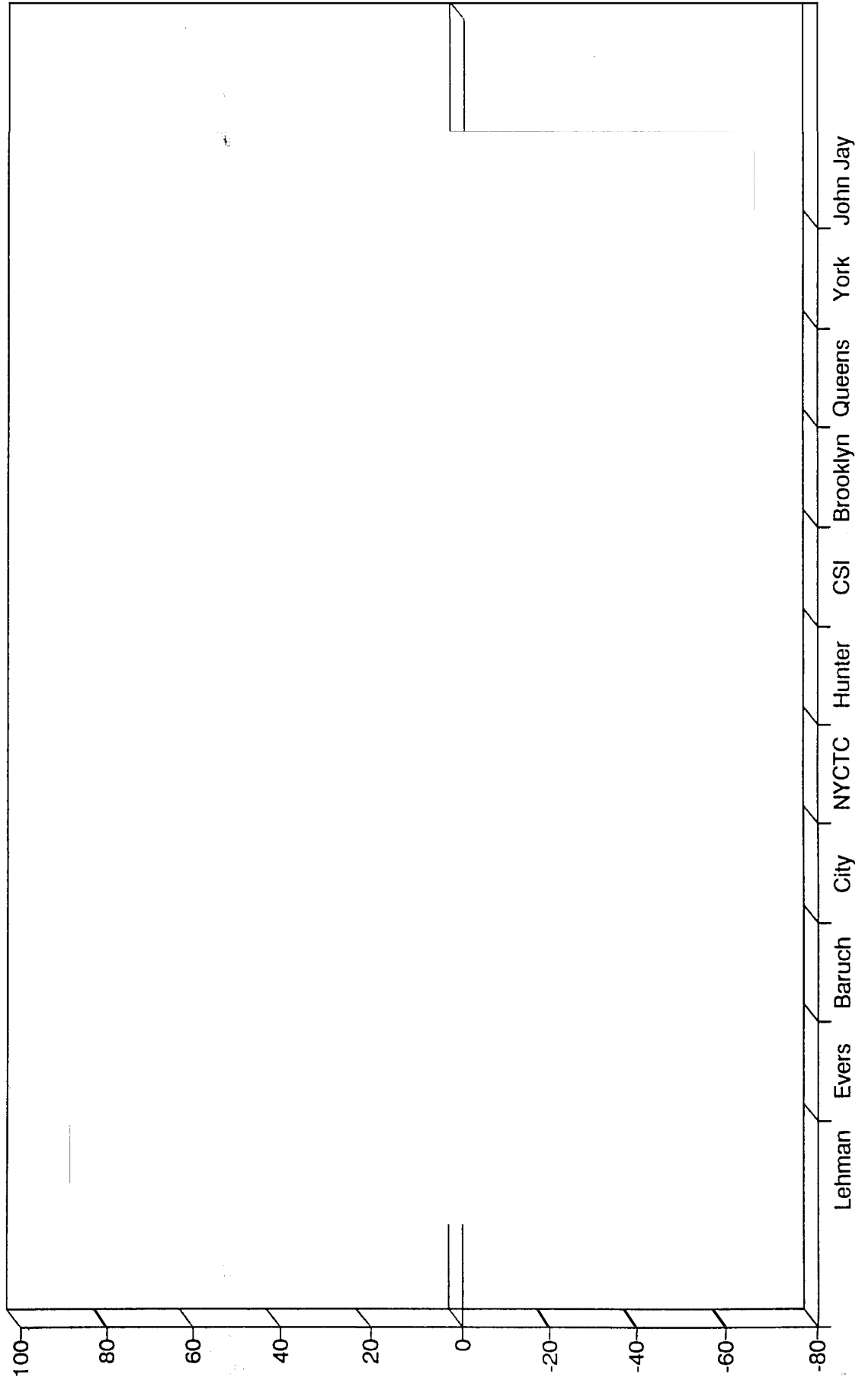
Fall 1994 Course Sections, by Level

# Allocation of APP Funds

## ISM Percent compared to APP Percent



# Allocation of APP Funds Ratio of ISM Percent to APP Percent



## ATTACHMENT A-9

### Sources OF CHARTS A-1 THROUGH A-8:

#### Growth in Student Enrollment

1992 FTE: *CUNY Student Data Book, Fall 1992. Table ID.*

1995 FTE: *Overview of 1995-96 Budget Allocations, page 5*

#### Teaching and Non-Teaching Lines per 1000 FTE enrollment

Teaching lines: *1995/96 Instructional Staffing Model Lines C and C-4*

Non-Teaching positions: *12/21/94 Ad Hoc Committee on Base Level Equity, page 3*

1995 FTE: *Overview of 1995-96 Budget Allocations, page 5*

#### FY 1994-1995 Vacant Funded Positions

*Distribution from Vice Chancellor Rothbard to UFS Budget Advisory Committee, Spring 1995*

