

FACULTY SENATE MINUTES #139

John Jay College of Criminal Justice

May 3, 1996

1:00 PM

Room 630 T

Present (24): Yahya Affinnih, Luis Barrios, Michael Blitz, Edward Davenport, Jane Davenport, Janice Dunham, P. J. Gibson, Elizabeth Hegeman, Zelma Henriques, Lee Jenkins, Karen Kaplowitz, Kwando Kinshasa, Sandra Lanzzone, Gavin Lewis, Tom Litwack, James Malone, Mary Ann McClure, Robert McCrie, Dagoberto Orrantia, Marilyn Rubin, Frederik Rusch, Carmen Solis, Davidson Umeh, Daniel Yalisove

Excused (14): Arvind Agarwal, Peter DeForest, Robert DeLucia, Arlene Geiger, Elisabeth Gitter, Amy Green, Lou Guinta, Andrew Karmen, Henry Morse, Ruth O'Brien, Daniel Pinello, Chris Rashbaum, Maurice Vodounon, Agnes Wieschenberg

Guests: Erica Abeel, Shevelatta Alford, Ned Benton, Sandy Berger, Janice Bockmeyer, Haig Bohigian, James Bowen, Jane Bowers, Marvy Brooks, Effie Cochrane, Pat Collins, Robert Crozier, Glenn Corbett, Kojo Dei, Jannette Domingo, Lotte Feinberg, Janet Fishman, Samuel Graff, Carol Groneman, Melinda Guttman, Holly Hill, Joan Hoffman, Paula Humphreys, Suzanne Iasenza, Katherine Killoran, James Levine, Patricia Licklider, Barry Luby, Marilyn Lutzker, Norma Manatu, Jerry Markowitz, Ellen Marson, Fran McManus, Ron McVey, Daria Montera, Kenneth Moran, Barbara Odabashian, Pat O'Hara, Nishan Parlakian, George Phillips, Mary Regan, Charles Reid, Maria Rodriguez, Catherine Rovira, Douglas Salane, Sydney Samuel, Adina Schwartz, Francis Sheehan, Antony Simpson, Harold Sullivan, Larry Sullivan, Chris Suggs, Marnie Tabb, Anya Taylor, Marie Umeh, Maria Volpe, Daniel Vona, Michael Wallace, Sheldon Waxenburg, Victor Williams, Bessie Wright, Marvin Yablon, Marcia Yarmus, Jack Zlotnick

Invited Guests: Chancellor W. Ann Reynolds, Vice Chancellor Richard F. Rothbard, Vice Chancellor Robert E. Diaz

1. Preliminary Discussion
2. Invited Guests: Chancellor W. Ann Reynolds with Vice Chancellor Richard F. Rothbard and Vice Chancellor Robert E. Diaz

1. Preliminary discussion

President Kaplowitz welcomed the 90 faculty attending this special Faculty Senate meeting which was added to the Senate's calendar in order to accommodate Chancellor Reynolds' schedule when the Chancellor accepted the Senate's invitation.

She explained that the purpose of the meeting is to inform Chancellor Reynolds about the concerns of the John Jay faculty, especially about the extreme underfunding of John Jay in both absolute

terms and in comparison with other senior colleges. She said that by having similar meetings with Vice Chancellor for Budget Richard Rothbard in 1993, Vice Chancellor for Student Affairs Elsa Nunez in 1994, Vice Chancellor for Facilities Planning and Construction Emma Macari in 1995, and Vice Chancellor for Academic Affairs Richard Freeland in December 1995 at which the John Jay faculty demonstrated that we are knowledgeable, engaged, and committed to our College and to our students and colleagues, we have set the stage for today's meeting and the hope is that the Chancellor will be persuaded by us and that this will be but the first of similar meetings between the John Jay faculty and the Chancellor. Professor Ned Benton spoke strongly in support of President Kaplowitz's strategy for today's meeting.

New York State Supreme Court Judge Alice Schlesinger's ruling of the previous day vacating the Board of Trustees' June 26, 1995, actions was reviewed. President Kaplowitz said she would be sending copies of the Judge's ruling to each Senate member for discussion at the Senate's regularly scheduled May 10 meeting. She suggested that faculty who want to read the Judge's ruling ask their department's Faculty Senate representative for a copy or they can read one of the copies that is being put on reserve in our Library.

Governor Pataki's proposed budget was reviewed: the Governor's proposed budget, if approved by the Legislature, would create a shortfall for CUNY of \$96.3 million out of a \$942 million budget. The Governor has also proposed a cut of \$50 million from TAP [Tuition Assistance Program] for CUNY students and students will have to apply half of their PELL grant to tuition with the rest of the tuition being paid for by TAP, which would mean that the economically most disadvantaged students would have to pay \$1200 out of their pockets.

Also reviewed were the following issues: the funding needs of John Jay; the inequitable funding of John Jay as compared to other senior colleges both in terms of faculty and non-faculty lines; Base Level Equity; funded vacant lines; Academic Program Planning; retrenchment; the interrelationship and virtual synonymy established by 80th Street between retrenchment and Academic Program Planning; the College Preparatory Initiative (CPI); the "rising junior" test officially known as the Academic Certification Exam [ACE]; John Jay's Phase II; the newly instituted centralized testing of students; the recommendations of the Languages Other Than English [LOTE] Taskforce; the NYS Regents decision to require high school students to pass Regents tests in order to graduate and its potential implications for John Jay and CUNY.

President Kaplowitz said that the resignation three days earlier of SUNY Chancellor Thomas Bartlett is very troubling. She said that Chancellor Reynolds has been and is a tireless and tremendously dedicated fighter for CUNY in Albany: she really fights for CUNY to get the best possible budget. But in contrast, the Trustees of SUNY, four of whom are new appointees of Governor Pataki, had ordered Chancellor Bartlett to not protest the cuts to SUNY's budget but rather ordered him to take the position that SUNY could absorb the Governor's proposed cuts and could easily raise tuition by \$250. So Chancellor Reynolds has not been joined this year by the SUNY Chancellor in her attempts to convince the Legislators to restore funding to public higher education: until this year Chancellor Reynolds and Chancellor Bartlett, and before that his predecessor, joined forces in arguing for restorations of funding for CUNY and SUNY. What the Legislature does to SUNY it does to CUNY. And so when this year SUNY yielded to the Governor's proposed cuts and did not even protest them, CUNY's situation was made even more difficult.

2. Invited Guests: Chancellor W. Ann Reynolds with Vice Chancellor Richard F. Rothbard and Vice Chancellor Robert E. Diaz [Attachment A1-A8 & B1-B7]

Upon arriving, Chancellor Reynolds was welcomed and was introduced by President Kaplowitz who also introduced Vice Chancellor for Legal Affairs Robert E. Diaz and Chancellor Reynolds' executive assistant, Dr. Cynthia Pulliam.

Chancellor Reynolds: Hello, Karen. It's so nice to see you.

President Kaplowitz: Thank you so much for accepting our invitation.

Chancellor Reynolds: It's a pleasure to be here.

President Kaplowitz: I would like to start our discussion by quoting from our Faculty Senate minutes [Minutes #133: February 8, 1996]. In February, Assemblyman Ed Sullivan was a guest of our Faculty Senate -- we have invited a series of legislators in order to educate them about issues relevant to CUNY, especially the budget -- and among our guests have been Senator Catherine Abate, Assemblyman Richard Gottfried, Senator Franz Leichter, and Assemblyman Ed Sullivan. Let me, if I may, quote from what Assemblyman Sullivan said about you at our February 8 meeting: "Chancellor Ann Reynolds is an excellent spokesperson for the City University in Albany. I know that in the University there is a problem, I understand that. But in Albany, she is strong, she's bright, she comes on with a kind of tough New York stance -- I know she's not from New York (I think she's from Akron or Indiana) -- which is the way to get things done, quite frankly. So there's nothing wrong with your [CUNY's] lobbying efforts." [The faculty applauded long and loudly.]

Chancellor Reynolds: My mother just recently wrote me a note to remind me that the first time I ever came to New York was when I was an infant and I was wearing a Chux -- do any of you know what a Chux is? is anyone here old enough to know what a Chux is? It's the first disposal diaper ever -- it was called the Chux. My parents were Presbyterian missionaries and the headquarters were up around 125th Street and Riverside Drive. They were desperately poor and working in the American Indian Southwest, in Oklahoma and Arizona, although I was actually born in Kansas. Assemblyman Sullivan, whom I love dearly and whom I see often socially and professionally, reminds me of that map of the United States, you remember, where New York occupies most of the map and then everything west of the Hudson all the way to California occupies a tiny, tiny part of the map. [Laughter]

Let me go right away to where we are on the budget and then I'll be glad to respond to any questions and to talk about where we hope to go. I'm especially happy to be here today because this is an extraordinary story at John Jay. You continue to be a very, very rapidly growing, very exciting place. You are an institution where we are trying, in a very difficult time, to get more resources to. You may know that we have been doing Base Budget Equity adjustments that make your counterpart faculty very angry at some of the campuses where there are actual reductions in enrollment. Your growth, your new program initiatives, have meant that even though we can't catch you, we have been trying to grow the budgets and grow the resources and grow the conditions that are coming to John Jay. I think that this is of utmost importance: your enrollment data look strong for next fall, which is a very constant characteristic of the College.

I won't get into the struggle between professional and liberal arts courses that we have been going through lately: I will only say

that most of your degree programs here are, indeed, professional programs but you have an extraordinarily good liberal arts core and I think that the arguments are kind of specious because the liberal arts component is so very critical and the liberal arts programs and the faculty in the liberal arts here are very, very strong indeed.

Let me go to where the budget is. This is a good time to talk about the budget because we really are on the final push. I had a very good and productive meeting last Thursday morning with Speaker [Sheldon] Silver, who carries our banner, and he has put money on the table and CUNY is clearly at the top of the priority list for budget restoration. I have to be honest with you, though. From a very Machiavellian point of view, the cuts last year, was one in which the attempt was made to abolish all SEEK and then also a base budget cut was included: it is an interesting strategy because people got very exercised about SEEK and much of the lobbying effort last year -- in fact, most of it, was aimed at restoring SEEK and the notion of base budget restorations kind of followed behind that. This year almost all of the energy is to restore Tuition Assistance -- to restore TAP -- and we have to keep raising our hand and say that the real cut in our base budget, when it is all put together is around \$96 million dollars.

Incidentally, Vice Chancellor [for Budget] Rothbard is going to come here -- he had a meeting he had to attend first -- and so if there are some very specific budget questions he will be here, as well, to respond to those.

President Kaplowitz: Before you arrived, I distributed a University Faculty Senate budget document which shows that, as you have just explained, the real cut to our base is **\$96.3** million.

Chancellor Reynolds: Excellent. Let me given you an update: there is money on the table. We have a tremendous problem on TAP on the Republican side of the Senate. The TAP cut [proposed by Governor Pataki] is based on the notion that a student who gets both a TAP award and a PELL award is double-dipping: that has never been true, it is not real. PELL grants provide educational assistance and the wording in the Act even includes such things as expenses, books, and so forth. But a kind of aura which has been sold on the Republican side of the aisle indicates that if you get tuition defrayed, that is all that the State owes you and, therefore, if you have a PELL grant, which last year was **\$2,350**, all the State owes you is an additional \$700 or \$800 to pay the difference between the PELL grant and tuition. That is not right, it should not be that way, and our big, big goal this year is to not let that continue. People have talked to us this year about having TAP be just a partial offset: we are saying no, no, no. TAP is TAP. Those awards should go to students to help with their educational expenses. PELL grants are the Federal program. Students need both and we talk very clearly about the cost of books, of the subway cost going up, and everything that the students need. So as you continue to lobby on our behalf do not be sold down the river on the TAP offset issue: we are really fighting that and we will fight it very staunchly.

We are told that the notion that students receiving both TAP and PELL is a double-dipping phenomenon is still very strong on the Senate side. To offset that, we sent [Vice Chancellor for University Relations] Jay Hershenson to Albany this week: he met exhaustively with the Senate staff people. Next week [Deputy Chancellor] Larry Mucciolo is going up to Albany to have exhaustive meetings with DOB people, Division of Budget people, on the TAP issue as well as on the base budget and we are carrying along proposals for TAP restoration. We are indicating that our top priority is students with incomes under \$40,000 a year and that this should be the top priority State-wide.

Currently there are modest TAP awards for people in the \$40,000 to \$50,000 income range. We are saying that if they have to cut, they should cut those partial TAP awards and focus on students whose family income is under \$40,000.

I will again be in Albany the following week on May 13. I was there two weeks back. And I will be meeting with both Republican and Democratic leaders after this preliminary work gets done to push once again. We believe the final budget restoration will probably not come until some time early in June, at the earliest. The Governor has indicated that this struggle will continue to go on and early June is probably the time.

Here is Vice Chancellor Rothbard. **He's** here in time to correct me if I get any of the numbers wrong. Let me go over the packet of information that I've distributed to you. The first sheet [Attachment A-1] is the basic lobbying sheet that we hand out to legislators and to others. This first sheet summarizes the actual cuts in our budget from the Governor's side, our carryover cuts, and so forth. The second sheet [Attachment A-2] we gave you is a very useful one: it shows the economic impact of the various cuts on our budget and we are trying to make it very clear and we have made it very clear as we have met with Mayor Giuliani's commissioners, that when you reach into New York City and when you do a \$40 million, \$60 million, \$80 million cut in base budget -- which basically is what this is -- it's \$39.7 million plus the carryover cuts from last year of \$18 million -- it's just as if they reached into New York City and took \$50 million out of the City. And when you reach back in here and cut Tuition Assistance another \$50 you've literally taken another \$50 million out of the City's economy. So this is, basically, a \$100 million pullback of State dollars that normally would go into the City and that's what this chart is all about.

The next chart [Attachment A-3] is a very interesting one prepared in response to media request. Actually Richie [Rothbard] prepared it or maybe [University Dean for Admissions] Bill Proto. These data were hard won because we had to call places and sort out what they told us but they are quite accurate. We had been contending to the media that out students are the poorest in the nation and a smart reporter asked if we had any data to prove that. I think what we did was pretty substantial. If you look at CUNY and the percentage of our enrollment that qualifies for PELL grants, and remember those are students who are guilty of a felony if they lie on their financial aid form -- is it a felony, Vice Chancellor Diaz? Whether a felony or not, it **is** a Federal offense. We have 47%, almost 48%, of our students qualifying for PELL grants. If you look at SUNY, about 29% of their overall student body qualifies. What I thought was terribly interesting in comparison to SUNY's numbers is that in California the California State system has slightly fewer students than that: they have a more middle-income student body. The University of Illinois in Chicago, an urban institution, has a third who qualify. At Michigan State, a land grant institution, about a fifth of their students qualify, and at Wayne State, once again an urban institution -- it's interesting how Wayne State in my opinion, has fewer students that were really poverty stricken than I would have thought but the data are the data and you see, then, how much higher we are than any comparable major urban institution. We do have the poorest student body in the nation and you can use this chart to make the point.

The next chart [Attachment A-4] is the impact of TAP proposals on students: **it's** fairly technical but many of you are familiar with the Tuition Assistance and PELL grant arena. The critical column is the one on the far right which basically shows you, comparing to adjusted

gross family income in the left, how much students will lose this fall. Basically these students will lose around \$1000 in support that they have had previously. The net affect on us has been that we are lagging in applications to come to CUNY in large part because students don't know how much financial aid they will have. We expect that once the Tuition Assistance issue is resolved there will be an upsurge in admissions but we are seeing a very severe lag at this point, most particularly in freshman Fall admissions. I would add that there is general agreement that there will be a Tuition Assistance restoration, but the reason, as I chronicled to you earlier, we are pushing so hard on it now, we want to do everything we can to form that Tuition Assistance restoration at the same time keeping everyone's attention on the fact that we need base budget restorations.

