

Faculty Senate Minutes #199

John Jay College of Criminal Justice

Friday, May 5, 2000

9:00 AM

Room 630 T

Present (34): Erica Abeel, Shevaletta Alford, Luis Barrios, Anthony Carpi, James Cauthen, Marsha Clowers, Edward Davenport, **Kirk** Dombrowski, Janice Dunham, P. J. Gibson, Amy Green, Edward Green, Lou Guinta, Karen Kaplowitz, Andrew **Karmen**, Kwando Kinshasa, Maria Kiriakova, **Stuart** Kirschner, Sandra Lanzone, Tom Litwack, Susan Larkin, Gavin Lewis, **Amie** Macdonald, James Malone, Emerson Miller, Patrick O'Hara, Jacqueline Polanco, **Rick** Richardson, Lydia Rosner, Lydia Segal, Carmen Solis, Katherine Stavrianopoulos, **Marny** Tabb, Agnes Wieschenberg

Absent (1): Jama Adams

Guests: Professors Yahya Affinnih, Ned Benton, Sandy Berger, Haig Bohigian, Avram Bornstein, Jane Davenport, Charles Jennings, Marlene Kandel, Katherine Killoran, Jerry Markowitz, Jose Luis Morin, Jane Mushubac, Bonnie Nelson, Jill Norgren, Maureen O'Connor, Douglas Salane, Sydney Samuel, Edward Shaughnessy, Peter Shenkin, Maria Volpe, Robin Whitney, Susan Will, Carl Williams, Jack Zlotnick

Guests: CUNY Chancellor Matthew Goldstein, Vice Chancellor for Academic Affairs Louise Mirrer, CUNY Trustee Jeffrey Wiesenfeld

AGENDA

1. Announcements from the chair
2. Adoption of Minutes #198 of the April 18, 2000, meeting
3. Invited guest: CUNY Trustee Jeffrey Wiesenfeld
4. May 3 Budget Letter from Chancellor Matthew Goldstein to President Lynch
5. Invited guest: CUNY Chancellor Matthew Goldstein
6. New business

1. **Announcements from the chair**

President Kaplowitz told the Senate that she will report about a letter dated May 3, 2000, – two days ago – that Chancellor Matthew Goldstein sent to President Lynch about John Jay's budget situation. She explained that she learned of the letter late yesterday and that she will report about it during the interim between our meeting with Trustee Wiesenfeld, who is scheduled to arrive momentarily at 9:00 AM, and our meeting with Chancellor Goldstein.

Also, she reported that the Chancellor's Office called her earlier in the week to say that Chancellor Goldstein will be bringing Vice Chancellor for Academic Affairs Louise Miner with him when he meets with our Senate today at 12:30 PM.

2. Adoption of Minutes #198 of the April 18,2000, meeting

By a motion duly made and carried, Minutes #198 of the April 18,2000, meeting were adopted.

3. Invited guest: CUNY Trustee Jeffrey Wiesenfeld [Attachment A]

Trustee Jeffrey Wiesenfeld was welcomed: he is a new member of the *CUNY* Board of Trustees, having been nominated by Governor Pataki and approved by the *NYS* Senate in June, and is a graduate of Queens College. He said he had not asked to be named to the Board of Trustees of *CUNY*, unlike some others on the Board, and explained that he accepted the appointment because of his background: both his parents were Holocaust survivors and unlike some Holocaust survivors who are able to thrive despite their experiences, others are left with certain debilitating pathologies and, unfortunately, his parents had the latter experience and so, although he grew up in the 1950s and 1960s, he feels like those who were children of parents who grew up during the Depression. He told of having grown up poor in East Tremont and that he attended Bronx High School of Science as a result of a program similar to *CUNY*'s new "Prelude to Success Program" which permits students who achieve a "high fail" score on the skills placement test to have a semester to make the grade and, if successful, to attend a senior college or, in his case, Bronx High School of Science, and so he is very supportive of this new *CUNY* initiative. He attended Queens College for both his undergraduate degree and for some graduate studies and was recruited on the Queens College campus by the FBI where he worked for four years. He has worked for a Congressman, then for Claire Shulman, then Mayor Ed Koch, then Senator Al D'Amato for five years, and now Governor Pataki. He explained that Governor Pataki over the past two years has put him on a number of Boards and so he does about 60 hours a month of *pro bono* work. He said that having completed 20 years of government work, he is about to work in the private sector and will shortly start at an investment firm but will stay on the *CUNY* Board. He said he is grateful for what he received from *CUNY* and said he is not someone who climbs the ladder and then kicks it away so others can't climb up that latter, that he knows what it is to be poor recently, and is very sympathetic to people who want to improve their lives.

Trustee Wiesenfeld said that contrary to assertions by some, *CUNY* Board members are not told how to vote nor are they clones of those who nominated them. He acknowledged that he, like others who are appointed by the Governor, was first interviewed to determine if they have a certain view of the world but said that is done by any appointing authority anywhere. But there is no litmus test and he said he has no preconceived notions about the issues he must decide as a Trustee. He said that what is absolutely necessary is that *CUNY* have increased funding that would increase the number of full-time faculty because he agrees and says publically and privately that the situation at *CUNY* is a disgrace with respect to our adjunct ratio. He praised the adjunct faculty but said they could not possibly have time to do the mentoring that full time faculty do.

President Kaplowitz asked his view of John Jay. Trustee Wiesenfeld said that having attended the FBI Academy in Quantico, Virginia, he considers John Jay to be the full-time New York City equivalent of the FBI Academy, obviously with a lot more of the liberal arts component than in Quantico, which has a more law enforcement basis. But John Jay is probably the most respected law

enforcement college in the world but with a good liberal arts component and is looked at as a strong school, overall, and not just as a law enforcement type of school although that's the main reason most people come here. It has a very good reputation.