#### ISM Need and Retrenchment/Retirement

ISM Need: *1995/96 Instructional Staffing Model Line BB*

Retrenchments and Retirements: *9/19/95 UFS Budget Advisory Committee*

*Retrenchment Summary 8/15/95*

*Retirement Incentive Report 6/16/95*

#### CUNY Undergraduate Programs

*Undergraduate Programs: from UFS Budget Advisory Committee*

*Based on Separate Programs listed in CUNY Freshman Guide*

1995 FTE: *Overview of 1995-96 Budget Allocations, page 5*

#### Fall 1994 Sections by Level

*From John Jay College Institutional Research records*

#### Allocation of Academic Program Planning Funds

ISM percent: *1995/96 Instructional Staffing Model Lines C and C-4*

*Converted to percent of senior colleges presented*

APP percent: *Allocations as reported to UFS BAC 9/5/95*

*Converted to percent of senior colleges presented*

#### Ratio of ISM percent to APP Percent

APP to ISM ratio:  $(APP\% \times 100) / ISM\%$

ATTACHMENT B

**APP ALLOCATIONS FY96  
SUMMARY**

<u>COLLEGE</u>	<u>ANNUALIZATIONS</u>		<u>ALLOCATION</u>	<u>TOTAL</u>
	93-94 '000	94-9s '000	95-96 '000	FY96 '000
<b>BMCC</b>	<b>510</b>	<b>330</b>	<b>313</b>	<b>1.153</b>
Bronx	0	0	210	210
Hostos	<b>244</b>	89.2	<b>110</b>	443.2
Kingsborough	<b>0</b>	420	346	766
LaGuardia	<b>600</b>	225	<b>293</b>	1.118
Queensborough	320	<b>190</b>	<b>228</b>	738
<hr/>				
<b>Subtotal</b> Community Colleges	1.674	1.2542	1.500	4.428
<hr/>				
Baruch	<b>190</b>	618	<b>582</b>	1.390
<b>Brooklyn</b>	<b>0</b>	270	128	398
City	940	190	434	1.564
Hunter	320	220	<b>473</b>	1.013
John Jay	388	90	<b>71</b>	<b>549</b>
Lehman	40	219	390	649
	<b>110</b>	<b>117</b>	205	432
NY C	154	140	<b>284</b>	578
Queens	154	240	131	525
<b>COSI</b>	360	<b>250</b>	190	<b>800</b>
York	400	180	<b>53</b>	633
<b>GSUC</b>	<b>0</b>	<b>0</b>	<b>61</b>	61
<hr/>				
<b>Subtotal</b> Senior Colleges	3.056	2534	3.002	<b>8.592</b>
<hr/>				
<b>GRAND TOTAL</b> <b>ALL COLLEGES</b>	4.73	3.78	<b>4.50</b>	13.01

ATTACHMENT C

City University of New York  
 Changes in Instructional Staff from Retirements, Retrenchments, and Non-reappointments  
 Fall 1994 to August 1995  
 Senior Colleges

College	Teaching Faculty		Non-Teaching & Admin.		Fac % decr.	Non-Teach % decr.				
	Base	RI	Base	RI						
Baruch	479	24	3	1	167	8	9	15	5.8	19.2
Brooklyn	579	54	3	-0-	125	9	8	6	9.8	18.4
City	608	43	36	-0-	179	10	12	4	13.0	14.5
Evers	116	7	3	1	83	5	4	6	9.5	18.1
Hunter	616	30	14	-0-	236	5	23	14	7.1	17.8
Jay	256	14	-0-	-0-	114	2	-0-	-0-	5.5	1.8
Lehman	344	41	8	4	120	6	11	13	15.4	25.0
NYCTC	326	33	4	-0-	65	7	2	12	11.3	32.3
Queens	657	56	8	-0-	188	10	4	5	9.7	10.1
CSI	318	39	1	-0-	102	4	5	-0-	12.2	8.8
York	160	5	-0-	3	62	1	1	3	5.0	8.1
CSUC	171	8	1	0	134	11	-0-	2	7.4	9.7
Central	n.a.				294	10	8	12	n.a.	10.2
TOTAL	4580	354	81	9	1909	83	87	92	9.7	13.7

"Base" from UFS 5 April 1995  
 Retrenchment Summary 15 August 1995  
 Retirement Incentive Report 16 June 1995  
 Non-Reappointments 18 September 1995