The next chart [Attachment A-5] is an interesting one because it compares State commitment to higher education in several comparable states. At the top, Illinois once again leads with the urban campus of the University of Illinois and you see that that State funds each FTE at about the level of \$10,000 a year. Their tuition is fairly high: higher than ours right now -- \$3750 -- but at the same time that state makes available major tuition assistance programs to their poorest students. As you look down that list you see other comparable institutions. I call your attention to New Jersey, which is certainly having its struggles right now, but they still are funding Rutgers on a per FTE basis at a much higher level than New York is funding us. You see Wayne State: very interestingly, the State of Michigan funds Wayne State with a richer award per student than they do Michigan State and, I think, for good reasons: they recognize that the student body at Wayne State needs more support and more help than the much more middle class students coming into Michigan State. You get down there to SUNY, which is getting about \$6,000 per student, more than we get -- that's to some extent on a historical basis but also because their enrollment has been steadily going down since and ours has steadily been going up. This State has not funded enrollment growth: so that's the net affect of that kind of policy. And then, finally, the chart shows where CUNY is this year which is at \$5,000 and where we would be next year if these base budget cuts go through.

I don't need to emphasize here, because you are already in the church and singing in the choir, but when we get to the point that tuition is 75% of the total State aid we are getting, you can see why we talk so much about enrollment. Losing enrollment is a very, very severe budget matter for each of us.

The next chart is, again, the issue I was talking about earlier about PELL grants going up to various income levels. Actually, up to \$57,000 PELL grants do kick in for people. I should have mentioned that the Clinton and Congress final agreement on the budget has PELL grants at \$2470, which is a total increase of \$30 more than last year, which is not a terribly significant increase, but there is a slight increase in the PELL grant.

Why don't I let Vice Chancellor Rothbard take you through the next graph [Attachment A-6] which is the basis of the cut to the colleges. I know you have to live with financial exigency and I'd like Vice Chancellor Rothbard to explain the allocation of the cuts to the colleges.

President Kaplowitz: Although many of us met Vice Chancellor Rothbard when he was a guest of our Senate two and a half years ago, not everyone was at that meeting so I'd like to introduce Vice Chancellor for Budget, Finance, and Information Services Richard Rothbard. Welcome to our meeting.

Vice Chancellor Rothbard: Thank you. Good afternoon. Some of you in the room have already heard this. There has been some confusion, I think, understandably so, regarding the derivation of the numbers that were distributed to the campuses as a result of the Executive Budget recommendations, particularly how it could be that if the budget was going down, or if the shortfall represented about 10% of the budget the cuts we have been asking the colleges to make represent about 15% of the colleges' bases.

Let me go through this chart [Attachment A-6] to try to explain this. First of all, we know that our beginning point this year is about \$942 million, which is our adopted base budget. This Executive Budget recommendation is very clever in a lot of ways: it masks a lot of things that are going on, it chooses to ignore other things that have been done in the middle of the year, most notably the mid-year cut of \$17.9 million that the Governor levied administratively on the University and which is presumed to merely continue into next year and, as a result, is not referenced at all in the budget. All that is referenced in the budget is a cut of just under \$40 million but when you take into account the fact that we had a midyear reduction that was administratively imposed -- not legislatively imposed -- and did not change the appropriation for the current year, we were actually out \$57 million from the adopted budget for 1995-96 to the proposed budget by the Executive for 1996-97. That is the more obvious aspect of the budget: the bottom line to bottom line changes.

As any of us knows who has to manage a home budget, nothing that we buy next year ever costs the same as we buy this year and so if you have the same dollar amount in your pocket, those dollars are not going to buy you the same level of goods and services as they did in the previous year. And every year our budget request identifies those items which are generally referred to as "mandatory cost increases"; those, essentially, are inflationary increases on goods and services (everything from library books to elevator maintenance contracts), and those costs are always going up by contractual agreement. If you don't get that dollar amount, the choice you have to make is to find those dollars somewhere else and cut something else to pay for those increased cost or to forego some portion of those goods and services that you otherwise bought in a previous year. And so that's a real problem in the budget if the budget doesn't address those costs.

In addition, there are certain contractually mandated increases in salaries and if you hire somebody in the middle of the year you are only paying that person six months of salary but the next year you are going to have to come up with the other six months of salary to pay the person 12 months of salary. So all of those things are computed on the basis of the information the colleges provide to us in the beginning of the year and that goes into our annual budget request to the State and that's another \$27.6 million worth of items that if we don't have the money for we have to then reduce services or other kinds of activities to compensate for. There were also new items that were provided for in the budget, the money for which has to be segregated out of that Executive Budget to be used for those new items that are identified in the budget.

When you take all those factors into consideration, the actual bottom line cut plus the increased costs that are not addressed in the first place in the budget, we computed that we have a shortfall in the budget in terms of purchasing power from one year to the next: in other words, in order to do this year's level of business next year we would need another \$96.3 million in the budget that has been recommended in the Executive Budget. So we don't have \$96.3 million in the budget.

Does that mean we have to cut \$96.3 million? No, not necessarily. We expect that colleges would be able to offset that shortfall by certain savings that they have already realized in the current year or may be able to realize in the upcoming year. For example: early retirements from last year -- to the extent that colleges have early retirements take place, and the savings from those lines have not otherwise been committed to new things in the current year or the next year, those savings are again available to offset a shortfall. We have a new Early Retirement program that is in effect for this year: to the extent that there are new retirements that take place those are savings that are available.

You may recall that at the beginning of this year despite, the fact that we achieved significant restorations, not total but significant, we were very concerned about two things: one, that the adopted level of the budget would not hold up and based upon historical experience there would be cuts some point in the year after the budget was adopted and, indeed, that came to pass. We required that the colleges set up a reserve totalling \$15 million at the beginning of the year because it was our judgment that it is easier to deal with that issue than come January to have to find a couple of million dollars in your budget after you have made commitments and it turns out that we were pretty well on the mark in that regard: it wasn't \$15 million but rather \$17.9 million but that is close enough for government work, as they say. We also anticipated that as a result of the tuition increases and as a result of the cuts in financial aid, that we would be off in terms of enrollment and enrollment equates very directly to revenue and revenue supports 43% of the senior college budget -- 43%. This means that 43 cents out of every dollar that we spend comes from those students who walk in the door and register. And so we also required that the colleges establish a 3% revenue reserve and we told the colleges that if the revenue is there, if the students are there, the colleges would be able to spend that money, but that if it wasn't, again like the other reserve it is a lot easier to deal with it on July 1 than on January 1. We projected a 3% shortfall and lo and behold, we were down 3% in revenue and enrollment.

And, so, those items to the extent colleges took certain actions that enabled them to establish those reserves and they can continue those actions or substitute other actions that generate the same level of savings, those savings would also mitigate the shortfall in those numbers that were sent out to the colleges as a result of the Executive Budget. So the University's overall request for restorations from the Legislature, taking into consideration all this, is not \$96.3 million but rather \$50 million. \$50 million is the number we feel we need restored in order to avoid making new cuts. It does not restore the things we had to deal with this year, or last year, or the year before. But it is the number we compute taking into account all the potential savings at the campuses, and it varies by campus. Not all campuses will have the same number or level of savings. That is the number we need in order to be able to avoid additional harm to the system fiscally.

Now, having said that, there are also some hidden problems in this budget. I say hidden because there is a presumption on the part of the Executive that we will attain the same target of enrollment and, hence, the same revenue as was established for the current year's budget. As I said, we are off 3% this year, which means we are going into next year off 3% before anything else happens, before the new TAP cuts, if there are any, ultimately, affect enrollment, before any of the other budget cuts potentially affect enrollment. So we know we have a problem beyond the obvious ones and the not so obvious ones I've

already described to deal with and to the extent that it is exacerbated beyond the 3%, again, for every dollar we do not collect in revenue that's a dollar less that we are able to spend. But colleges will be affected very differently. TAP is utilized very differently throughout the City University at the different institutions, the impact that program reductions have on enrollment will be very different at different institutions, and so when the time comes that we know what the budget is for next year we will be able to have a better sense of what the likely enrollment problems are down the road for individual colleges and we will have to work with the colleges at that point to determine whether or not, as with this year, we have to establish any kind of reserves at the beginning of the year to protect the colleges and to protect the University's budget against that taking place.

Just to clarify the issue of why the percentages turn out to be 15% of those numbers assigned to the colleges although overall it was 10% -- there are certain immutable elements of the budget over which we have no control or can not reduce: these include fringe benefits, building leases, John Jay's lease payment which is paid for out the operating budget as opposed to the capital budget, energy, and several other items of that ilk. And so the base we are able to cut is not the full \$942 million base budget but something less than that. When you take the base against which you can actually cut, those cuts don't change in dollar terms but they change in percentage terms. And so regardless of what went into the base, the shortfall is still \$96.3 million and every college will still get its share of \$96.3 million. The good news is, though, to the extent that any savings you already made are in the personnel area or that you would make in the future are in the personnel area, you will get the associated fringe benefits to throw against your shortfall. Even though those fringe benefits are not budgeted in the John Jay budget or in any other college budget, they are budgeted centrally but you will get the credit for that when the time comes.

Chancellor Reynolds: Thank you. Let me keep moving briefly so we will have time for questions. I did put a sheet in your packet about the capital outlay request for Phase II [Attachment A-7] which we are still in negotiation with them [Deputy Chancellor] Larry [Mucciolo] and [Vice Chancellor] Emma Macari will still have discussions about. This is pretty much self explanatory: our campaign is to get John Jay College of Criminal Justice Phase II. I do want to reassure you all that this is a very vivid campaign for all of us. You need the space. We are very eager to make it happen. You are way up at the top of the priority list and so we will keep pushing for that. [Applause]

In your packet there is an item called "Degree Attainment of CUNY Bachelor's Degree Entrants," [See Attachment A-8 for the chart accompanying this document. The entire document is available from the Faculty Senate Executive Committee.] It is something we have all been working on for a few years. I was struck when I first came here how many students I would personally meet that I would learn had gone off to NYU or were going off to Wellesly or were going off to the seven sister institutions. I would have presidents of community college tell me that it is easier for students to transfer to a private institution in New York than it is to transfer to another CUNY institution. In addition, we got hit a few times in the media on our graduation rates, which I never felt were quite fair because we have a student body that works a lot, that takes longer to graduate. Ultimately we did two different studies: one carried out by Dr. David Lavin and the other carried out by Dr. David Rindskopf. And we have a summary in this handout of what they found. I won't read it to you: you are all capable of doing that. But if you look on page 6 you see the final outcome: the Rindskopf study involves a modeling using very

sophisticated but very accurate modeling techniques. The Lavin study involved a telephone survey of literally hundreds and hundreds of CUNY students who had left the University in good academic standing and had gone elsewhere and literally found out where they went and what they were doing. If you do all this, you get a combined degree attainment after six years of about 59%. That's in the next to the last paragraph. And if you take it on to ten years, we're up to 65%. I think that's a very accurate graduation statistic. That means that two-thirds of the students who walk in the door at some CUNY campus and say "I want to get a baccalaureate degree" ultimately get a baccalaureate degree that we have named and identified. That's a stunningly good baccalaureate achievement rate. That's higher than public institutions nationwide, it's higher than the Big Ten, it is not higher than Harvard or Yale but those are very different types of institutions that have very high incoming selectivity. So it is a very proud achievement. If you also add in the students who settle for a little bit less, who walk in the door and say they want to get a baccalaureate degree and end up with a two-year degree, who change their career aspirations, you add another 5% as well. I have come to think this is very important information about CUNY students. It compares and fits the other part of the picture of having a very poor student body but a very determined and a very committed student body and I think it is important that we all bear this in mind.

Richie, anything more that you wish to bring to this group? I'm ready to throw it open to questions.

Vice Chancellor Rothbard: I would just indicate that we have been working with folks here, as we have at every college, to identify those potential savings that the campuses may have from current or future anticipated actions that can reduce the impact and the number towards which you have to plan for additional savings for next year and we believe that that could reduce your savings target by something in the neighborhood of \$1.5 million.

Chancellor Reynolds: Right here at John Jay.

Vice Chancellor Rothbard: Yes, from the \$5.1 million or so [the cut assigned to John Jay]. Plus there are things we can't be aware of. We don't presume to know what those are precisely or whether or not commitments have been made on those dollars for other things. You have to tell us that. And if they have not been committed to other things, obviously they are available as savings, ongoing savings, and that can reduce your new target.

Chancellor Reynolds: I would just add that last year at this campus, partly because of your strong enrollment and partly because of something I'm sure you don't like, which is the fact that you are doing an awful lot of your teaching with adjunct faculty and not full-time faculty, you were not thrown into what I would call a full-blown retrenchment. It was not necessary for you to retrench large numbers of tenured faculty. That's one of the benefits of your fiscal situation. It does not mean, and I want to end with saying this, it does not mean that you do not need new faculty. You do need new faculty desperately. We are still -- and I know this distresses some faculty, but I want to be very honest and up front about it -- we must continue to recruit new faculty and even our campuses in the direst fiscal straits, the ones that have had strongly declining enrollments, who have had to retrench people, are hiring new faculty in targeted areas and we are encouraging, aiding, and abetting that. For some of them they must. Through early retirement they lost faculty in areas where they have to have a certain level of faculty in order to maintain their accreditation or they recognize that in a program that is

enrollment driven they simply must have a faculty member to maximize enrollment in that particular area. Last year we recruited about **50** new full-time faculty. I anticipate that we will probably recruit and hire 50 or 60 new full-time faculty this next year. We have to keep doing that. We have to keep the University vigorous and going along.

President Kaplowitz: We appreciate all the material and information you have provided us and we, also, always lobby on behalf of all of CUNY. But our particular focus today is John Jay and we would like to present you with information to help you feel even more strongly that John Jay needs resources, especially faculty lines. First of all, we want to applaud you for the Base Level Equity initiative, we want to urge you to continue implementing that initiative, and we want to demonstrate why it is absolutely crucial that that be done. One of the charts you gave us is very, very helpful for our case and that is the chart showing the differential funding despite or because of SUNY's enrollment decline and CUNY's enrollment increase, which is paralleled by the enrollment decline at several CUNY campuses while John Jay's enrollment has increased, and again despite or because of it, the differential in funding has become more pronounced. Because CUNY's funding response to our enrollment increase has been to increase our lump sum allocation, which pays for adjunct faculty, the result is that as our enrollment has increased our percentage of sections taught by full-time faculty has decreased rather than increased.

Chancellor Reynolds: Yes, your percentage of full-time faculty has decreased because of your enrollment growth. That is correct.

President Kaplowitz: So we would like to start by first of all asking you your view of John Jay, your opinion of us, and then I would like to call on Professor Ned Benton who has prepared some charts that we would like to show you.

Chancellor Reynolds: Surely. I think some of my remarks cover this. I'm very much a John Jay advocate because of the solidity of the programs here and because of the demand. I think the real issue is to find in the years ahead a way to support you in the fashion in which you would like to become accustomed. You are certainly not at that point now. I should add: I want to not leave anything untouched here. Next year promises to be an equally difficult year because in the Governor's plan to cut the personal income tax next year is the last of the three years of budget cuts to ratchet the State budget down to that level to achieve that level of budget cuts. This Governor was elected on that basis, he feels he has that as a sacred covenant with the electorate to do that. We may not like it but that is the way it is. We're all very aware of that. I would simply add that we will do every thing we can in trying to get a restoration this year to have it permanent. Last year we struggled and struggled and struggled and \$23 million were restored to the base budget and we got three-fourths of TAP back and we got these restorations in late June and then they swooped down and the \$23 million we got restored they took away \$19 million in August. We are trying to make sure, and I think Speaker Silver is equally committed, that any restorations we get hold.