Senator James Malone said many people think the CUNY Board of Trustees has been politicized, but he will ask a simple question to probe whether this is so: since reform is the issue in public education, in K-12, and that reform seems to be in process, why would the CUNY Board not allow the public school system to reform itself so public schools can graduate students who would be able to handle the college experience rather than the CUNY Board precede the public schools in terms of reforms. Trustee Wiesenfeld called that the most problematic aspect of the K-16 environment. He spoke positively about the College Now Program. CUNY, as big as it is with 200,000 students – and if continuing education students are included it is a 350,000 student organization – can be brought to very high levels by a Chancellor such as Matthew Goldstein in three years or so, a fact which is already evidenced by the quality of the candidates for college presidents in the recent rounds of searches which had not been true in at least two decades. While one can make a significant impact at CUNY in a short time, at the Board of Education, sadly, even the most talented chancellor – who in his opinion was Frank Macchiarola who was limited by the obstacles even himself – is limited by such social pathologies that permeate so many of the homes where students come from in all five boroughs that it requires really a generation – 15 to 20 years – to turn around the Board of Education. In addition, there are serious managerial problems at the Board of Education and many of the teachers in that system were not prepared properly, quite frankly, by us at CUNY. And so although there will be improvements at the Board of Education they can only be incremental and we at CUNY can make improvements much more rapidly.

Senator Tom Litwack and Professor Ned Benton explained the underfunding of John Jay because of historical factors and the lack of a student enrollment-based model for the allocation of base funding to the senior colleges. President Kaplowitz explained that this presentation is really responsive to Trustee Wiesenfeld's comments about the disgraceful lack of sufficient full-time faculty and over-reliance on adjunct faculty at CUNY. She explained that when a senior college's enrollment increases, the University responds by providing funding for adjuncts rather than for new full-time faculty and this is how the imbalance between full-time and adjunct faculty has occurred. The Trustee said that he is confident that more funding for full-time faculty would become available in the coming years.

Senator Litwack explained that John Jay more than any other college in CUNY is lacking in full-time faculty. Trustee Wiesenfeld asked if that is occupationally related because many of John Jay's instructors are professionals in their field. Senator Litwack said no, the reason is because we are funded by CUNY for full-time faculty far more poorly than any other senior college in CUNY. President Kaplowitz explained that this is an historical development, that the colleges created in the 1960s and 1970s were funded initially at a much lower level than the older colleges and that funding disparity has become exacerbated over the years. Senator Litwack provided the Trustee with a chart showing the current funding per FTE (full-time equivalent) students by colleges [Attachment A]. He pointed out that whereas at City College each FTE student is funded at the rate of \$9,616 per year, John Jay is funded at almost half of that, even with the \$3 million added to John Jay's base just recently. He said there is no doubt City College should get a much bigger budget than John Jay because of its much larger campus and because some of their programs are more expensive but we would argue that the degree of disparity is not justified by any kind of rational factors and that, indeed, if there were any rational factors in the method for allocating resources, John Jay would get millions of dollars more per year. **At CUNY** there is a statistical model – based on student enrollment – for funding the community colleges but there is no such model for funding the senior colleges. And one of the bases for the funding disparity among the senior colleges is that some of the senior colleges have lost students while others, like John Jay, have gained students and, yet, there has been almost no change in their base budgets which leads eventually to

this great disparity. President Kaplowitz further explained that because there is no change in the base budgets of senior colleges when enrollments increase, the response to that increase by the University is to provide more funds for adjunct faculty so that is how a college becomes more and more adjunct-reliant. But the colleges that have lost enrollment lose adjunct dollars, which they do not need because they have lost students, but they do not lose full-time faculty.

Trustee Wiesenfeld asked if Albany were to provide funding for, say, 100 new full-time faculty, how would those faculty be allocated. Professor Ned Benton explained the Instructional Staffing Model (ISM) which is a set of ratios of the number of students per teachers for each academic discipline but is used only in funding adjunct dollars. He said that Vice Chancellor Brabham is looking at ways to reform the system but in the meantime full-time faculty are not allocated according to any formula but rather according to judgment. Senator Litwack explained that although the **ISM** is a formula for determining how many full-time faculty a college should have, it is not a formula for decided how many full-time faculty a college will have. That is not determined by any formula.

The Trustee asked if President Lynch has made the case to 80th Street and whether others have received the presentation he is receiving. President Kaplowitz said he has and explained that all this had been known but not publically discussed for many years and then our Faculty Senate invited the then Vice Chancellor for Budget Richard Rothbard to a meeting of our Senate in 1994 and asked him for data to justify the disparate funding. The requested data was sent and we analyzed it and then wrote a series of letters showing that the disparity was, in fact, not justified based on objective factors and that John Jay was underfunded by many, many millions of dollars annually. She said that all the CUNY colleges are underfunded but John Jay is severely underfunded in comparison to all the senior colleges. The Chancellor at the time, Anne Reynolds, created **an** initiative called Base Level Equity by which vacant faculty lines, in rather modest numbers, were moved from better funded colleges to the most poorly funded colleges, which created great dissension among the presidents, and, in fact, Chancellor Goldstein, when president of Baruch, chaired a presidential committee on this initiative. But after Chancellor Reynolds left the initiative was dropped.

President Kaplowitz spoke about the many important programs at John Jay, most of which are unique to *CUNY*, which have 50% or more sections taught by adjuncts. The Trustee asked whether it is not necessary and desirable to have adjunct professionals teaching in courses in professional fields, especially in a college such as John Jay given the nature of its mission and programs. Senator Litwack said that many full-time faculty are practitioners in their field and cited as an example Senator Stuart Kirschner, who is an experienced forensic psychologist and a full-time member of the faculty. He said there is no way that adjunct professionals would be better than full time professionals although our adjuncts are a tremendous asset and many would be full-time faculty if we were given the lines to hire them. President Kaplowitz noted that accrediting agencies recommend 75% full-time faculty taught sections. Trustee Wiesenfeld acknowledged that the recent New York State Education Department report on John Jay expressed alarm at John Jay's high reliance on adjunct faculty.

Trustee Wiesenfeld suggested that when the Chancellor meets with the Senate later today that the Senate should ask the Chancellor to present to the Board a formula for the allocation of new faculty lines at the senior colleges. He said the Board itself would not ask questions about something as technical as these matters – which would be considered a managerial matter – so the Faculty Senate has to encourage the Chancellor to raise the matter with the Board.