ATTACHMENT D

**1995 ACADEMIC PROGRAM PLANNING ALLOCATION INDEX**

<b>COLLEGE</b>	<b>A</b> '95-6 Allocation \$ '000 (%)	<b>B</b> Avg %	<b>C</b> Index (A %/B)	<b>D</b> APP Quality Rating
Baruch	582 (19.4)	10.3	1.9	5
Brooklyn	128 (4.3)	11.2	0.4	1
City	434 (14.5)	10.8	1.3	3.25
Evers	205 (6.8)	3.4	2.0	5
Hunter	473 (15.8)	12.4	1.3	3.25
<b>Jay</b>	71 (2.4)	5.9	0.4	<b>1</b>
Lehman	205 (13.0)	6.9	1.9	5
NYCTC	284 (9.5)	7.4	1.3	3.25
Queens	131 (4.4)	11.7	0.4	<b>1</b>
CSI	190 (6.3)	7.6	0.8	2
<b>York</b>	53 (1.8)	4.6	0.4	<b>1</b>
<b>GSUC</b>	61 (2.0)	5.2	0.4	1
BMCC	313 (20.9)	22.1	0.95	1.3
Bronx	210 (14.0)	13.7	1.02	1.5
Hostos	110 (7.3)	10.4	0.70	<b>1.0</b>
Kingsb'h	346 (23.1)	20.3	1.13	1.6
LaGuardia	293 (19.5)	17.2	1.13	1.6
Queensb'h	228 (15.2)	16.4	0.93	1.3

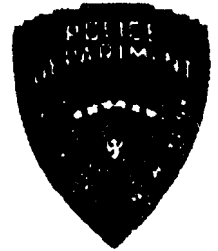
- A.** 1995-96 Allocations from Table 2 (Martin, 8/28/95). Percent Allocation calculated separately for senior and community colleges.
- B.** Avg. % is average of % Budget and % FTEs for each college calculated separately for senior and community colleges. % FTE Students and % Budget form 5 April 95 UFS document on Instructional Staffing.
- C.** Index calculated by A/B. Numbers above 1.0 indicate more APP allocation than justified by FTE size and budget alone. Numbers below 1.0 indicate less APP allocation than justified by size/budget.
- D.** **APP QUALITY RATING** is determined by setting the lowest value of the **INDEX** in each **group** to 1.0. The higher the number, the higher the evaluation by the Chancellor of the APP effort of the particular College. Note the different ranges for the different groups.





November 1, 1995

Uniformed and Civilian Employees  
New York City Police Department  
New York City



RE: Live two-way video conferencing of  
College Degree Programs at NYPD Locations

Dear N.Y.P.D. Employee:

The N.Y.P.D. in collaboration with Educational Televideo Communications **Inc.** (EdTel) is pleased to announce that, **beginning** with the **Spring** 1996 semester, the Department will provide access for **all its employees** to live, **two-way** video conferencing of college courses at **N.Y.P.D.** locations. The EdTel Learning program **minimizes** travel time **and** cost **and** offers **academic** scheduling custom-tailored to the demands of the **N.Y.P.D.** work force.

The New York City Police Department recently adopted **new** academic requirements for the positions of **Sergeant**, **Lieutenant** and **Captain**. Police officers seeking the position of **Sergeant** will require **64** college credits, those seeking the position of **Lieutenant** will require **96** credits and **candidates** for **Captain** will **require a Bachelor's Degree**. **While** these new academic requirements make college achievement an integral part of N.Y.P.D. management, the Department recognizes that it is **often** difficult to balance the **time** demands of work, family and college.

**EdTel Learning at Work** recreates **the** traditional classroom experience at a N.Y.P.D. location convenient to you. College courses taken with this new video conferencing technology allow you to see and hear the professor **and** your fellow students - in real time - and allow them to see and hear you. You save **travel** time, expenses and are eligible to receive degrees and transcripts identical to those of on-campus students. This college opportunity can significantly advance your career!

**EdTel Learning at Home** also provides you with the opportunity to **take** live **video** conferenced college courses on your personal computer at no additional cost. This state-of-the-art technological revolution in higher education is provided to N.Y.P.D. employees whose personal computers are **capable** of receiving video conferencing transport signals.


(over. please)

ATTACHMENT E (cont)

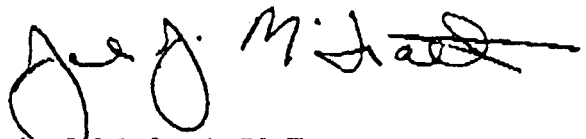
The EdTel Learning Program for N.Y.P.D. employees offers over 60 quality undergraduate and graduate degree programs from leading colleges and universities including Mercy College, Fordham University Graduate School of Education and Manhattanville College. Through this program, Mercy College offers the lowest tuition of any fully-accredited private 4-year college in New York. Police officers selecting Mercy College also receive up to 30 credits toward the completion of a college degree. All N.Y.P.D. employees are eligible to apply for transfer credits, life experience credits, financial aid and student loans.

The Executive Staff encourages you, as a New York City Police Department employee, to secure a college degree in order to enhance your academic qualifications, the professionalism of the N.Y.P.D. and the Department's service to New York City.

Sincerely,



William J. Bratton  
Commissioner  
New York City  
Police Department



John J. McGrath, Ph.D.  
President  
Educational Televideo  
Communications, Inc.

Spring 1996 classes start January 16, 1996. To register and /or schedule an appointment to see and hear this exciting state-of-the-art technological revolution in higher education, please call 1-800-718-EDTEL, or complete and return the postage paid card in the accompanying brochure.