And I say again, and I know I'm boring you, but we have to make sure that we knock out this notion of TAP supplementing PELL. If we do only one major thing this year we have to get rid of that. I do not want to fight that fight each year. Down that pathway, for this University, lies death. If we provide our students only Tuition Assistance they can't make it, they just can't go to college in this setting, and so that's a very, very important goal that we have got to work together to get out of the way. It is my modest hope that with the thousands of letters and the campaign we have developed, and I

think it is a very professional campaign where we put forth the worthwhile aspects of this University and we make it everywhere: letters, Public service announcements on television, a big voter registration drive, all these kinds of things, that there will be more appealing cut targets for the Governor's Office in years ahead. Now this is a horrible business: when we get a restoration it means that Welfare, Medicare, Medicaid, all kinds of good programs were cut more. It means simply that higher education is getting the priority and our brothers and sisters are simply being cut more. It's a dreadful situation for all concerned.

Back to John Jay. I think that on the very positive side are the constant new programs I've seen here and the involvement of the faculty in these new programs, your courage in taking on new initiatives. I think these are very positive for this institution. I think this campus has a very fresh outlook on things. I think the real issue for you is resources and space.

President Kaplowitz: I would like to now call on Professor Ned Benton, who is a member of the University Faculty Senate's Budget Advisory Committee, on which both he and I serve.

Chancellor Reynolds: And so he, like you, has heard all this already.

President Kaplowitz: Yes. But Professor Benton is speaking today in his John Jay capacities as Chair of the Public Management Department and as Chair of our Budget Planning Committee. He has prepared a series of charts which I will distribute and which he will explain.

Professor Ned Benton: Before we begin, I would like to say that it is a pleasure to see Vice Chancellor Rothbard here. He offered to come and Karen and I discussed at what point it would be an appropriate and propitious time to invite him and it is wonderful to see him now. I would say that I speak for both Karen and for myself, Vice Chancellor Rothbard, that when we see you in the University Faculty Senate's Budget Advisory Committee we see you in the bear pit bearing the slings and arrows of the faculty.

Chancellor Reynolds: But good-spiritedly.

Professor Benton: When you are in the room and when you are not in the room, Vice Chancellor Rothbard, everyone considers you to be fair, responsive, candid, and persuasive.

Chancellor Reynolds: He is just trying to get more money out of you, Richie. [Laughter]

President Kaplowitz: And that, Vice Chancellor Rothbard, you really have very deep pockets.

Vice Chancellor Rothbard: I guess they were wrong: you can fool all of the people [Laughter].

Professor Benton: It really is a pleasure to see you here.

Vice Chancellor Rothbard: Thank you.

Professor Benton: These are charts that we gave to Vice Chancellor [for Academic Affairs] Freeland when he came here in December and we thought we would work from the same charts because you would have seen them before. I will walk you briefly through the presentation that we gave to Vice Chancellor Freeland. Basically, we wanted to convey to Vice Chancellor Freeland some of the perspectives that developed within

the College as we approached the exercise of Academic Program Planning, and some of the challenges that we find in that exercise. It seems to us that campuses approach the Academic Program Planning exercise with differences in relative resources and also differences in program configurations and we thought that these charts might highlight some of those differences. The first chart [Attachment B-1] illustrates that we are growing faster than any other campus in CUNY. The second chart [Attachment B-2] is basically drawn from some analyses that you have seen in other reports, particularly the report issued by the committee that the President of Baruch headed, showing faculty lines and administrative lines, but this chart takes teaching and non-teaching lines per 1000 FTE and compares those ratios by campus. As you can see, we are relatively low compared to our sister campuses in both dimensions.

Senator Litwack: We are the lowest.

Professor Benton: Yes, the lowest. The third chart [Attachment B-3] identifies across the University the funded vacant lines and this is an area that we feel could deserve some attention over time [laughter] in terms of the relative needs of various campuses and how we approach the academic program planning process.

Chancellor Revnolds: This shows funded vacant positions, yes.

Professor Kaplowitz: Part of the reason we are so interested in making this presentation is that we were a bit disheartened by what seemed to be somewhat of a retreat from Base Level Equity by our having received only some full-time faculty lines and the other lines were given to us in the form of an equivalent number of graduate teaching assistants, unlike the first year when we received all full-time faculty lines.

Vice Chancellor Rothbard: We did both in order to extend the program.

Chancellor Revnolds: I should indicate that the biggest advocates of Base Level Equity have been Vice Chancellor Rothbard and myself, even amongst our own vice chancellors. We have really pushed this through. All of the campuses over on the left [of John Jay on the charts] are very angry at us. [Laughter]

Professor Benton: We could retitle this chart as: "Angry with Vice Chancellor Rothbard." [Laughter]

Chancellor Reynolds: And with Chancellor Reynolds!

President Kaplowitz: We do know that unless you, Chancellor Reynolds, supported and support Base Level Equity, Vice Chancellor Rothbard could not have initiated, announced, or implemented Base Level Equity. We do know this. We understand that this is so.

Vice Chancellor Rothbard: Absolutely.

Chancellor Reynolds: And we have to keep at this [Base Level Equity].

Professor Haig Bohigian: Karen pointed this out to us before you arrived, how supportive you are about this.

Chancellor Reynolds: This chart [Attachment B-3] brings out why we have to keep at this.

Professor Benton: I'm not going to go into all the charts in the interest of time. [N.B. The entire set of charts is appended to Faculty Senate Minutes #132: December 8, 1995.1 But I would like to

take you to the chart after this, entitled: "CUNY Undergraduate Programs" [Attachment B-4]. What it illustrates is something that we find to be important as we approach Academic Program Planning, which is the number of academic programs on each campus per 10,000 FTE students.

Chancellor Reynolds: This is an interesting graph.

Professor Benton: What it says to us is that if the end state that we are trying to achieve in the University is a situation where we do not have duplicative programs but we have a number of excellent programs at the various campuses, that we come to that exercise already having refined our program portfolio down, relative to the size of the school that we are.

Chancellor Reynolds: This chart, and I hate to say this, this chart is the biggest argument for Academic Program Planning in the University that you could make. Because the campuses where you have large numbers of programs per 10,000 students, if that campus were a stand alone campus somewhere with its own Board [of Trustees], it would not be a viable situation, it would be having to collapse programs because where you have a truly enrollment-driven situation that would not survive. And I think that's what the Trustees have been aware of as they have looked out across the campuses. Probably you could almost pick a point on this chart but any number probably above 30 or 40 is just too high as the number of programs per 10,000 FTE students.

President Kaplowitz: We have only 17 academic programs, only 17 majors, at John Jay. What we would like to suggest is that **just** as we are the model of Academic Program Planning (whether it was by choice or not in 1976), we should also become the model of sufficient funding for all those mission-specific programs so they can be as excellent as they can be rather than struggling because of lack of resources. We have the only Forensic Psychology program, which just underwent an external review yesterday and today and the reviewers have just reported their conclusion that our program is the best in the country: this is first being announced now, only those here who are on the Forensic Psychology faculty know this is the reviewers' conclusion. [Loud and sustained applause.] And we have the only Forensic Science program, and the only programs in Criminal Justice and so forth. If the University wants to have a model of Academic Program Planning that other colleges will emulate, the best approach is to demonstrate that the necessary funding will be provided to keep those mission-specific programs excellent and to make them even more excellent.

Chancellor Reynolds: That is what Academic Program Planning is doing: it is trying slowly to reallocate resources to programs that are thought to be the ones that a campus can truly achieve excellence in that program and, frankly, to close programs that are severely under-enrolled or which simply do not have a future viability in that context.

Professor Bohigian: What we are arguing for is some degree of immunity from the severity of the cuts because we have already contracted so much that in this process that earlier contraction has to be taken into consideration and give us some insulation from the full impact of the cuts.

Chancellor Reynolds: But you did not retrench at all last year. In fact, because of the way this works you did not retrench.

Professor Bohigian: You can't just look at the retrenchment numbers but look at the impact on the College. You indicated what a heavy reliance we have on adjunct faculty and virtually nobody here has the

kind of released time that exists at the other campuses.

Chancellor Reynolds: Exactly.

Professor Bohisian: We teach the full 9 and 12. We do our "**retrenchment**" in terms of everyone sharing the load. You have to look at our entire picture.

President Kaplowitz: Ned, why don't you go through the rest of the charts.

Professor Benton: The next chart [Attachment B-5] is one that struck us as an important insight into Academic Program Planning at our campus. The Academic Program Planning outline calls on campuses to identify departments as flagship departments and service departments. The concept is to prioritize and to focus investments in areas where excellence can be achieved, where that is related to the goals and mission of the particular campus.

For us, there are two factors that affect the way we look at that. One is that our academic programs are substantially interdisciplinary, so that if we say that a program is a flagship program, that attribute then reflects on a number of different participating departments. On the other hand, if we say that a department is a flagship department, there are elements of a department that will be involved in the major programs and there are elements that will not be. And so the construct of "**flagshipness**" applied to departments is somewhat dysfunctional for our campus.

The other thing we feel strongly about is that if we look at the sections we offer, and if we focus on priority programs, we're really focusing on this particular part of the bar chart which shows the courses that are sections in majors. We can't have an excellent Legal Studies major, for example, if we can't also teach our students to write well and to do analytical computations, and to communicate well in speaking. The courses on the bottom part of the graph become mission critical, even though they are not necessarily part of flagship programs. It is difficult for us to realistically and candidly approach the planning exercise if we are asked to identify, in isolation, components of our program portfolio, without the complete chain of programs that are necessary to accomplish what we are trying to accomplish.

Chancellor Reynolds: Does this chart include both community college level courses and senior college level courses?

President Kaplowitz: Yes.

Professor Benton: The next chart [Attachment B-6] is one that was particularly brought to Vice Chancellor Freeland's attention because it identifies our concern with the relationship between Academic Program Planning and Base Level Equity. We would like to see Academic Program Planning and Base Level Equity initiatives work together because we do think that fundamentally they are consistent, that we can't have quality academic programs without having Base Equity. What we saw last year is something that we hope that we have encouraged the Vice Chancellor to avoid next year. The ISM percent is the percentage of the University-wide resources that we ought to have, as expressed by the Instructional Staffing Model (which is a proxy for academic work load). It is one proxy for academic work load, and we compare that to the percent of the Academic Program Planning money that campuses are allocated. If Academic Program Planning is supportive of Base Level Equity, and if Base Level Equity is supportive of Academic Program

Planning, we ought to see a tighter integration of the two initiatives rather than a situation where one hand attempts to give us resources that another hand essentially takes away.

Chancellor Reynolds: I do have to say that the two come from totally different origins. There are some connections. But most importantly, I do know that this College needs more faculty and deserves more faculty and you will get more faculty through Base Level Equity. But this will have to be done slowly because it comes out of the hides of your sister colleges. I do understand that you would like to have the process of Base Level Equity move faster but there is the issue of fairness to the other colleges. As for Academic Program Planning, which is another potential source of funding and of lines, I have to say that judging from the quality of people here and the many existing programs you have, more effort and more thought can go into Academic Program Planning from this campus. I'll be blunt.

President Kaplowitz: We do want you to be blunt. We want to have a candid and informative discussion.

Chancellor Reynolds: Good. I think you need to really pull together some of your foci. I'm troubled a little bit, and maybe some of this is just not my understanding, on the ratio of community college to senior college enrollment here -- that is associate degree to baccalaureate degree enrollment. I'd really like to see what the faculty thinks about all that and how they want to position the institution in that respect in the years ahead and really think through those issues more. I think this campus can do more in Academic Program Planning that would then be reflected in funding. I would say that some of the campuses that needed it the most -- City College, for example, really focused on where they were and where they needed to be: they had a Physics Department with 40 people in it and had only 9 Physics majors who graduated. I don't mean that that is bad . . .

Professor Benton: It sounds bad . . .

Chancellor Reynolds: It was a focus out of kilter that really had to be adapted to. I really happen to think very highly of Physics but it needed to be thought through, where else some of these Physics faculty could help the institution, and what can happen. They [City] are reaching the point where they have done a lot and probably won't do so much in the years ahead. Baruch did a tremendous amount: that institution really needed to be brought into the modern age as a modern day business school. But they are kind of reaching the end. I would hope that John Jay, York (which is getting a new president next year desperately needs some really transforming thinking and they know it and I think they want to do it), Brooklyn, Queens -- you see here that the only one sitting in here that has had constant leadership is John Jay and I think that you all really need to run with it more in the next few years and hope you will.

Professor Bohigian: Chancellor, could you just develop a little bit more in which direction you would like us to go?

Chancellor Reynolds: I wouldn't dream of dictating that to you. It's my job to point out such things as the Physics faculty and the discontinuity there but I wouldn't have told City how they should deal with that discontinuity except that it's a discontinuity. And they have now come together really well. I will give you an example. City had several ethnic studies programs with very low enrollments. They are now putting together what I call, in my old-fashioned terminology, a kind of huge, expanded, anthropology/ethnic studies department. I happen to think it is a good idea. That's coming into the Board [of

Trustees] on Monday. It's taken them a year and a half to work this through but I think it's a very thoughtful idea, it's had a lot of faculty input, it has faculty who are unhappy about it, but it has been a good piece of work, in my opinion. Those are the kinds of things that this campus has to come around a little bit more in the years ahead because I think you can and I think you are right: in the years ahead you deserve a bigger share of the Academic Program Planning funds. Remember, almost all the Academic Program Planning monies have gone for new positions.

President Kaplowitz: Professor Harold Sullivan is the Chair of the Government Department and he is the Chair of the Council of Chairs.

Professor Harold Sullivan: Welcome, again, to you both. There are a number of issues. One is that Academic Program Planning and Base Level Equity are tied together. When Vice Chancellor Freeland was here, I said: "What one side giveth the other side taketh away." In a certain sense, if we don't have Base Level Equity we don't have resources to enhance programs.

Chancellor Reynolds: I think that is true.

Professor Sullivan: Either you are starving one side or you are starving another side. I remember asking him, at one point, whether he is proposing that our programs that are now at 70% adjunct taught should become 80% adjunct taught so that other programs that are 70% adjunct taught become 60% adjunct taught. We have to have a base to start with. I note with interest that at the moment 20 faculty lines are being distributed as Academic Program Planning lines although they are supposedly Base Level Equity lines from the State.

Chancellor Reynolds: No that's not true.

Professor Sullivan: But if I may ask about the Graduate Teaching Fellow issue. My understanding is that now the current University position is that we should aim at 70% staffing of either full-time faculty or Graduate Teaching Fellows.

Vice Chancellor Rothbard: That was always the University's position.

Professor Sullivan: The issue for us is that we all want to help the graduate programs and at this College the participation in the doctoral programs, our own as well as those at the Graduate Center, is quite high. The Graduate Teaching Fellows are, in reality, adjuncts. They are the same as adjuncts; in fact, they are financially worse off than adjuncts and, in fact, some of our stronger adjuncts don't even want to be Graduate Teaching Fellows. In a certain sense we are dealing with the people who are just new graduate students coming in who are supposed to make up for our absence of full-time faculty. We welcome them, we want to help the doctoral program, but it does not help us sufficiently to deal with the overall big issue of Base Level Equity. I would make one final point related to that and that pertains to the inequity in work load across the campuses. The issue is both how many full-time faculty members the students get to see and also the workload of faculty so that they have time to do research. Although we have a contractual workload of 21 hours, we know that at many campuses this is simply not followed. I have, in fact, with me an advertisement from Hunter College in the March issue of the American Political Association personnel newsletter saying that Hunter is hiring a substitute assistant professor and that the teaching load is 3 and 3. Our teaching load is 4 and 3 (and we know that it is lighter at other campuses).