Professor Ned Benton said that should the Board be presented with proposals, which he expects the Chancellor and Vice Chancellor Brabham may well be doing, the charts he has developed [which he distributed] would help explain the situation and this presentation may assist the Trustee in thinking about the issue if he were asked to vote on any proposals. It was explained that the John Jay Faculty

Senate has made this presentation to other Trustees as well and to various members of the Chancellery and plans to make the case to Chancellor Goldstein when he meets with our Senate late today. [The charts are available from the Senate Office and versions of them have been appended to past Faculty Senate Minutes.]

Senator James Malone asked why should CUNY not fund each of its colleges on the basis of the college's student enrollment as so many universities do. Trustee Wiesenfeld spoke of the unfortunate decline in image of both CUNY and *SUNY*, but more so in the case of CUNY, over the last two decades. Chancellor Goldstein speaks of the unprecedented wealth created in this country during the last two decades, which has most particularly been in New York State, but points out we've not invested in our State's two public universities but he said this trend is reversing and he expects it will continue to reverse because the image of *CUNY* is now undergoing a big change.

Trustee Wiesenfeld spoke of the newly elected faculty union leadership, saying that a lot of people have concerns about the possible consequences. He called Irwin Polishook a very measured, intelligent person and said the union deserved to accrue much more under his leadership. Saying he was very surprised by the election results, he added that the pronouncements of some members of the new leadership do not lend themselves to a diplomatic discussion. There are legitimate issues on the table that have to be dealt with no matter who is sitting at the table but, he said, the people who govern most effectively are not on the far left or the far right but rather try to hew to a middle ground. Those in the middle who can see the perspective on both sides will be the most successful. He said he is very respectful of them and that they won a significant majority. He said he doesn't impugn their motives, is certain they are very sincere, however the way they make their presentation must not detract from the image that *CUNY* is developing on the union level, on the chancellery level, on the Board level, in the eyes of the public. Radical pronouncements and attacks on public figures on the Board and amongst the faculty and in government as presented in the press and elsewhere will not do the faculty a great service in the public eye. We're part of a big urban environment, the biggest media market. This is relevant, he said, to the fact that people on both sides of the aisle are ready to invest in *CUNY* now.

Senator Litwack said that many major issues before the Board in recent years have been resolved. What, he asked, does the Trustee see as the new major issues? Trustee Wiesenfeld said he does not know what the next 'fight' will be, but the University has to reverse the downward enrollment trend and has to provide good new presidential leadership for the colleges. He said he does not see a major fight of the magnitude of the remediation fight.

Trustee Wiesenfeld was thanked for accepting the Senate's invitation and he thanked the Senate for the invitation and for the discussion. [The Senate applauded.]

4. May 3 Budget Letter from Chancellor Matthew Goldstein to President Lynch [Attachment B]

President Kaplowitz reported that the previous day she learned that the Chancellor had sent a letter to President Lynch, dated May 3, 2000, about John Jay's budget situation, requiring a plan for reducing John Jay's \$3 million deficit in two years. She read the letter to the Senate, explaining that she had received the letter late yesterday from someone other than the President but had met with the President very briefly last night and again this morning but there had been insufficient time for a substantive discussion. The college has been given two years to reach a balanced budget without any additional resources from the University and must develop a plan now to do so [Attachment B].

5. Invited guest: CUNY Chancellor Matthew Goldstein

President Karen Kaplowitz: I am pleased to introduce and welcome Chancellor Matthew Goldstein and to welcome back Vice Chancellor for Academic Affairs Louise Miner, who has once before been a guest of the Senate. Chancellor, thank you for accepting our invitation. I know how busy you are and we appreciate your taking time to come to John Jay to meet with its faculty. Gathered here are the members of the Faculty Senate and other John Jay faculty as well. I'd like to start our discussion by asking you about your vision of CUNY and of John Jay and your expectations and goals as Chancellor and the ways you wish to define your leadership of CUNY.

Chancellor Matthew Goldstein: Thank you, Karen, for this opportunity to meet with John Jay's Faculty Senate. I am pleased to see so many faculty here. It's a delight for me to be here. I gather this is not a microphone but rather a tape recorder and, therefore, I will speak more loudly. It's a pleasure to be here with you. John Jay is a college that I have affection for in part because I have affection for your president. President Lynch is a good guy, a fun guy, and I think he has done a tremendous job at this institution. And because of that relationship I've gotten to know John Jay in a way, perhaps, that others outside of the institution may not know. He's a good man and we're fortunate to have him here at the helm.

I have a long history of being connected with City University. As many of you may know, I am a graduate of City College of New York and I am very proud of that: going to City College was a defining four years in my life in the way it shaped me and formed my values and the ways in which I looked at the world. Coming back to City University was a difficult choice for me. It was not something very easy for me at all. I was the President of Baruch for seven years and I thought we had done some impressive things at Baruch with a lot of very, very talented people I had assembled around me. These institutions are difficult and complex organizations and require talented people to really see what is possible and to have the courage to get certain things done. At the end of seven years I looked back at a history of my involvement with City University and said that this has been enough, it is time for me to do something else. I had a lot of opportunities to do a lot of very interesting things at major universities and other places but my wife and I wanted to stay in New York and I took a sabbatical for a year at Adelphi University – I call it a sabbatical because I went with the intention of staying but when I got there I found the puzzle was not such a complex puzzle and within a few months it was a pretty easy puzzle to put back together again and it would just take some time to allow things to work and then that institution would be healthy. But I still expected to be there.