President Kaplowitz: And that 4 and 3 teaching load here is taught by full professors and associate professors as well as by assistant professors.

Professor Sullivan: Yes, instructors and lecturers teach a heavier load but no one here teaches a load lighter than 4 and 3, not even full professors.

Chancellor Reynolds: I'll take the last issue first and Richie will respond to those others. Right, Richie? [Laughter]

There is a terrific imbalance of teaching loads throughout the University and one of the efforts of the Academic Program Planning effort has been to get that sorted out. I know New Yorkers don't like to be told that they are different from the rest of the United States because New Yorkers don't care what the rest of the United States is like but there are some instructive lessons to be learned, for example, from the Big Ten and from major research universities. A long time ago the Big Ten got quite ruthless on this score: by that I mean that if you didn't have a grant and weren't productive -- Ohio State just sent me some very interesting things -- Ohio State now has a numerical rating that is done for each faculty member each year and it is slightly different department by department but you get so many points for each paper you wrote, depending on what refereed journal it was in, and so forth, and you become a priority research member but if you are a priority research member and teaching a very reduced load -- let's say you are a sociologist teaching feminist sociology or something that's a very popular class, one of my good friends teaches a class with 700 students in it, she's up there with a microphone and a bunch of assistants -- she's generating tremendous dollars for that department by taking on one of those real heavy load courses.

Now please don't come out of this meeting saying that Reynolds said that we should all be teaching courses with 700 students -- I'm not saying that nor are all of the courses at Ohio State taught with 700 students. But this particular individual is delightful, funny, I would sit there as one of the 700 students and listen to her because the students then go into breakout sessions and she's very polished and knows what she's doing. We haven't done much of that in CUNY. We're a little facilities constrained, we don't have the kind of facilities that let us do that, but we have never really thought through how to use our faculty and use us all in a more cost effective way and in a very student profitable manner. And you are absolutely right: when you have 42 faculty in a department, in a big, expensive department, and only 9 majors the expense of generating a single contact hour is greater than it would be at any Big Ten institution in the country. We have to get past a lot of that. I think, unfortunately, due to the financial exigency, we are getting past a lot of it in a hurry and kind of bitterly and with great difficulty.

I have no quibble with John Jay. You have been teaching a lot, as these data show. I probably could quibble a bit, if we got into it: when I was teaching heavily I always preferred to teach larger sections with laboratory assistants and teach fewer courses. Some people prefer to do that and, therefore, put their all into a couple of courses. I'm not sure this campus has sorted all of that out in the most profitable way. But are we starting to change that on other campuses? Yes. Rigorously and vigorously. Other campuses just do not have the luxury of released courses. Have other campuses abused this? Yes. We have a lot of campuses where faculty are all guaranteed released time and do not have any significant research productivity. I consider that an abuse. Faculty are supposed to do both research and teaching.

Professor Sullivan: Here we do both. Many of us do both and we do not get any released time for it.

Chancellor Reynolds: And I think that's not fair. And the last part of it, and I think we'd be in total agreement on this, is that the people that need to be protected the most are young, new faculty. They all need, as they come in and get started, released time to get going on promotion and tenure and I don't think we are doing that very well either.

Professor Bohisian: And class size has been ratcheting up over the years.

Chancellor Reynolds: Incidentally, with the enrollment downturn -- Richie hasn't quite developed those data -- class size dropped system-wide last fall.

President Kaplowitz: I'd like to call on Professor Tom Litwack, who is a member of the Forensic Psychology Department that was so highly praised today by the external reviewers. Professor Litwack and I were the signatories of those series of letters to Vice Chancellor Rothbard and to other members of the Chancellory about the underfunding and inequitable funding of John Jay.

Professor Tom Litwack: I was very gratified, Chancellor Reynolds, to hear your support for Base Level Equity and to hear yours, too, Vice Chancellor Rothbard. I appreciated your letters, Vice Chancellor Rothbard, to us about the funding issues we raised with you. My question has to do with the fact that to do good Academic Program Planning we have to have an idea of our budget in the future and so my question is a simple one: can you tell us as precisely as possible what the plans are for achieving Base Level Equity?

Chancellor Reynolds: Five years.

Professor Litwack: When Vice Chancellor Freeland was here in December, he told us, and we had never heard this before, that the University's goal, its ultimate goal, is to achieve 50% of what would be Base Level Equity and that no more than 50% is the goal to be achieved at any time.

Chancellor Reynolds: The first bite is 50%.

Vice Chancellor Rothbard: That's right. Perhaps you misunderstood or he misspoke. 50% is not the University's goal. The University's goal is to achieve Base Level Equity. [Applause: loud and sustained]

Professor Litwack: Complete Base Level Equity?

Vice Chancellor Rothbard: Yes. Total Base Level Equity. [Applause: loud and sustained]

Professor Litwack: I really appreciate hearing that.

Vice Chancellor Rothbard: Although I don't know if we'll all be alive to witness it.

President Kaplowitz: We'll provide you with a safe haven.

Vice Chancellor Rothbard: It's not personal safety but old age that concerns me. Let me try to explain and answer the other question that was asked. One of the problems you have is that you are a victim of your success. By that I mean the faster we go, the more behind we get

with John Jay in terms of Base Level Equity. In other words, we were able over the last couple of years to shift resources and lines out of certain institutions and into others, John Jay being the major recipient of that shift, but while that was happening your enrollment was growing faster than those shifts could adjust to that new situation.

Chancellor Reynolds: On the other hand, though, the situation is being evened up. Your situation relative to other campuses is being evened up.

Vice Chancellor Rothbard: That's right. They are getting worse faster than you are getting ahead of yourself.

Professor Litwack: I can't tell you how little comfort that is.
[Laughter]

Vice Chancellor Rothbard: But the goal is to achieve Base Level Equity. And you have to have an appreciation for the enormous dislocations that taking lines away from campuses causes because you may have charts showing enormous vacancies in institutions and so forth that do not speak to the issue of the dollars. A campus may have a lot of vacancies: that doesn't mean it has a lot of dollars, it doesn't mean it isn't using those dollars for other things. In a lot of cases we find that the reason those campuses have vacancies is that they feel they can make more effective use and have greater flexibility with the dollars to do things like hire adjuncts to open up additional sections, to use for temp services, to use for OTPS to buy goods and services, and so forth. And so no college is ending the year with a big surplus of money. Everybody is spending the dollars they have. The Brooklyn's and Queens's of the world in this day and age are not spending dollars particularly the way they are lined out in the budget, for Personnel Service regular, in other words, for full-time lines. They are using those dollars for other things. So when we take those dollars away, sure we are recognizing the fact that they are not using those dollars for full-time positions and that doesn't even mean that they don't think they need more full-time positions.

The basic premise we operate on consistently is that no campus has what it needs. And we will continue to fight for more for everybody. But while doing that, whether we have a growing pie, a fixed pie, or a shrinking pie, the Chancellor and everyone else at the University is committed to achieving Base Level Equity as quickly as we can without doing undue harm to the campuses that are going to suffer as a result of that process.

Now, in terms of the 100 lines recommended in the Executive Budget [of the Governor], and it is only a recommendation at this point, those are 100 lines for full-time faculty. There is no specification as to whether those lines are to be delivered to the campuses in the context of APP [Academic Program Planning] or in the context of Base Level Equity. But there is a very strong reference in the Executive Budget to the efforts of the chancellor and of the Board in Academic Program Planning and the success we have achieved thus far and so there is a linkage, if not a direct linkage, between those 100 lines and APP. Nevertheless, the discussions we have had in the University and discussions I have had with Vice Chancellor Freeland take into account very strongly Base Level Equity into the thinking that's going on in terms of how lines will be distributed.

The reason we are currently in the process of asking the colleges for responses for an allocation decision of 20 lines is that we are persuaded by what we are hearing from the colleges that they cannot

wait until there is an adopted budget to start recruiting faculty but we also have a fiduciary responsibility to not presume that when the budget is adopted that we will have those 100 lines, because a lot of things change between a proposed budget and an adopted budget and the Legislature may see that as an ideal item to reprogram in the adopted budget for something that they would rather see in the budget. So we are trying to strike a reasonable middle ground and we will probably in the next week or two go back to the campuses and say this is what your allocation is of the 20 [APP] lines and you should go ahead and recruit for those lines. And when a college successfully recruits then the dollars and the lines and whatever resources are necessary will be transmitted to the colleges in support of that. Base Level Equity will be an important part of that decision and to the extent that the rest of those lines survive the adoption process, Base Level Equity will have an important role to play in the distribution of the remainder of those lines. But it won't be the sole factor.

Professor Litwack: Thank you. I'd like to ask a question of Chancellor Reynolds. We had a long discussion with Vice Chancellor Freeland about Academic Program Planning and I'm sure Karen will be very happy to forward to you a copy of the very extensive minutes of that meeting. We were upset over the fact that under the last APP distribution we did relatively quite poorly and I think the argument to him was that, given the fact that we have so few majors and so few majors in comparison to the other colleges, as you saw in the chart, we are so streamlined and that all of our majors are directly related to our mission, we have already achieved Academic Program Planning and certainly the major goals of Academic Program Planning, and so frankly I was a little concerned when I heard you say today that we hadn't done enough in that area. And so I was wondering if you would speak to us some more as to how you feel we haven't done enough in Academic Program Planning and how you feel we should be doing more?

Chancellor Reynolds: The last of your plans that I read I read last Fall and so it's not as fresh in my mind and I would really need to read it again to give you a really cogent discussion. I just haven't read your plan recently: I haven't read any of the campus plans recently. But I think that the better model and the more appropriate one would be what Baruch has done. You know that Baruch has stretched itself and has added some very major international programs. You are into international activities quite a bit. A don't see a whole planned underpinning for that. In fact, I'm a little worried. Some faculty are looking kind of tired to me who are doing these international things. Do you all know where all of that is going and have you spent a lot of time really thinking about that? I think you have some tremendous opportunities there and I think you have opportunities for additional income.

With what is happening around the world, for John Jay with its particular mission, the sky is almost the limit in international programs. But if I were you, I would get concerned about how that is set up, how that is organized within the College, how you can make sure . . . I remember when you all went off on the Puerto Rican branch campus. We had some real concerns centrally about the academic quality and we spent a lot of time with John Jay people about that whole program and I think that Vice Chancellor Freeland and his people deserve a lot of credit. I think that by the time it was all done it was a lot stronger program and I know that some faculty here were involved.

I think you could also spend a lot of time on what is happening internationally, what's going on with AID, DEA, FBI, all those funding sources. I think you could bring in millions of dollars. Have any of

you ever looked at the University of Maryland programs on a national scale? They do tremendous amounts, they manage to support a lot of people, it is very good work, very solid. I think John Jay has some real opportunities there and I think that sort of thing would fit really well in an Academic Program Plan but I think it needs to be thought through by everybody in this room. I could come up with more like that if I were sitting around, I could come up with really a lot, sitting over dinner and a couple of drinks [laughter] having read your plan again.

Professor Litwack: You'll have to supply the dinner because we don't have the money. [Laughter]

Chancellor Reynolds: I even cook. [Laughter] I think that one of the things that is going to help you is when we get Phase II and you have some more space. I am not completely sure that this campus has totally thought through the cradle to the grave approach that I think that President Lynch is very interested in: more effective relationships with public schools -- more transition from the public schools into this campus would probably lead to a little bit better prepared student for you all -- and more continuing education, which is income-yielding. I can think of several things that you could be doing. On the international side, a collaboration with Baruch might be interesting for you because they are going at that tooth and nail. There might be aspects of the things they are doing you could collaborate with: we are trying to stress that. Richie and his colleagues are very interested in information technology. There's a lot flying now with information technology and, with your mission in criminal justice have a very information-ridden field: where could you be with that in the years ahead? I think there are some very interesting things you could be doing.

President Kaplowitz: You mentioned Phase II and you have spoken about information technology in relation to our special mission. We would like to help you in making the case for Phase II even more strongly than you may already be able to. Again I would like to provide you with charts that Professor Benton developed: these charts demonstrate our severe space shortage and our need for Phase II.

Chancellor Reynolds: I am in total agreement on the space issue. You do not have to convince me. I agree that you are crowded and that that other building is crummy. [Laughter and applause].

President Kaplowitz: The reason your comments about information technology and our criminal justice mission led me to raise the issue of our space needs is that our Computer Information Systems major is located in that other building, which is indeed crummy, and our CIS major has a criminal justice track, but although the Mathematics faculty obtained a major NSF grant they literally have no space to put the computers they were able to purchase with that grant. And our Forensic Science laboratories, which are also in North Hall, are not adequate in terms of space or equipment. Professor James Levine, the executive officer of the Ph.D. Program in Criminal Justice, is here and I know he is concerned that the Forensic Science track of the Ph.D. Program is handicapped by the inadequacies of both the science laboratories and by the lack of computers for use by doctoral students.

Chancellor Reynolds: I understand. Your space is at our top priority. The one thing we should also keep doing around here is to look more in this area -- I don't know if it's still feasible, this area is kind of pepping up -- for fortuitous acquisition. We have the land behind this building and Phase II will be done eventually. It is slow but it will be done. But it would be nice to repeat the way we got a whole

building given to us for Borough of Manhattan Community College. I keep wondering if there might not be some fortuitous acquisitions around here. It would be nice to get our hands on even more space.

President Kaplowitz: But you made that gift to BMCC of Fiterman Hall happen.

Chancellor Reynolds: A person at the campus had noticed that building and then I went to the owners. We should urge all of you to look around this area.

President Kaplowitz: I thought the gift of Fiterman Hall originated with your efforts.

Chancellor Reynolds: No it started with Ron Spalter. He deserves enormous credit. I have to leave now because we have the search for the President of Bronx Community College. But I want to leave Vice Chancellor Rothbard to respond to any other questions you might have. I've enjoyed this a lot.

President Kaplowitz: We have enjoyed and appreciated this also.
[Applause]

Chancellor Reynolds: What especially impresses me is the way you are all thinking about this. I'm impressed by the charts and the graphs and the thoughtfulness that has gone into this. You have a very accurate idea of where you are. You are at the end of the queue. You do deserve more but you are moving up. Keep helping us lobby this budget.

President Kaplowitz: I would like to give you this copy of testimony I prepared for the April 18 hearing on CUNY's budget that Senators Stavisky and Connor organized. I also would like to make an announcement to everyone while you are here so you can hear the splendid news at the same time as the faculty. Professor Jane Bowers, who is a member of the English Department and the Chair of our Women's Studies Committee and a former member of our Faculty Senate, has just learned that she has been chosen to be a Fellow of the Bunting Institute at Radcliffe.

Chancellor Reynolds: A Bunting Fellow: how wonderful!

President Kaplowitz: Professor Bowers is one of only 20 women to win this honor and opportunity out of 550 applicants. As a Bunting Fellow she will be an officer of Harvard. Some of the former Bunting Institute Fellows are former Governor Madeline Kunin, psychologist Carol Gilligan, anthropologist Mary Catherine Bates, and writers Ann Sexton, Tillie Olsen, and Alice Walker. The avowed purpose of the Bunting Institute is to "nurture genius." [Applause: enthusiastic and prolonged]

And, Chancellor Reynolds, I want to report, especially in light of your suggestions about funding sources that are especially related to our special mission, that one of our colleagues, Professor Ansley Hamid of the Anthropology Department, has just been awarded a \$3.2 million grant from the National Institute of Drug Abuse and is hopeful about another, \$5 million grant application, that is in the pipeline.

Chancellor Reynolds: I want to congratulate you, Professor Bowers, on your wonderful honor. You are going next year I assume.

Chancellor Reynolds: I do think the grant from NIDA is excellent news and I do congratulate you, Professor Bowers, as well. I do have to go.

But more later. Again, thank you all. [Applause for Chancellor Reynolds who then left the meeting]

Vice Chancellor Rothbard: If I could add something to something the Chancellor briefly touched on in one of her last answers and that is the issue of technology. One of my other hats is information technology and information services. We have pilot programs going on around the University on the use of computer technology in the area of instruction, in basic skills areas as well as curricular areas, we are starting to deploy a network around the University that would be capable of carrying voice, video, data, and so forth, economically to the University.

We are in the process of negotiating with major telecommunications carriers to provide inexpensive access from campus and home to the Internet for faculty and students. We have a project underway called CUNYCard in conjunction with State University for a university ID, access, banking, and so forth, service card. And so we are trying to use technology not as a replacement for anything any of us does but in order to add value to the experience, to provide opportunities that would otherwise be unavailable to students and faculty in the University.

People need to be giving this some thought because it is very clear to me in my contacts with colleagues around the country and at other institutions that we are and have been for some time very far behind the rest of the nation in this area. First of all, technology is a tool, let's all understand that. It is not a substitute for anything, but it is something that can make our jobs easier, make service delivery better, if we use it properly and don't squander money foolishly. But technology is something that used properly is going to give somebody an advantage over somebody else and I want the advantage to be ours.

I don't want the NYU's and the New Schools of the world to be able to poach our students out from under us because they are able to technologically deliver services easier, cheaper, and more attractively to students than we can. And those days are not far off that they will be able to do that. If we are not careful we will turn around and find ourselves half the size we are today because our students can register for \$25 and take a course at home over the television from Harvard University and say to everybody that they are taking a Harvard course. And this is not pie in the sky, this is not science fiction, this is something that is happening around the country and will be happening to us very soon.

President Kaplowitz: I had wanted to ask Chancellor Reynolds about Judge Schlesinger's ruling but then she announced that she had to leave and that you would remain to answer questions and so I decided to not delay her but rather ask you. We are, of course, aware of Judge Schlesinger's ruling and, indeed, we have read the Judge's ruling and are distributing it to the faculty.

Vice Chancellor Rothbard: I was hoping that had come up before I arrived! [Laughter]

President Kaplowitz: I would like to ask if you would explain what the implications of the Judge's ruling are, in a very practical sense.

Vice Chancellor Rothbard: The short answer, and I'm not trying to be evasive, is that nobody knows. The University has or is about to file an appeal. That appeal will stay implementation of the Judge's decision. Business will proceed as it has up to this point.

Retrenchment plans for 1996-97 will proceed unaffected by this since it is a different set of circumstances and a different set of issues from either the lawsuit or what the decision dealt with. As far as the University is concerned, nothing is changed until this works its way through to a final point, until it arrives at a final decision that can't be argued one way or another. As far as we are concerned, the only thing that is happening here is that the lawyers will get a little richer.

President Kaplowitz: Does that mean that the schedule for the retrenchment process is as originally announced, with May 17 still the due date for the Preliminary Retrenchment Plan from each campus?

Vice Chancellor Rothbard: Absolutely.

Professor Bohisian: Without getting into a debate, that is the University's position, namely that the stay would be automatic. The PSC is not certain, our lawyers are not certain, that the University will get the stay.

Vice Chancellor Rothbard: I can only tell you what I know 24 hours after the Judge issued her ruling.

President Kaplowitz: I did not want to miss the opportunity of asking about Judge Schlesinger's ruling and I do not want the Chancellor to think that we are so focused on John Jay that we are unaware of the Judge's ruling, [Laughter] In fact, we received copies of the Judge's ruling yesterday, right after it was issued. If you could inform the Chancellor that we did, in fact, ask this question, I would very much appreciate it, Vice Chancellor Rothbard.

Vice Chancellor Rothbard: Certainly.

Professor Chris Suggs: The Chancellor indicated that the Base Level Equity solution would be coming out of the hide of the other colleges but we had thought it would be a more subcutaneous amount than that. [Laughter]. The question I wanted to raise is this: in doing Academic Program Planning for the year, on a day to day basis one of the things that is difficult to remember is that it is possible to plan not only for what a program will look like but to plan also in terms of the hiring. What I heard the Chancellor say was that these colleges were doing Academic Program Planning and that they are planning on doing hiring. This is a very inspirational time to be in criminal justice education and there are many, many things we can do. Sometimes we feel constrained not to do them because we know that we would need additional faculty and I think that what we need to remind ourselves, and correct me if I am wrong, is that Academic Program Planning can contain in it the plan to hire to those programs.

Vice Chancellor Rothbard: Absolutely.

Professor Suss: I think we need to remember that that is the horizon of the planning that often does get forgotten. Our plan could say that we know that we don't have this field, this field, and this field and that we want to plan five years from now when we have money to hire in those fields.

Vice Chancellor Rothbard: And Base Level Equity is not the only solution to Academic Program Planning. We're out there constantly seeking new resources and, in fact, over the last couple of years we have achieved some mild successes in that regard although overall we have suffered devastating losses over the last several years from the State. There is the issue of realignment, internal realignment, to an

institution, to a college, to a department, internal realignment in the University, at large, and those issues have to be looked at as well. When City College decided to close its nursing program this year a benefit accrued to Lehman College which is going to pick up the bulk of those nursing students: now and in the future anyone who would have gone to City for nursing will go to Lehman for the nursing program and that will drive stronger enrollment for Lehman which, through these various processes that we use for budgeting, will drive additional resources.

The difficulty we face is that as hard as we try to level the playing field we are doing it in the context of budgets that are not just going down but are going down by tens of millions of dollars while enrollment is either stable or growing. But for the first time this year we experienced a modest drop in enrollment and unless the worst of these recommendations, particularly TAP, could be reversed, we are going to have a precipitous drop in enrollment, I believe, come the Fall. One of the reasons why these bar charts [prepared by Professor Benton] cast such a discrepancy between John Jay and some of the other campuses is that their enrollment is relatively stable or dropping slightly while yours is going up in leaps and bounds and so that exacerbates whatever disparity exists. And in a budget like we have, we can never keep the resources up with that disparity that is driven by the enormous enrollment growth that you are experiencing. Maybe in the not too distant future that will level off somewhat, too, and we'll be able to make headway.

But **it's** the same story for the University. The reason you see the disparities between SUNY and CUNY in the chart the Chancellor passed out, as she said, is because SUNY has been stable or has been losing enrollment at the senior colleges, particularly over the last couple of years while we have been going up. We were well on our way to our Master Plan goal of 246,000 students by the year 2001 until the current year's budget cut and the proposed budget cuts for next year. We would have achieved that. And that would have, by definition, made the State support per FTE significantly less this year because the State does not fund us on the basis of enrollment. They used to: when enrollment was stable or going down, they funded us on the basis of enrollment because it gave them an excuse to cut us with the models that they used to use to fund us. The moment enrollment stabilized and started going up, the model somehow got lost in Albany and they stopped funding us on that basis except to the extent that they raised our revenue targets in recognition of the enrollment.

President Kaplowitz: Professor Markowitz is the Chair of the Thematic Studies Department.

Professor Jerry Markowitz: I would like to follow up on Karen's question about Judge Schlesinger's decision. Has there been any consideration given to the delay of the Retrenchment Plans being presented by the colleges to the Chancellor's Office and to the Board of Trustees?

Vice Chancellor Rothbard: Are you talking about the May 17 deadline?

President Kaplowitz: Yes, the May 17 deadline for submission of the Preliminary Retrenchment Plans.

Vice Chancellor Rothbard: That issue has come up, it came up in the [University Faculty Senate's] Budget Advisory Committee meeting -- you [Ned Benton and Karen Kaplowitz] had a discussion when I was not in the room with the Deputy Chancellor and I believe that the Deputy Chancellor addressed that and indicated that those pleas had been

heard, that suggestion had been made from various quarters, but the University's position at this point is no. Keep in mind that those are reliminary plans and under the process that the University has, those plans can be reformulated throughout the year and, in fact, some colleges today are in the process of making changes in the plans that they filed last year for the current year.

Professor Markowitz: The concern that I have and I think that other people have, as well, is that those preliminary plans have to be made public to the College community and in making the plan public it really has a very devastating effect on the sense of community and on the sense of comradery and on the sense of what the College is all about. And so I would put in a plea that since the situation is in flux, that it may, in fact, do the University more good to delay those plans especially since the plans can always be requested at a later date if, in fact, it seems that we need them.

Vice Chancellor Rothbard: I understand the concern and I genuinely sympathize with it. My problem is that one day we are asked for a two-week delay and the next day I read on email that resolutions are passed demanding a month delay and next week it will be a six-week delay. From my point of view, I have a fiscal responsibility to make sure that whatever has to be done is done to balance the budget and when all is said and done I have to make sure that the bills are paid. And by law we [CUNY] are not permitted to deficit spend. We are not the Federal government: we can't print money. If we don't plan at the earliest possible point for what might happen, and this is only a might at this point, hopefully it won't be a will, then whatever delay we build into the system, should the worse or a portion of the worse come to pass, it would probably require harsher remedies at that point than would have been required if you took the bull by the horns at the beginning of the year.

That is why, going back to our planning for this year, we set up reserves at the beginning of the year that we required of every college because we know how difficult it is, because we have been down the other track before -- going to a college in January and saying that the State has cut us again and that you have to come up with a million dollars. You know what it would be like to have to come up with money in January after the Fall semester is over and done with, after goods and services have been contracted for and purchased and delivered, and after your plans are pretty much set for the Spring semester.

So with the notice requirements that are in the Retrenchment Guidelines and with everything else that we have to deal with, we believe that far less pain ensues from planning early, as much as everyone regrets whatever damage to morale occurs as a result of that. I do understand what happens when you put someone's name on the list and then you don't have to do that and you have a person who is very resentful of having been put through that emotional roller coaster. I understand that very well. I stood on the unemployment line in 1976 when the University closed down. I know what happens. I know how it feels. Nobody likes having to do that but we feel that the alternative is far worse, given the circumstances we have to operate under.

President Kaplowitz: Professor Berger is the Chair of the Forensic Science Department.

Professor Sandy Berser: With reference to technology, one of the things we really need is a 7-year refurbishment cycle for equipment, for computer equipment, for scientific equipment used in laboratories. A seven-year cycle is what the manufacturers suggest. I would suggest that a special budget line be created solely for this purpose so that

we don't co-mingle plumbing fixtures and equipment refurbishment. I think this was one of the recommendations of the SETM [Science, Engineering, and Technology] Report issued a few years ago but it has not come to fruition.

Vice Chancellor Rothbard: The fact of the matter is that there are three distinct sources of funds for instructional equipment that are now in the budget and they are: the computer access fee, which is for instructional computing equipment; the instructional equipment lump sum; and then, on the capital budget side, there is a graduate research initiative lump sum, which is supposed to be for equipment in support of graduate education and research initiatives.

Professor Beraer: We need equipment for our undergraduates.

Vice Chancellor Rothbard: I'm sure there is some equipment that may be purchased for graduate programs that undergraduates may get their hands on from time to time. It's not enough and **it's** a place like several other places in the budget that when cuts have to be made centrally or on a campus it's easier to make the cuts there than other places because it doesn't involve people, rather it involves not buying things. And, of course, ultimately, presidents are responsible for operating the campuses not just programmatically but fiscally and so even if dollars are given for a particular purpose, and not this more than any other purpose, colleges frequently will reprogram a portion or all of those dollars in order to avoid other outcomes that they may feel are worse than not buying a particular piece of equipment.

But we have always made a very big issue in the budget request and in our private discussions with legislators and staff about the need for the physical infrastructure of the University. We started to make some inroads because it seems that while it is very difficult to **get** elected officials very excited about the normal day-to-day operating needs that the University has, the one thing that does excite people a little bit these days is the issue of technology. They don't necessarily understand it, but they want to be on the bandwagon for some reason. And so Governors around the country and legislators and other officials seem eager to find ways of providing resources to support technology acquisition. And they all have taskforces: SED [State Education Department] has a taskforce, DOB [Department of Budget] has a taskforce, everybody has a taskforce, and we're about to have a taskforce for the Board [of Trustees] on library and educational technology -- that's in formation now -- to study the long range policy issues -- not so much the technical issues (whether you buy IBM or Mac) but the long range policy issues concerning how we go about identifying our needs, establishing the appropriate policies for all this. And so that was a long way of saying that there are dollars there. We've got to do a better job of getting more dollars there so that it's more than **just** a drop in the bucket.

Professor Melinda Guttman: I am a survivor of 1976. And because of the heroic and visionary skills of the President, the faculty, and the students and I know that during your tenure here as well as during the 22 years I have spent here that my life and my world have been transformed by my students. The consequence of taking immediate action on retrenchment, for example, and not being more visionary and not protesting harder and not being the great heroes and heroines of the University and giving up is quite terrifying to me because who knew 20 years ago that we would have the satellite program in Puerto Rico or that I would go to Romania and do drama therapy with Romanian orphans with AIDS or that P.J. Gibson, who is here, would do theater related to the mission of the College by writing a play about incest and rape, based on the life stories of our students. So I implore you to implore

the Chancellor, also, not to be so harsh but to go along with delaying as much as possible because you don't know what the consequences will be. There are other programs in this school or in other schools that can blossom the way we have blossomed if we are kept alive and are not cynical and not wrapped up in numbers.

Vice Chancellor Rothbard: I assure you I hear what you said. Let me also assure you that no one is giving up on anything, from the Chancellor on down. Every one of us is fighting every day in the City, in district offices, in Albany, in the press, everywhere we can, on the issue of the funding of the University. And even when the budget is adopted, we don't give up because the budget is not a static document. The budget is an ever changing creature. But our responsibilities are different from your responsibilities.

Professor Guttman: We could all say "no."

Vice Chancellor Rothbard: We could all be SUNY.

President Kaplowitz: Before you arrived, Vice Chancellor Rothbard, at the start of the meeting, I read to Chancellor Reynolds from our Faculty Senate Minutes which reported the comments of Assemblyman Ed Sullivan, who was a guest of our Senate in February, and who praised Chancellor Reynolds for being such a tough, relentless, and effective fighter for CUNY in Albany. We also all know that this is in marked contrast to the current stance of SUNY. We do know that Chancellor Reynolds and you and the entire Chancellory are tireless in your efforts on behalf of CUNY's funding. We do not want you to think that we do not know what all of you are doing to have cuts restored and to ensure that CUNY has the funding needed. Professor Hoffman is an economist.

Professor Joan Hoffman: I have two points of information and then a question. I went to a conference this year -- I have a vision of using technology to enrich our economics program -- and I brought back software that enables students to work on balancing the deficit and then I discovered that our computers do not have the capacity to run the program! Also, I have a memo for a committee which is meeting on Monday about an international studies program at John Jay and we are already active in developing a course of study about the evolving world economy. John Jay has a wonderful role to play in offering such programs and we are already thinking about it and we would like the Chancellor to know about this. My question involves the fact that, partly as a result of the efforts of people at the College who are involved with T.H.E. P.A.C. [The Higher Education Political Action Committee], three economists, one at SUNY, one at Queens, and I, are putting together a letter in which we say that the economists recommend that the tax cut not go through. We are trying to get all the economists to sign it. If we do this, is there any way that such a statement can be helpful?