But then, of course, there was a movement to get me to return to CUNY as Chancellor – there is a point to all of this – and I went through a very difficult time: it was about seven weeks of very intense self-reflection, once even to the point of sitting under a tree, as Newton may have done, except he had much more profound thoughts than I did. And someone asked me what I would really like to do. I was seeking peoples' advice, asking them what they would do if they were in my situation and, when asked what I would really like to do, I said I would like to be in the community of very smart people, solving very complex problems. That is what I really like to do. I like to be around very smart people and take on challenging problems and the person I said this to blurted out almost instantaneously: 'Then you must come back to CUNY: there are a lot of very smart people there and, boy, do they have plenty of problems!' Having arrived in September it is true there are a lot of very smart people at City University and I've known that for a long time and, boy, do we have plenty of problems. But I think we are on a track to solve some of those problems. Solving problems are either difficult or easy: really what is more satisfying and more long-lasting is how you look at a very complex institution like City University and say how can that University be reoriented in terms of its historical culture and serve the needs of students today and tomorrow in ways that will provide sustainable values in their life. That, to me, is really the guiding principle of anything that I do as Chancellor: really looking at the end game of what it is that we

do, looking at the end game in the life of the student. It is easy to put your imprimatur on a diploma or a degree and send that student off. The hard thing is to ensure, to the degree that you can, that you've given some value to that experience and that value is a sustainable experience over the many challenges that students are going to have in their life.

That is a big, big order for any of us as educators to do but it is an ideal point that I think is critically important for us to attempt to do. And if I use that as a starting point in picking up with Karen's question as to where I see the University going, I would say that we have to be realistic that this University has a certain level of funding that is really not going to change in any dramatic way from City or State government, as I believe. We are going to have a very good budget this year, probably the best budget this University has seen in many years. We are going to get a not insignificant amount of money for full-time faculty, we are going to get big increases in TAP [Tuition Assistance Program] and in base aid for community colleges, and we are going to be doing a major structural biology center at City College for \$5 million. We are going to get a lot of support this year that we haven't seen in a while. But it is still not nearly enough to do the kinds of things that I would like to see at City University and this year was a defining year because, as I've said to so many people, there is a lot of liquidity in this State and in this City, there is a lot of money chasing a lot of ideas in this country today. There's an awful lot of wealth having been created and, at least in the State of New York, very little of that wealth has come into public higher education. And if it is not going to come into public higher education in this environment to the degree that I would like to see, we are not going to be able to see it at times when the economy is not nearly as robust. That is reality. After I do these introductory remarks I'd like to talk about how I see ways that we can enhance our revenue base but it will be separate and apart from what our traditional support is.

But I'd like to talk about something very fundamental and that is that if you accept the notion that we are going to be in a kind of framework of funding that we have now, with small, incremental changes year to year, how can we redefine the relationship of the operating units within the City University of New York to make this the kind of institution that will benefit students in ways that we haven't seen before. That's our big challenge here. John Jay is a wonderful college. Queens College is a wonderful college. Baruch is a wonderful college. Borough of Manhattan Community College is a wonderful college. We are blessed with a number of very good colleges. But what makes us great is our potentiality of looking at this University as an integrated university, of John Jay having relationships with other institutions in ways we really haven't thought of before. I think that is really the theme we need to follow in order for this University to be operating at the level that I think we are capable of operating at. So the first word I would use is "integrated" university. We really have to think of what we mean by an integrated university. Let me give you one piece of it that I think really shows my thinking about this.

Some of you have heard me talk about creating a flagship environment at City University. Flagship environment is about the integrated university, it is about looking at our constituent colleges and challenging our constituent colleges to come up with ideas for building programs of great distinction, Programs of great distinction cost money: there is no doubt about it. If you want to be a great research university you can't just will it and overnight be a great research university, you can't will overnight that you want to be a flagship campus and, puff, the next academic year you're a flagship campus. It requires a substantial investment and commitment to do that and I think that the way that we make that commitment and that investment is through the integration of what we do and start sharing and building on our strengths but being informed by what each of us is doing. The flagship environment is about that idea.

I think that what we need to do in the University is to look at all of our campuses – and start with a class of campuses first because I think we would be overwhelmed by the amount of effort and time it

would take – and challenge each campus to come up with the idea that: ‘We are going to be a comprehensive college, and that is fine, but we have to also look within that complex of programs that we have at the campus to determine which programs should be set aside for special consideration because those programs, if set aside for special consideration, can, with some luck and with some investment, bring great value to the institution, can place that institution in the sunlight for all to see and celebrate and that will bring value to everything else alongside it **as** well.’ **So**, for example, let me give you some ideas of how that would be. Suppose we were to say to City College: where do you think you can build flagship programs? Now if I ask a president such a question and the president were to say, ‘We have **22** programs that we think could be flagship,’ I am not going to take that very seriously but if a president were to come back and say, ‘We have two or three programs that if properly nurtured and supported we believe we could be a lead campus in this effort, help us recruit faculty not necessarily on our campus but at some of the other campuses that would feed into that flagship program that we would take the lead in.’ **At** the end of that process the other programs would be sustainable but in the aggregate all those faculty that would be brought in would, as a collection, define a program that now would be of great distinction. That would require that the kind of people we would hire to ensure the gaps in the academic programs in that particular discipline would be built up and would have the critical **mass** in terms **of** its teaching capability, in terms of its research capability, that would bring the University some distinction in that program.

And we could do that *seriatim* across the University and that is the whole basis of the cluster hiring of faculty: we pick a few areas to say that if we invest in these areas – and it is not going to be necessarily on one campus but in certain disciplines – one campus should be the lead institution – we can, at the end of this process, build up programs that would be endowed with very strong faculty support and other kinds of support and build those programs up and, then, if you see this to its logical conclusion, we would now have a complex of programs around the University, situated at different places, and that would emulate, if you will, a great flagship campus.

And our campus is the City of New York. Think of it that way. Why not think of the City of New York as our campus rather than John Jay or Baruch or Hunter College. The City of New York is our campus and we bring in not only all of these great programs that we establish but bring in the great cultural institutions and bring that part of what it is that our students experience day to day. It is a bold, different kind of an approach. This is the only university system, anywhere, that I know of, that can pull something like this off, if there were the will. We could pull it off because of our unique geography and our interest, my interest, in bringing technology as a vehicle to bring this off, as well. So that is really where I would like to see us move incrementally, over time. When you start talking about this, people immediately question how that is going to affect them: they ask, ‘how is that going to affect me, how is that going to affect my institution?’ If we think that way we are never going to break out of this very constraining box.