Vice Chancellor Rothbard: I suggest that you give Vice Chancellor [for University Relations] Jay Hershenson a call. He is the one who coordinates our public efforts on the budget, and he is the one who coordinates the CLAC [CUNY Legislative Action Council], which is a University lobbying organization, and he has put together a campaign on the budget and can give you a better answer than I could.

Professor Bohisian: First, I want to commend you on your forthright presentation. I'd like to ask you a question specifically about the budget. You indicated that, from your analysis, we are approximately \$50 million short.

Vice Chancellor Rothbard: \$50 million is what we need restored in order to avoid additional cuts.

Professor Bohigian: Exactly. The PSC information, to the best we can determine, is that there is going to be at the least, from our assessment, a \$40 million restoration to CUNY from the State. Given the fact that, therefore, the gap is really going to be only \$10 million -- and that is a minimum restoration of \$40 million, we may get more restored -- given that the gap is only \$10 million, some of the questions that you heard earlier have more poignancy in terms of delay. Why not, in terms of strategy, ask the colleges for a much lower level of retrenchment, which would have less of an impact, which would create less damaging and irreparable harm to individuals. In some instances, some faculty members must make a very bitter choice. They must decide whether to retire early or to face a potential cut. In fact, we had one unfortunate incident of one faculty member having a heart attack and dying upon learning the news last year, in 1995. There is nothing that can change that situation but if these facts are as they are, why aren't we asking for smaller cuts? I understand there is another factor about the delay: you didn't mention that there is the June 17 deadline by which papers must be in place for people who choose early retirement.

Vice Chancellor Rothbard: The problem is that they aren't facts: they are hearsay and they are hearsay, probably, from our friends and they are hearsay, probably, from one house and it takes three to agree to a restoration. We know that the Assembly is out there fighting very hard for us, from Shelly Silver on down, and we know that they have some money on the table now, but that is a negotiating position and we don't know what ultimately will happen. So I don't think the information you get from the Assembly or, in general, from the Legislature about what people are hoping to restore can change the fact, the fact that the Governor has proposed what the Governor has proposed at this point.

Obviously, if there should be a substantial restoration, when all is said and done, and we have a reasonable assurance that restoration will hold, that two months after the budget is out there won't be a repeat of what happened this year, then the colleges can think about revising their plans. And by the way, it has also been my experience that the colleges frequently come in with their plans in a phased presentation, whereby they indicate that if the cut is x they will do these things, if the cut is 2x they will do these things plus, and so forth. Not all the colleges have done this but this is an approach that some colleges have chosen to take.

If we were to wake up tomorrow and hear on the radio that there is an agreement and that \$40 million has been restored we would, of course, have to reassess the whole process. But there is nothing to give us reason to reassess it at this point.

Professor Bohigian: With regard to the \$50 million cut, the same argument could be made that that is hearsay. There is going to be some restoration: we are not going to have a full \$50 million cut. There is no way that that is going to stand. There is going to be some restoration. Our best information from the Assembly and from the Governor is that it will be around the \$40 million mark, minimum.

Vice Chancellor Rothbard: But what you don't know is whether there are any strings attached to it, you don't know whether there will be any particular program expectations associated with restoration, and we don't know, in any way, shape, or form, what is going to happen with TAP. What you have to keep in mind is that the numbers we distributed to the colleges are enrollment neutral. We presume making the

enrollment target in those cut numbers and we know that we start off 3% behind the 8-ball on enrollment. And so, depending on what combination of TAP cuts, if any, go through we still have an enrollment issue confronting us for the Fall, which may exacerbate or which may partially wipe out some portion of the restorations.

Plus, let's be real in this room. The Legislature and the Governor get together and they agree on a revenue number. That revenue number is higher than the revenue number that the Governor has in his original Executive Budget. And that revenue number is, in many ways, a fiction: it's a political expediency to move the Legislature to do restorations to those things that are important to them so they can go back to their districts in an election year and say: "Look, I fought and got more school aid for Suffolk County" or whatever. And come tax receipt time in December, the State wakes up and, lo and behold, those revenues aren't there and then we go through this all over again: they reopen the budget, they come back into session, they do more cuts or they administratively cut us like they did this year. So we can't go on possibilities and we can't go on anything less than hard and fast numbers, or as hard and as fast as we can reasonably expect the numbers to be at the beginning of the year, in the way we do our planning.

And I think the colleges need to behave in the same way. Otherwise, we are going to have a much harsher situation, as hard as that is to believe, than the one we currently face, than the one we are likely to face. And next year, when there is no election, watch out! That's my advice to everybody. This year we don't have a requirement for a tuition increase. We have permission for a \$250 tuition increase, but not a requirement. Next year, watch what happens.

Professor Litwack: May I ask a follow-up question which, quite frankly, I think is a difficult question. It is about retrenchment and it goes back to the issue of vacant funded lines. I understand, and I certainly accept what you said, that the money attached to the vacant funded lines is used for good purposes. I'm not quarreling with that at all. My question is: how can the University justify retrenchment or even declare fiscal exigency as long as there are vacant funded lines? And, shouldn't the money that is available from vacant funded lines be taken into account in determining whether there is fiscal exigency or in determining whether tenured people have to be retrenched?

Vice Chancellor Rothbard: It can be taken into account at that particular institution. The reason that that is the only way it can be taken into account is because the processes that we have in place for allocating budgetary resources, except with the exceptions we are trying to address currently through Base Level Equity and otherwise, fairly distribute resources to the colleges on the basis of a lot of factors, including enrollment, including the mix of program type, including undergraduate and graduate enrollment, including part-time and full-time mix of enrollment, including facility type, including a lot of elements that drive the dollars that a college gets.

We are not in the business of micro-managing. We are not in the business of telling a college that because it has a hundred dollars for equipment that this is the only thing the college can use that hundred dollars for, because when the money gets to the college and the people who have to deliver the services on the front lines assess what they need to spend money on, we are not going to stand in the way of their deciding that that hundred dollars ought to be spent on floorwax instead of equipment or on adjuncts instead of equipment.

Because a college makes the decision to use dollars that we allocated for full-time lines differently does not diminish the fact

that those dollars are needed at that campus or that campus is not entitled to those dollars. Now, as I said, the playing field is not precisely equal now. We all know that and we are trying to do something about it. But that does not mean that if there are 100 [vacant] lines at Brooklyn College, Brooklyn College shouldn't be entitled to those 100 lines and that we should scoop those lines up and that we should scoop the dollars up because otherwise some other part of the University is going to have to go through retrenchment. Those are Brooklyn College's resources and they are entitled to those resources.

Professor Litwack: I heard your answer. I could debate it. But you have spent a lot of time here and Karen did indicate that mine was the last question and so I want to thank you.

President Kaplowitz: I do expect and hope that we will continue to have this and similar discussions with you in the future, Vice Chancellor Rothbard. In the meantime, thank you for once again being so generous with your time and for being so forthright in your answers. [Applause for Vice Chancellor Rothbard]

Vice Chancellor Rothbard: Thank you all.

The meeting was adjourned at 4:30 PM.

Respectfully submitted,

Edward Davenport
Daniel Pinello

Recording Secretaries

**1996-97 State Executive Budget/City Financial Plan Recommendations
Operating Budget Summary**

February 1, 1996

Senior Colleges

- Reduction of \$57.6 million (6.1%) from the 1995-96 Adopted Budget. Cut is entirely in State Aid, (11.2%). (If the 1995-96 mid-year reduction is subtracted from the 1995-96 base, the cut is \$39.7 million.)
- Recognizes actions *CUNY* has taken through academic program planning, the college preparatory initiative, and the Trustees' long range planning initiatives. Supports the hiring of 100 new full-time faculty, the Language Immersion Center, and collective bargaining costs at the level of already-settled State agreements.
- Actual shortfall greater when full value of salary, price, and other mandated cost increases (\$27.6 million), and items added by the Executive Budget (\$11.1 million) are considered. Difference between *CUNY* needs and Executive Recommendation is \$96.3 million.
- *CUNY* estimates that its management initiatives including the second year early retirement savings (\$23.5 million), the annualized value of the 1995-96 mid-year cut (\$21.6 million) and energy savings (\$1.2 million) will reduce impact of cut to \$50 million.
- No revenue requirement mandating a tuition increase in the Executive Budget, although language in Budget story would limit any increase to \$250 annually.
- No individually lined out college budgets and virtually no program budget details.
- **If proposed TAP cuts, which would reduce aid to *CUNY* students by 38%, are implemented, major enrollment losses will surely follow. Many students will not be able to attend college. A 10% loss in full-time, undergraduate, resident students at the senior colleges would mean a loss of \$21.3 million in tuition revenue -- a further potential budget cut.**

(see other side for community colleges and financial aid information)

The City University of New York
1996-97 State Executive Budget/City Financial Plan Recommendations
Operating Budget Summary
 (continued)

Community Colleges

- State funding at 1995-96 level (\$108.7 million). City support for the community colleges is held constant at the current \$75.2 million 1995-96 level in order to comply with State maintenance of effort mandate and judicial action.
- Maintenance of Effort provision in proposed State budget that mandates minimum level of City **support** continued.
- If proposed TAP cuts, which would reduce aid to CUNY students by 38%, are implemented, major enrollment losses will surely follow. Many students will not be able to attend college. A loss of 10% of full-time, resident students at the community colleges would mean a loss of \$9.8 million in tuition revenue. This loss of students would portend reductions in both State and City support in 1997-98 because of the relationship of Base Aid and Maintenance of Effort requirement to full-time equivalency enrollment.

Financial Aid

- Major reductions in TAP, that will cost *CUNY* students at least \$59 million, including:
 - reduction of tuition level used for TAP calculations by 50% of Pell grant;
 - required "C" average by fifth payment;
 - one year lag for inclusion of tuition increases in award calculation;
 - change from Net Taxable Income (NTI) to Adjusted Gross Income (AGI); and
 - capped expenditure levels for TAP State-wide.
- Financial aid block grant of \$10 million each for *CUNY* and *SUNY*.
- The net loss to *CUNY* students will be at least \$50 million (\$59 million less the \$10 million block grant).
- Aid for Part-time Study (APTS) program continued at 1995-96 levels.
- Creation of Scholarship for Academic Achievement for high school students going to New York State colleges. Program funded at \$3 million in the initial year.
- During the 30 Day Amendment period, the Governor reversed the recommendation that TAP awards be offset by income from Home Relief.

The Economic Impact on New York of the Proposed Cuts to City University in the 1996-97 State Executive Budget

I. Impact of \$57.6 Million Cut to the Senior College Budget

a) **As** a result of cuts in faculty and staff, there will be a reduction in employee personal spending

-\$84 million

b) Colleges will be purchasing fewer goods and services

-\$12 million.

Total Economic Impact of Senior College Cuts **-\$96 million**

II. Impact of \$50 Million Cut to the Tuition Assistance Program (TAP)

a) Reduced TAP expenditures will cause a loss of enrollment at the senior and community colleges. This, in turn, will cause a loss in tuition revenue requiring further reductions in faculty and **staff** leading to further reductions in personal spending

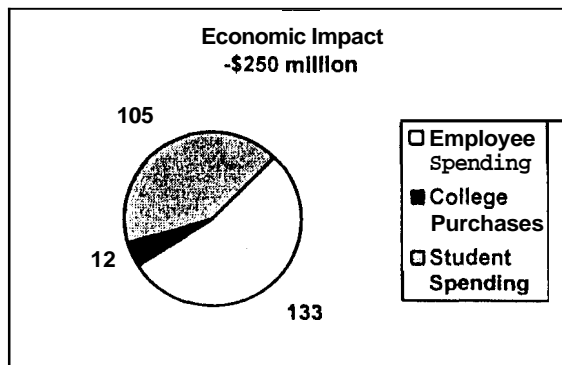
-\$49 million

b) Students will have to rely on other sources of financial aid or personal income to pay for tuition. These funds will be unavailable for other purchases

-\$105 million

Total Economic Impact of TAP Cuts **-\$154 million**

Total Economic Impact of Both Cuts **-\$250 million**



See reverse for derivation of estimates

ATTACHMENT A-3

THE CITY UNIVERSITY OF NEW YORK
OFFICE OF STUDENT SERVICES

Institution	Fall 1993 Undergraduate Enrollment	1993-94 Pell Grant Recipients**	% of Enrollment receiving Pell Grants
CUNY	181,161	86,107	47.53%
SUNY	358,473	104,956	29.28%
Calif. State Univ.	262,492*	71,758	27.34%
Un. of Ill. Chicago	16,444*	5,736	34.88%
Michigan State Univ.	30,760*	6,296	20.46%
Wayne State Univ.	20,233*	5,209	25.74%
New York State Total	836,217	301,435	36.05%
U. S. Total	12,323,959	3,743,000	30.37%

Note: * OIRA--Source '93-'94 Enrollment **IPEDS**

** Recipient data for universities obtained **by** telephone request

Impact of TAP Proposals

**Dependent Student and Independents with Dependents
- family size 5 with 1 in college -**

Senior College
Tuition \$3,200

AGI	NTI	95-96 TAP	PELL	Proposed 96-97 TAP	DIFFERENCE in TAP Award
0	0	2,880	2,340	2,030	-850
5,000	0	2,880	2,340	1,710	-1,170
20,000	7,500	2,845	2,340	1,675	-1,170
25,000	12,500	2,450	2,340	1,280	-1,170

Community College
Tuition \$2,500

AGI	NTI	95-96 TAP	PELL	Proposed 96-97 TAP	DIFFERENCE in TAP Award
0	0	2,250	2,340	1,330	-920
5,000	0	2,250	2,340	1,080	-1,170
20,000	7,500	2,215	2,340	1,045	-1,170
25,000	12,500	1,820	2,340	650	-1,170

Single Independent Family Size 1

Senior College
Tuition \$3,200

AGI	NTI	95-96 TAP	Pell	Proposed 96-97 TAP	DIFFERENCE in TAP Award
0	0	2,880	2,340	2,030	-850
1,000	0	2,880	2,340	1,710	-1,170
5,000	0	2,880	1,690	2,035	-845
9,000	3,000	2,550	0	2,550	0

Community College
Tuition 2,500

AGI	NTI	95-96 TAP	Pell	Proposed 96-97 TAP	DIFFERENCE in TAP Award
0	0	2,250	2,340	1,330	-920
1,000	0	2,250	2,310	1,080	-1,170
5,000	0	2,250	1,690	1,405	-845
9,000	3,000	2,250	0	2,250	0

ATTACHMENT A-5

1995-96
STATE FUNDING and TUITION
 at
SELECTED COLLEGES & UNIVERSITIES

State & Institution	State Funding per FTE	Tuition & Fees	Tuition as percentage of State Aid
Illinois - University at Chicago Circle	\$10,355	\$3,750	36%
Maryland - University at College Park	9,858	3,794	38%
Florida - Florida State	9,494	1,798	19%
New Jersey - Rutgers College	9,407	4,836	51%
Michigan - Wayne State at Detroit	9,042	3,248	36%
Arizona - University of Arizona	7,389	1,950	26%
Florida - University of Florida	7,186	1,705	24%
Iowa - Iowa State	7,038	2,574	37%
California - State University System	6,435	1,881	29%
Michigan - Michigan State	6,352	4,782	75%
New York - The State University	6,346	3,755	59%
New York - The City University	5,006	3,322	66%
New York - The City University (1996-97)	4,445	3,322	75%

Notes:

- Funding for senior colleges and professional schools only; community colleges and hospitals are excluded.
- Data on FTE funding provided by each institution.
- Tuition & Fees data provided by *Academe Today*, the information bank of *The Chronicle of Higher Education*; the source of the data is The College Board.
- Tuition & Fees are annual cost for state residents, undergraduate programs.
- The average tuition & fee rate is used for multi-college systems.
- CUNY data for 1996-97 represent the Governor's proposed budget.

ATTACHMENT A-6

Derivation of 15% Senior College Cuts from 1996-97 State Executive Budget

	Total \$	
1995-96 Adopted Base Budget	941.5	
Mid-year Cut continued in 1996-97	(17.9)	(1.9)
Additional Base Budget Cut in Exec.	(39.7)	(4.2)
<i>(Note: against state aid <u>only</u> of \$514.0, first two cuts are 11.2%)</i>		
Unfunded Mandates such as salary annualization and OTPS inflation	(27.6)	(2.9)
Funds for Dedicated Items within Reduced Base, such as collective bargaining	(11.1)	(1.2)
TOTAL SHORTFALL	(96.3)*	(10.2)
TOTAL BUDGETS OF COLLEGES & CENTRAL ADMINISTRATION THAT CUTS WERE APPLIED TO**	654.5	100.0
1/24/96 CUTS APPLIED TO ABOVE	(96.3)	(14.7)***

* Shortfall does not include losses of revenue that would ensue from enrollment reductions as a consequence of base budget cuts or TAP cuts.

** Excluded from cut base are fringe benefits, building rentals, energy, John Jay lease payment, Graduate School support to the colleges, and mid-year campus allocations.

*** College cuts came to 15.1% rather than 14.7% because the Graduate School cut was held to 9.8% so as to avoid an additional cut being passed from GSUC to colleges in doctoral programs.

**The City University of New York
1996-97 Legislative Action Item**

ITEM:

John Jay College of Criminal Justice
Phase II

TREATMENT IN THE EXECUTIVE BUDGET

The request of \$20,582,000 for design funds was not recommended.

ISSUE:

John Jay College of Criminal Justice is unique among the CUNY campuses and throughout the nation for its innovative curriculum. While many other institutions of higher education report a leveling out or decreasing in their enrollment figures, John Jay has experienced a continual growth due to the demand for its criminal justice graduates. By the year 2004-05, the enrollment is projected to grow by an increase of +48%.

The campus exists in two buildings: North Hall (181,932 NASF) and Haaren Hall Phase I Academic Complex (218,606 NASF), a well designed remodeled building tailored to higher education needs. By contrast, North Hall is a former shoe factory and aside from functional obsolescence, the structure is rapidly deteriorating. The campus Master Plan calls for the erection of a new Phase II building sufficient in size to replace North Hall and able to accommodate the College's projected growth in student enrollment.

The Phase II complex will provide 402,972 NASF of new space. Additional classrooms, instructional laboratories, research spaces, faculty and administrative offices are planned.

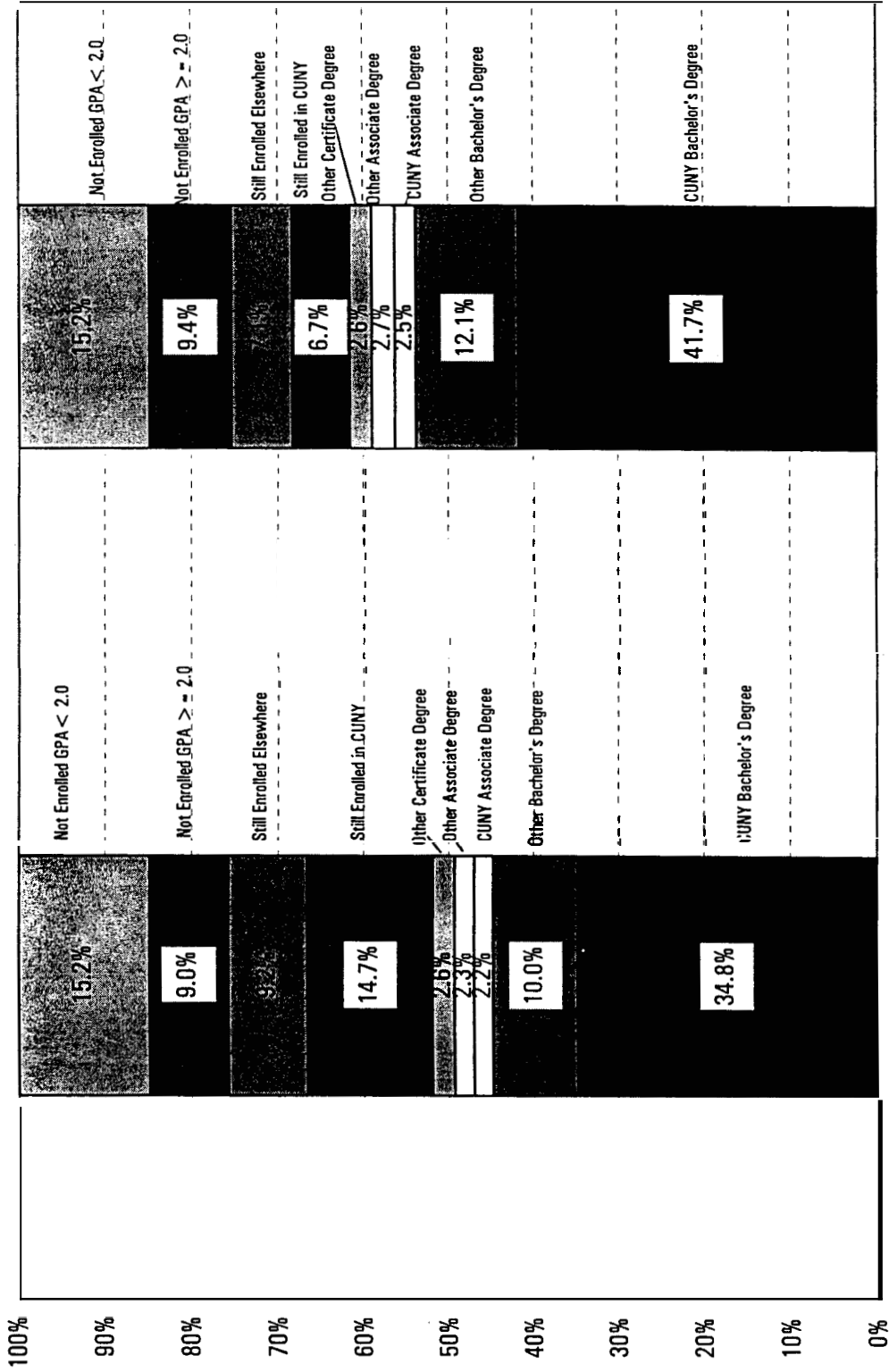
Acquisition funds of \$10,000,000 to secure the Phase II site was appropriated and \$6,000,000 of this amount was bonded in December 1995. Negotiations are actively occurring now with the property owner to purchase the site.

Since the campus has a current space deficit of -35% (lacks 141,900 NASF) which will grow to a space deficit of -83% (a 332,652 NASF gap) by the year 2004-05, pressure is being felt to launch the Phase II design effort as soon as possible.

ACTION PROPOSAL:

Fund \$10,000,000 for the first part of the design of Phase II at this time by redesignating the existing \$3,017,000 from current North Hall hard dollar funds and by allocating an additional \$6,983,000 of new bonded funds.

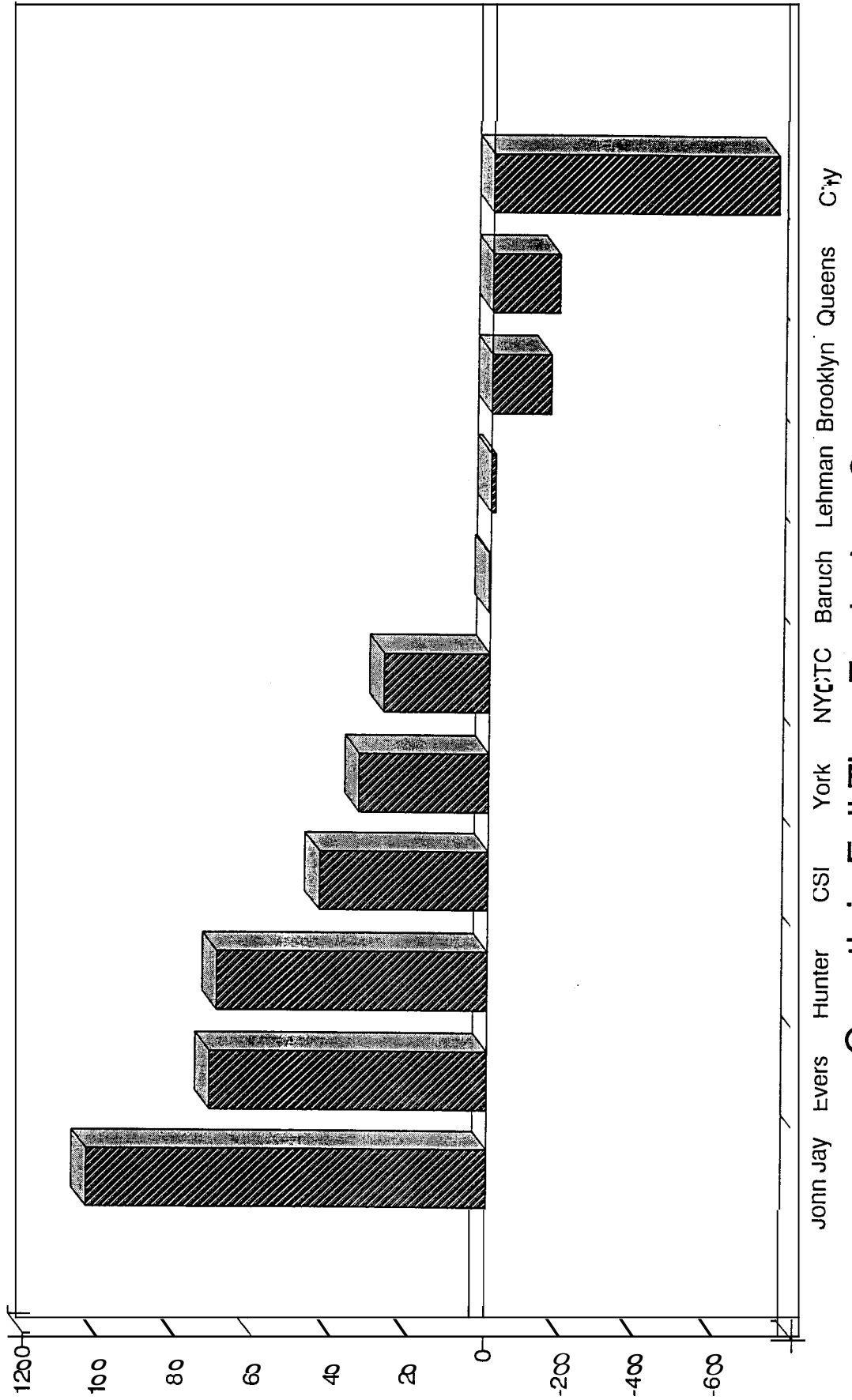
Outcomes of Regular Fall 1986 Entrants to CUNY Bachelor's Programs, Six and Eight Years After Entry



After Eight Years

After Six Years

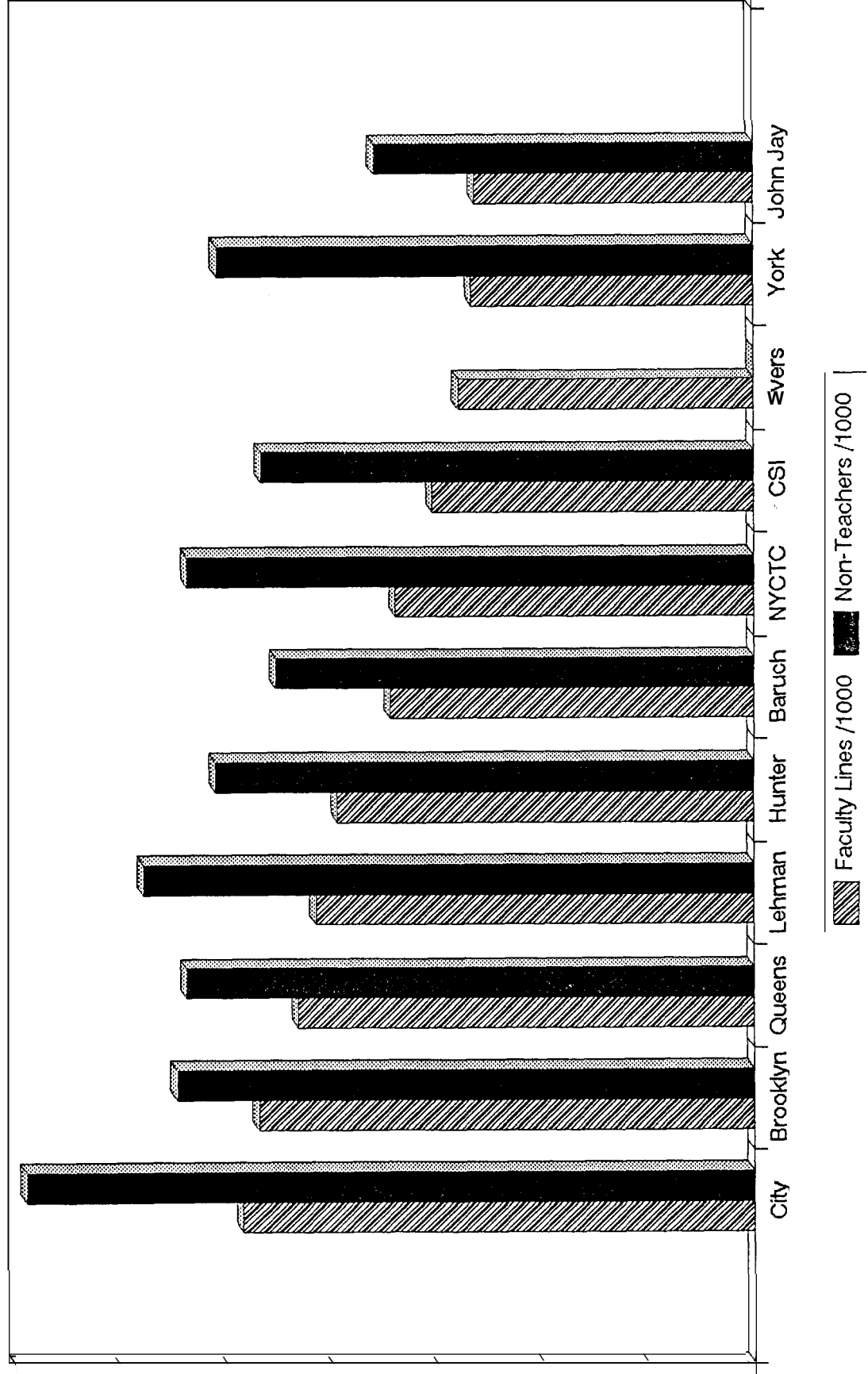
Growth in Student FTE Enrollment 1992 to 1995 (Fall)