Probably the biggest organizational deficiency that higher education organizations have is that they have a 19th century kind of organizational structure in terms of how they operate: departments are insular, there is not a lot of cross-departmental fertilization, divisions are insular, schools are insular, colleges are insular from one another. That is not the way the world operates today: the world operates in a much more integrative environment and the great corporations today have broken that old organizational structure. Some of the great companies in the United States today are flourishing in part because of that very fundamental observation about how you organize to maximize potential within the constraints of what you have. I think that is the kind of thinking we really have to have at the City University. If I were the chancellor of *SUNY* I wouldn’t think this way at all because you can’t integrate; the only way you could do that is through technology; we can integrate through technology but we have a unique urban geography here to do this which they don’t. If I were the chancellor of the California State College system, I wouldn’t say this at all. But at *CUNY* I think we can pull this off if

we have the resolve to do it.

I mentioned technology a couple of times in terms of the notion of the integrated university. I think we have to do a lot more in educational technology than we do. I use the term asynchronist learning environments. Yesterday [Vice Chancellor] Louise Mirrer and myself and a few others met with the Sloan Foundation and they use the term asynchronist learning networks. We are really talking about the same kind of thing, really two things: to understand that students learn at different paces, and that's fine, and that students live complex lives and they may not necessarily be able to come to John Jay at the time you would like them to come, at the time when you schedule your classes. Technology can be a way to really deal with both of those different problems. Let me give you two examples and then I'd like to say a few things about revenue and then I'd love to take questions.

I believe we should invest in City University at a number of our campuses by creating 'smart classrooms' which is defined in a number of ways but the simplest model is that we think of a classroom where students are seated at a space where they have an opportunity to look not only at the instructor but to look at a screen in front of them that relates to that instructor and not only relates to that instructor but relates to every other student in that class. The faculty member would stand at a 'smart podium' that would allow that professor to interact with the screens on each one of the students' desks and would allow for that transfer of information from student to student. What this does, immediately, for the instructor is to take this box, which we call a classroom, and break the walls of that classroom and bring in lots of information that can inform that lecture in ways that students who work at different levels and at different speeds can access as they are following the professor and, maybe, taking a leap ahead of the professor. This would work fabulously at a place like City University because all of you as educators know that there is a lot of variance in our classrooms; it is not like going to the University of Chicago where everyone in your American history course or in your particle physics course is at a certain level and at whatever level the professor is going to pitch the material all the students are there with you,

In our classrooms we have a wide distribution of what happens in terms of what a student brings to that experience and technology can close that variability or narrow that variability by allowing the slower student to have a certain kind of assistance or to slow the process down but a more able student can speed the process up. I am using the term "asynchronist" in that way. Most people use "asynchronist" in terms of doing the work when one wants to do it and that is related more to distance learning; I am using it within the actual classroom. I had the opportunity to do this a couple of years ago: I was visiting some friends and was asked to teach a Math class – it was a probability class – and I was actually able, after learning how to do this, to see the power of this kind of instruction with students, some of whom were very able and were able to take great leaps and other students who were kind of slow but at the end of it they all got a minimal level that the professor would expect in the classroom. But the most able students were able to get more and the students who were slower were able to get some support. So I think we ought to do that.

The other thing is that we all know that our students live very complex lives: they are single parents, they are living in difficult circumstances, they want desperately to improve their lot in life and find it very difficult to come to the campus: it is just too difficult to manage with all the other constraints in their life. Here's where the asynchronist environment can help that group of students who need the instruction but can't come in the traditional way. I'm particularly interested in doing this as we embark with the schools in a whole major teaching education initiative. We have a serious problem in this City and across the nation in getting the most able and motivated young people into the world of teaching and many of the teachers we now have are not the best people we would want in the classroom. Unless you get the best people in the classroom they are not going to be able to serve the needs of young people. One of the great tragedies in lower education today is that too many of our youngsters are being put in environments, in this City is a very good example, where they are not motivated, they are in very, very

poor surroundings, the teachers are not terribly interesting or well qualified people, and we have to do something about that and do it fast. I have often said that I thought this is the national security problem that we have in this country: this great divide of a lot of young people who have no access to what I would call a real minimal level of educational attainment because of the environment that they are in from people who have a very rich environment. Some of it is, of course, about money but some of it is also about how we do what we do with the resources we have. I think technology can be an interesting way to deal with some of the problems. And we are going to be committed to doing that and I think CUNY should take a real lead in this regard in the City.

The last thing I would leave you with – because I do not want to get into mundane issues, I want really to talk bigger issues with you – is that we have to find a way to bring more money into this University. **As** I said earlier, we are going to have a very good budget this year. People are going to be elated over this budget. I **am** not so elated over this budget. It is a big turnaround for us and we've worked very hard and lobbied very hard to get tremendous enhancements to what it is that we do but it really is a pittance of what this University really needs. And being somebody who **looks** at the world and doesn't curse it but finds a way to maximize potential in what you're thrown into, I think we have to start to think about maximizing potential. One of the things that would be great for John Jay is something that [Vice Chancellor] Louise Mirrer **has** been working on with the New York City Investment Trust. It is just one example of how we should be much more entrepreneurial and **look** for ways to subsidize the cost of an education at, say, John Jay College.

What we are going to try to do is create a series of holding companies that would be situated at each of our campuses. Those holding companies would be a wholly owned subsidiary of the thing in New York City called the New York City Investment Trust. That holding company would be a series of small companies that want access to our three major areas of capital that we have in **CUNY**: our students; our staff, principally our faculty; and our real estate. What they would like is an opportunity to work at a college, have offices, and have access to students and faculty as they work through the beginning stages of developing a healthy environment for that company until they get to **a** point where they are a viable private company or until somebody is interested in them and wants to buy them or invest in them and they go through a public offering process. What we would do in return is get **an** equity position in these companies. We're saying: we'll give you access to faculty and students and provide you with 3,000 or 4,000 feet of space but if you succeed 'Mister Dot Com,' or whatever, we want a five percent equity position in your company. I'm being a little glib here but that would be the idea. Now it's possible that one of those small companies could be a derivative of Bill Gates with a fabulous idea and go on and make a tremendous amount of money and this college could be the beneficiary. That is one area that I think we ought to work in and it will give opportunities for faculty to make some additional money through consulting, it would give our students an opportunity to get jobs. I think we ought to do that.

I think we also ought to generate money in this University by using the power of the integrated university in an e-commerce kind of environment. I'll do this very, very quickly with very broad strokes of numbers just to give you a sense of what is possible: our operating budget at City University, if you factor in what we spend on research, is about a billion and a half dollars. It's a big company. It's a \$1.5 billion operating budget. That is a very, very big company. Of that \$1.5 billion, about two-thirds is spent on people: so about \$500 million is spent on things other than salaries and wages and consultants. We are all buying desks, we are all buying carpeting, we are all buying the chairs that we are sitting on, we are all buying computers, we are all buying white boards. We are all buying similar kinds of things. If half of that money – a quarter of a billion dollars – could be purchased in a coordinated way in an e-commerce environment, suppose we could save **4** percent, or **4** cents on every dollar. We are talking about real money that could come back to this University to hire more faculty; we're talking about more money for supporting graduate students; we're talking about more money for equipment and

instrumentation in our laboratories. These are the kinds of things we have to start thinking about if we want to take the next leap. Those are the kinds of things that are on my mind. Karen wants, of course, to **know** how many lines John Jay is going to get. I was asked that question yesterday when I addressed the Queens College Senate and the last question was from the chair of the history department who said to me: ‘Are we going to get new lines?’ And I said, ‘Yes.’ He said, ‘How are those lines going to be allocated?’ And I said, ‘It is my intention to allocate them mostly to the history programs [laughter] and I have been thinking primarily about Queens’ [laughter] and for a minute he said, ‘Really!’ [laughter] This morning I addressed the Math discipline chairs and, you know, I have a special affection for that discipline and I was asked the same question and my response was that probably the mathematicians would be given the most lines. So I would say that John Jay should be given great consideration **as** well.

Senator Shevaletta Alford: I would appreciate clarity about the flagship environment. For example, we have a forensic science program, which is unique to CUNY. Based on my understanding of what you have just said, would that mean that City College’s chemistry department, Brooklyn’s biology department, Queens’ physics department, and perhaps programs at other colleges, would feed into our Forensic Science program which would be the center and we would pull people from all these different departments to help support our program?

Chancellor Goldstein: We have to make a determination of where we can build great strengths and we have hundreds and hundreds of programs throughout this University and hundreds and hundreds of these programs do not have the potential of being what I would consider the great programs in this country unless, of course, there was the resolve to put an enormous amount of resources to the peril of other things that we do. So I think we have to start by determining where we can build great strengths. Now clearly John Jay is a focused college but John Jay is not a comprehensive college. Baruch is not a comprehensive college. Baruch does a lot of things and you do a lot of things at John Jay. But those two institutions are two good examples of where you have special programs that, if properly supported, really can take another leap. So that’s the easy answer for a place like John Jay and Baruch. If someone were to say to me at Baruch that we ought to invest in the History Department – and there happen to be great historians at Baruch, or in the Math Department there – and there are some leading mathematicians at Baruch, I would never take those proposals seriously. But if Baruch were to say to me that we have the potential in our finance program of making the leap – and they are a nationally recognized finance group – or in our accounting department – they are nationally recognized – but if we want to be in the top 15 or the top 10 of those programs, it will take a major investment. Are we prepared to do it? I **may** want to do something like that.

Now where it is more problematic is where there are pockets of strength in a number of different institutions, for example, physics. The physics department at City College is unquestionably at a different level than the physics departments at some of our other campuses. That is not to say that there aren’t extraordinarily talented people at some of these other departments but if you look at the critical mass at City College and its historical place in the physics community, there is an area if invested not only on the City College campus but at the other campuses that could coordinate some of the offerings at City College physics then there is an opportunity to build a great physics program at the City University of New York, with City College being the lead college. It is not as clean – we could go through this seriatim – with certain disciplines and you probably would have the most problem when you get to the humanities and social sciences because here’s where we have strengths at a number of institutions. We have a number of wonderful history departments and a number of great English departments and a number of good sociology groups: there it is a little more difficult but if there is the resolve to do it in a way where nobody is threatened – we are not saying to close anything down, we are not saying eliminate things – what we are really saying is that not everybody would be considered as equals with respect to allocation of resources because no college in *CUNY* is really well run, in my estimation, if everybody is treated the same. I don’t believe in it. I really don’t believe in it. I don’t think you can build a great

college If you, as president, are given a dollar and everyone is given that same little piece of the dollar I don't think you build a great institution that way. I think a president has to have some courage to say that everyone is important, everybody participates in the life of our students, and everybody is valued, but certain programs, because of the nature of the school we are in and the history of the institution and its presence relative to competition really need to be treated in a different way. I don't think there's anything wrong with that. I think that's where the great potential could be.

Professor Ned Benton: Does this fit into the general curriculum of the various campuses? It seems to mean that in order to have excellent majors and excellent graduate programs we need to be able to feed people into those programs who have the ability to write, the ability to do mathematics, and the various elements of education that would be required. But I don't know how the concept of a flagship environment applies to that core that is necessary for any campus.

Chancellor Goldstein: What it does is enhance the reputation of the institution, create a buzz about the institution among student who are now not considering coming to CUNY. You know they are going to private institutions taught by faculty that I don't think compare to the depth of the faculty we have at CUNY. I don't think any of us would debate that. I think it would start creating awareness of what is really happening at CUNY and I think one's value is created in the market and that will create a flow of more and more better prepared students into our campuses. So I think that would be one of the benefits to the institution. The second thing is that one of the things I didn't discuss with regard to the flagship environment is the notion of creating an Honors College for the City University of New York. Again, it is about using the campus of the City of New York as the campus rather than the Upper West Side or Flushing or Flatbush, but rather the whole City of New York as the campus, situating that Honors College at a number of our campuses, the curriculum probably derived from the various honors programs that we now have, combined with **an** experience which we would overlay with all those programs. The only way I see us getting the kind of student into this environment that we would like is if people really think that coming and studying physics at the City University of New York is comparable to studying physics at some of the great institutions in the United States. We would be able to say and say with some integrity that we have the critical **mass** not only of people but in instrumentation and research that will not guarantee it but certainly we feel certain it is comparable to what is found elsewhere. And so that when students are in the Honors College, for example, they would have access to each of these flagship programs.