Growth in Full Time Equivalent Students

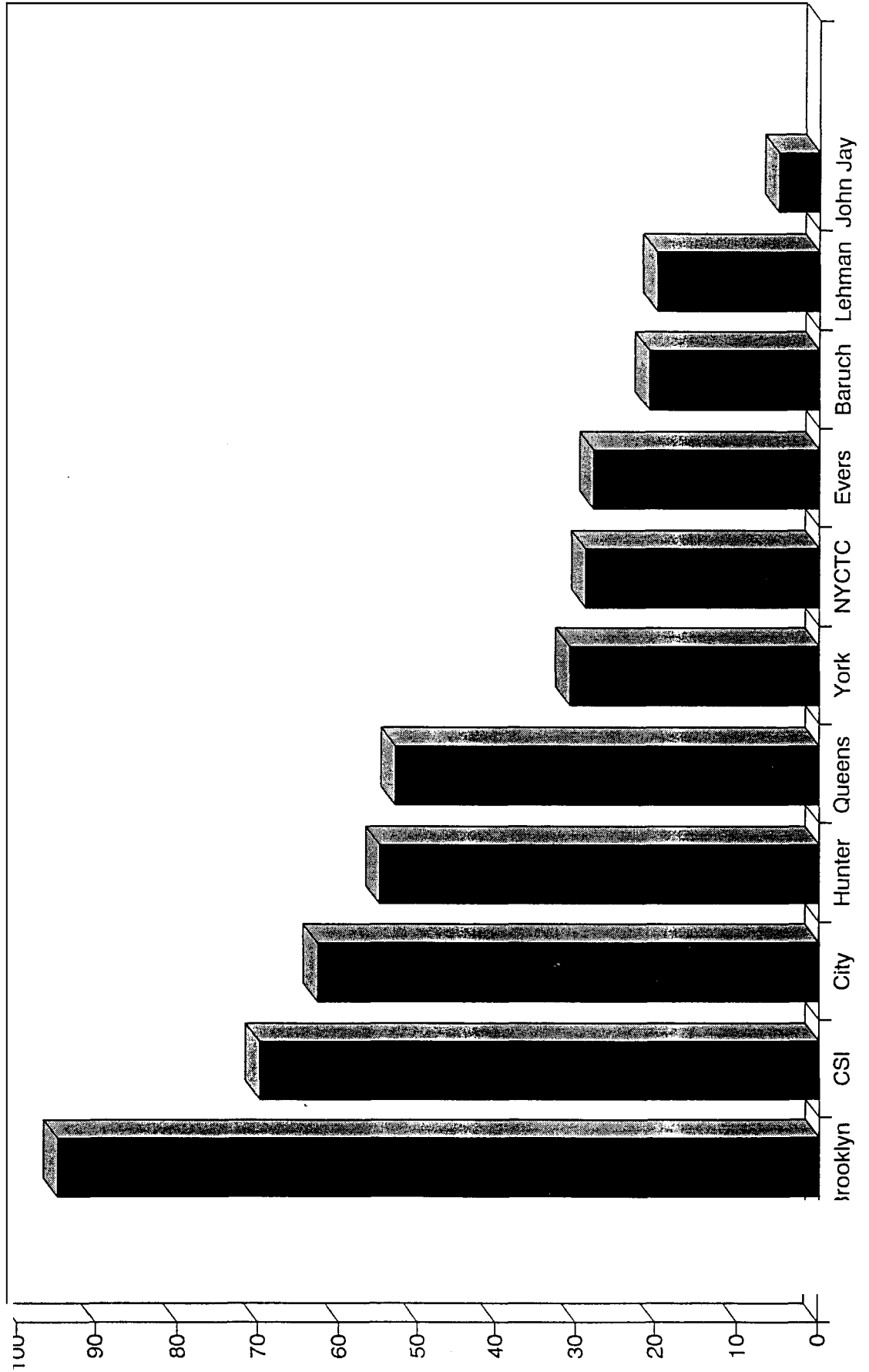
City University of New York

Teaching & Non-Teaching Lines /1000 FTE



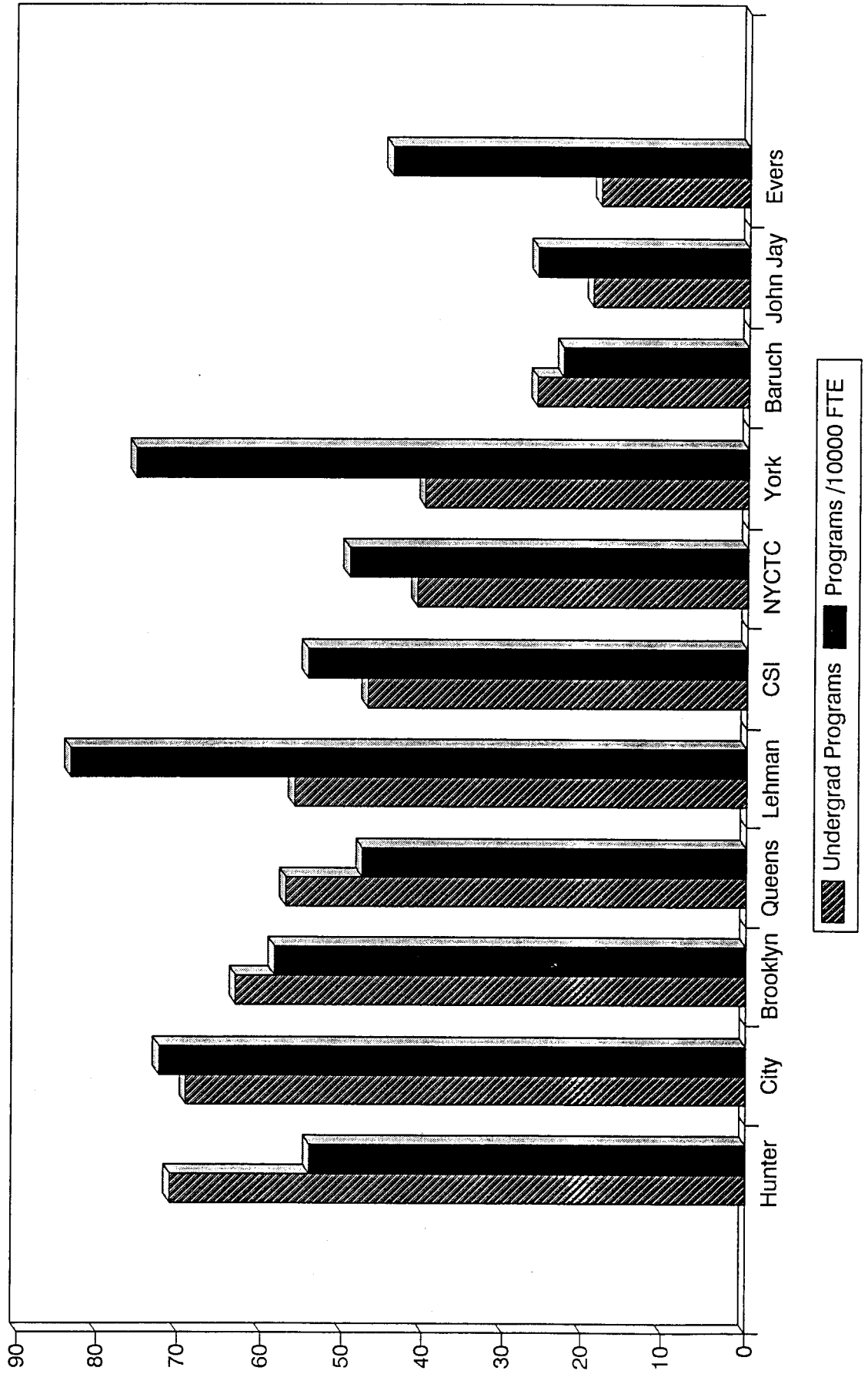
City University of New York

FY 1994-1995 Vacant Funded Positions



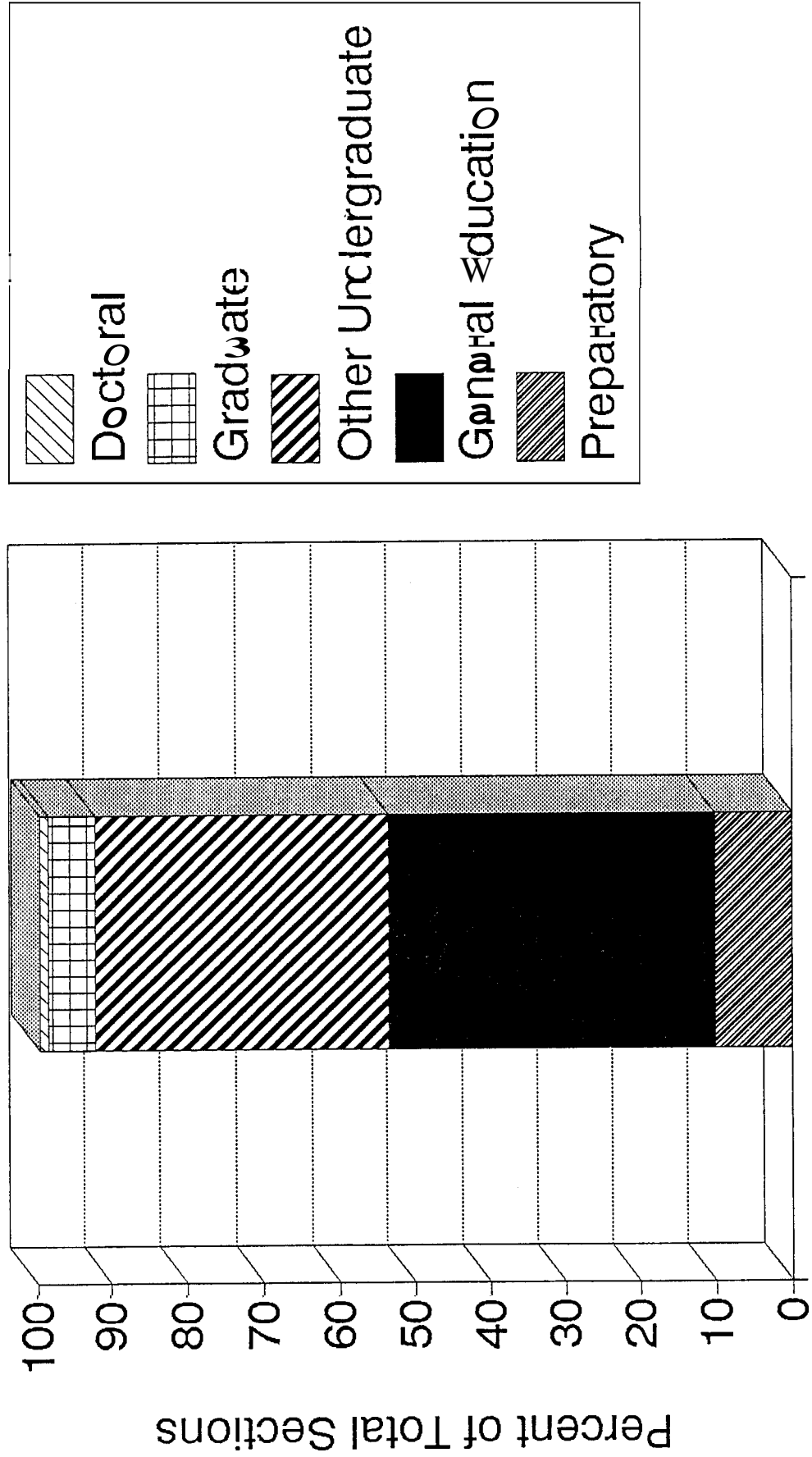
City University of New York

Undergraduate Programs



John Jay College of Criminal Justice

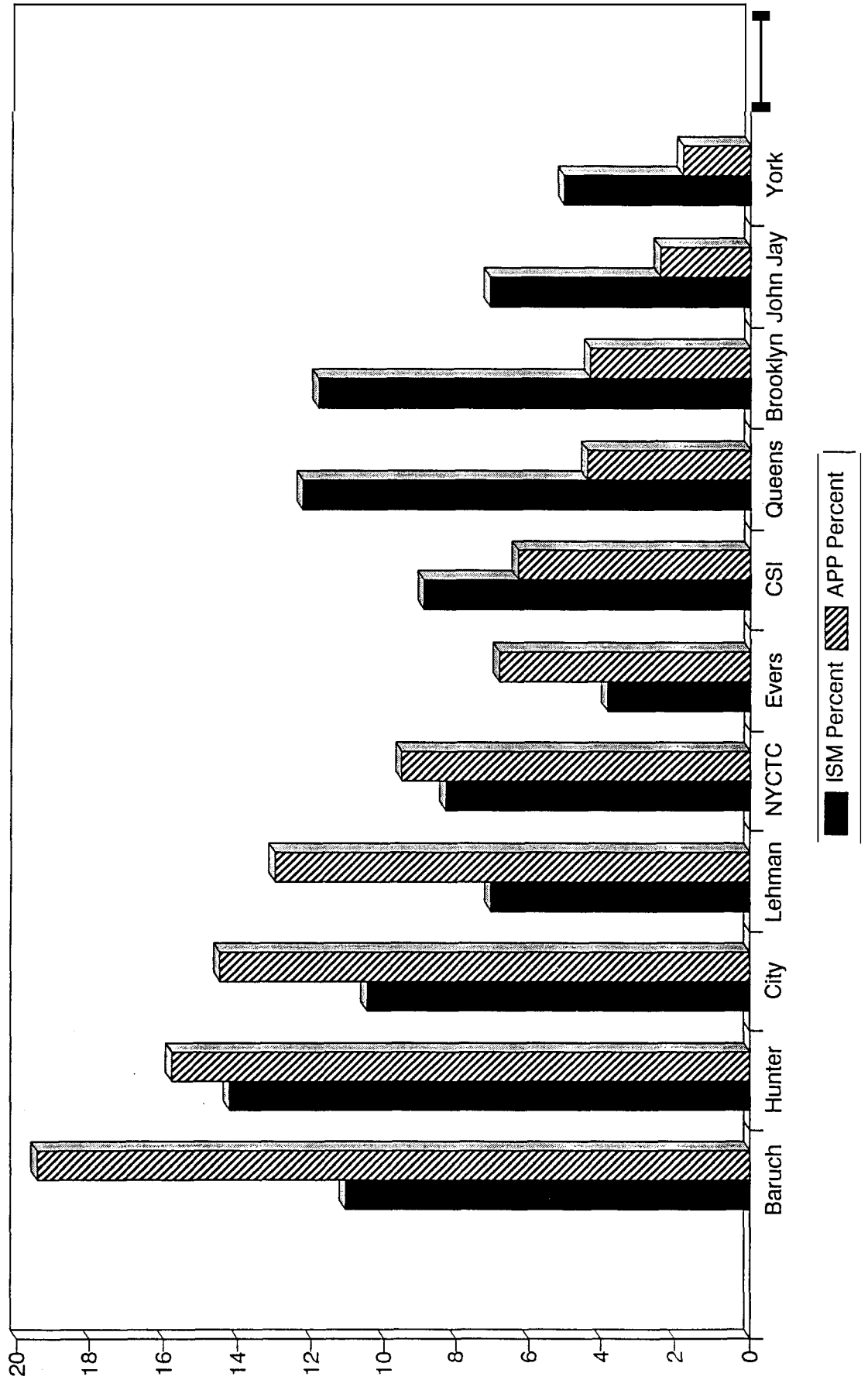
Fall 1994 Sections by Level



Fall 1994 Course Sections, by Level

Allocation of APP Funds

ISM Percent compared to APP Percent



Sources for Attachments B-1 through B- 6

- B-1** Growth in Student Enrollment
1992 FTE: CUNY Student Data Book, Fall 1992, Table 1D.
1995 FTE: Overview of 1995-96 Budget Allocations, page 5
- B-2** 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
- B-3** 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
- B-4** 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
- B-5** Fall 1994 Sections by Level
From John Jay College Institutional Research records
- B-6** 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% x 100) / ISM%

N.B. The entire set of charts is appended to Faculty Senate Minutes #132: Part I (December 8, 1995).