President Kaplowitz: One of the things I briefed the Senate about, as you would imagine, is the work that you and Vice Chancellor Brabham have been doing in rethinking the budget processes within *CUNY*, including the allocation process, the Instructional Staffing Model. Would you report the progress at this point. I know that the original goal was to have proposals by June. Is that still your target date?

Chancellor Goldstein: I don't want to go into a dissertation about that because it is complex and will take a lot of time. I am not really satisfied – never have been satisfied – with the way we allocate our resources and that observation is really derived from the way the University evolved. The more mature institutions are, I think, in a different state in terms of critical mass with respect to their resources than colleges that come on line earlier. And I think some of those colleges were at a disadvantage. In order to recalibrate would be very, very disruptive. If you really did this according to a reasonable model it would be terribly disruptive to the University because of mass migration [of resources] from one place to another place. And I don't think the practicality and the politics of that would be reasonable. But I think what we have to do is over time understand that if we are going to do it let's do it more right than wrong and let's do it incrementally and that's part of the issue that I'm addressing. That is sort of the global statement. On the more micro statement, we pretend to have models – I mean we have models and we pretend to use models but we really don't. Those models, such as the Instructional Staffing Model that

you mentioned, Karen, is, as you know, really used more in the adjunct budget than any other place; it's a tired model; it's a model that has disciplines associated with it that don't even exist any more and others that should be included that are not there: technology is not imbedded into that analysis. *So* it's going to take a long time. *So* I'm sort of shaking things up a bit and getting people to think about this and it's going to take some time to work through this but it is going to take some good thinking. Hopefully when we hire a COO [Chief Operating Officer] that person will take a lead with Vice Chancellor [for Budget] Sherry Brabham.

Senator Tom Litwack: I am speaking as the chair of the Faculty Senate's fiscal committee. I can appreciate what you just said about how it would be very disruptive to CUNY if immediately resources were transferred according to a model that was a purely rational model. And you know, during your time as president of Baruch, that we have long argued that John Jay should receive more resources but we always accepted that any redistribution would have to be gradual. But that having been said, we do still feel that it is clear that John Jay is a unique problem within CUNY, that we are underfunded far more than any other college is underfunded, and that is true even with the addition of almost \$3 million to our base budget that the Chancellory gave us before you became Chancellor and which we know you know about. We feel that any kind of rational model, even one that included flagship environments – which I am for, by the way – that any kind of rational model would give John Jay millions of dollars more a year than the current budget. And in light of the fact that you are saying we can't expect much more money from the State, shouldn't something be done now to address John Jay's unique situation of unique underfunding even if it meant transferring lines that became vacant, not filled lines, but vacant lines from the much better funded colleges of CUNY.

Chancellor Goldstein: You may remember that I chaired a committee of presidents on this subject and I'm convinced that the only reason I got the Base Level Equity model through was that no one really understood the model.

Senator Litwack: Yes, indeed. You may recall that Karen and I wrote to you on behalf of the Faculty Senate when you were chairing that Committee on Base Level Equity.

Chancellor Goldstein: I do recall your letter and I know that Karen certainly supported my work which meant more full-time faculty lines for John Jay. I don't know why John Jay is unique and I would argue that John Jay is not unique. There are campuses that were formed without a real critical mass of support and it's not just faculty, I'm going way beyond faculty. If you were to start a college *de novo* and were to ask what do I need in this college for it to be viable, yes you need full-time faculty, yes you need a registrar's office, yes you need a bursar's office, yes you need a student financial aid office, yes you need librarians. You need all that. If you look at the way some of our colleges were formed, I would say some of those colleges truly had a structural deficit *de novo*, right at the time they were conceived and supported. They never were given the critical mass of all the operating units that are agreed upon as essential for a viable campus. There's where I would say a structural deficit really exists. People use the term "structural deficit" in a very cavalier way but when you ask them to define what a structural deficit is, they reply that they are spending more money than they are getting in. That is not a structural deficit; that is not managing one's budget effectively. There are people with structural deficits in this University. I don't know if John Jay is one of those: it may or may not be. But what I can say is that the problems at John Jay I would not say are unique. And I don't know how you would defend that they are unique but I would be anxious to know.

Senator Litwack: I will respond in two ways. One way is simply the figures: our per FTE finding, both in terms of base budget and total allocations, is far below any other college. [Senator Litwack distributed a chart – [see Attachment A] – showing that John Jay is the least funded senior college in terms of per FTE student funding.]

Chancellor Goldstein: [Declining a copy of the chart.] I know the numbers.

Senator Litwack: The other way we are unique is because, at the University's request, we increased our enrollment far more in the last decade than any other branch of *CUNY*. In those *two* ways we are unique. I understand that it could be argued that the gross figures, that I know you are aware of completely, in some ways are not really representative because of differences between campuses. We are very aware of that and I will say two things about that. First, another way that we are, if not quite unique at least among the unique campuses in this respect, is our lack of full-time faculty compared to other campuses and that is a very objective factor. But the other argument is that if it is, indeed, the case that we are not really underfunded then *CUNY* should have a model that shows that.

Chancellor Goldstein: I would say that every campus in *CUNY* is underfunded. I am not being glib. This is a University that is very poorly funded. You go to every campus and everybody will give you reasons why their position is much worse than anybody else's.

Senator Litwack: But I think our position, if I may say so, is justified by numbers. **And** if I may make just one more point: if there is a matter of debate about the extent to which colleges are underfunded or not, let's have a model, let's have a model that includes **funding** for flagship programs, let's have any rational model which includes everything that should be included, including those things that are included in the community college model, and see how the chips fall. If the chips fall in a way that says John Jay is not really underfunded –

Chancellor Goldstein: I think you are right. If one were to more rationalize the allocation it would have real swings and now that new things are coming on board we are going to have to factor in some of that. One of those things is your new campus: you are going to get a fabulous new campus. I know the cost of the project although I don't know the number of square feet, but that will dramatically change the way in which John Jay is funded relative to institutions **right** now. That is going to be a 'smart' building and by 'smart building' I mean there is going to be **an** awful lot of technology in that building that is going to have a dramatic effect on the funding of John Jay. And the University – by making that commitment – is going to have to fund John Jay accordingly. The area that I think you lament about mostly is your full-time faculty. And that is something that is going to have to be corrected over time. There have been issues. But, you know, the problem is that you are running in a deficit this year and that is going to have to be eliminated. That deficit is not going to go on. I am not going to permit that deficit to continue. And there is a revenue shortfall that must be dealt with. We are going to work with John Jay to do it as painlessly and as effectively as we can but one doesn't spend more money than one has and we just can't afford that and it just is not going to be permitted to continue.

Professor Ned Benton: The question I have as we address that and go forward is that it would be helpful – and it may not be today that you can give this answer – but if you could give us clear signals about how we and you reconcile the questions of whether we are attempting to solve our funding and expenditure problem in relation to our historical budget or are we trying to solve it in relation to a target that is informed by the kinds of modeling, and rational models that Vice Chancellor Brabham is working on. The second question is: recognizing that we are short on faculty as it is, are we trying to solve this problem in a way that maintains the faculty maintenance of effort principle with respect to faculty lines and continues to build faculty and programs? Or not? I think those are the kinds of issues we need some clear signals about because it helps us figure out how we get there.

Chancellor Goldstein: I can give you the micro answer and I can give you sort of a macro answer. The micro answer is that it really starts with the management of the institution. **As** lines become available.... I don't think that if a line becomes available in English because of a retirement in English that automatically means that another English professor should be hired. Now there are faculty and

chairs and deans who feel that that is the covenant: that if you lose somebody in the Math department by retirement or they get another job that you immediately have the authorization to hire a Math professor. I think that what the management of the organization has to do is to put its own values on where it wants to build its strength and to, again, not treat everybody as equals. We have not seen that at a number of our campuses and I really can't speak about John Jay because that part of the management is something about which I don't know. But that happens at our University but it really can't happen. So I think it starts first with: this is your opening condition and this is what you have to spend and that is what you are going to have to be held accountable to do, all other things remaining equal unless, of course, there is an infusion of revenue that was not anticipated and you make the appropriate adjustments. But I think it really has to be moderated and watched very, very closely by the management of the organization. As resources become available those resources are either put back into what ever source made it available or are redeployed. The deployment of resources is not a theme that is warmly embraced in this University **and** it really has to be embraced because we just can't continue as if there are sacred cows – within an institution and among operating units.

With respect to your first question: when I talk about a rational basis I don't think it's about necessarily correcting history. Base Level Equity was about taking a look at history and trying to remedy it: there was not a new model proposed in terms of the values that were espoused by the Board or by the Chancellor or the presidents, at all; it was really to remedy history. And I **think** we still need to remedy incrementally over time some of the history because the history shows that some of these campuses were never really funded in equitable ways **as** they came on board. But I think the way to do it, beyond small incremental changes, is to really have the values that you espouse for the University and have those values imbedded into an allocation mechanism that would provide the kinds of resources that you need for the University. Any other way, I think, does not make any sense to me. You really have to start with the values and translate those values into where you think you ought to put your money and where you want to build your strengths. I don't know of any other company that would do it any other way and I don't see why a university has to behave in any other way.

Professor Haig Bohigian: The university is not a company.

Chancellor Goldstein: I know that universities are different but at the end of the day they collect money and they have to spend money and they can not spend more money than they have.

Senator Patrick O'Hara: I think part of our predicament is the fact that we are unique in the sense that we grew ourselves to this place by excellence. I teach in the Public Administration program that received the number one ranking in US News & World Report. We are in the vanguard, here at John Jay and in our department, of the distance learning initiative. We are supportive of your vision. And John Jay has the number one ranking in the nation and in the world in criminal justice. We work really hard to make ourselves excellent. We work really hard to have some of our programs profiled **as** flagship, some profiled as technological innovation. And for all that excellence – and even within the University system – we grew ourselves in terms of students more than any other campus. We were more excellent in following the model. We have arrived at our problem, at our predicament, as much by excellence as by anything else. And so it leaves us frustrated and demoralized as faculty to see that the product of that excellence and effort is a funding position that is lower than everybody else's. What we are really asking is that when you restructure and rethink how you are going to fund this 21st century university in terms of your goals and your visions that the budgeting or funding model recognize excellence, recognize hard work, recognize the fine things we have done to, in effect, get ourselves to this point.

Chancellor Goldstein: You are right. You were asked to increase your enrollment, which you did, but you were never given the resources. What you were given was more adjunct money and you may have thought that if you increased your enrollment you would be given full-time positions and that was not the

case, as I understand it. I took a different approach when I was at Baruch.

Professor Jack Zlotnick: I am the chair of the Psychology Department – the Forensic Psychology Department, actually. What I am trying to come to grips with is the fact that we do have unique programs within the University. Our graduate program in Forensic Psychology is so unique that we attract students from all over the country and from all over the world.

Chancellor Goldstein: It is a great program.

Professor Zlotnick: We have about 35% to 40% of our students from other cities and other states and that itself is national recognition. And the graduate program also has an impact on our undergraduate students: we have 4,500 seats occupied by Forensic Psychology students. We have 1,000 undergraduate majors and 400 graduate majors. And the faculty – talking about excellence – are just superb. Half of them can go out to other institutions to run entire departments and the other half are smart enough to not want to do so [laughter]. But what I want to say is that we have been given recognition on this issue from outside reviewers and they concluded that we are a very, very fine program, that we are probably one of the best in the country if not in the world on the Master's's level and now we are working on developing a doctoral program.

Chancellor Goldstein: When I talk about flagship, I would think about things like Forensic Psychology: you are unique. One of the strengths of this institution is that you are a unique institution within the constellation of colleges at City University and that uniqueness really out to be played to its strength. Clearly if you want to study forensic psychology you should have wonderful professors in English and in Math and in History and so forth – I'm not saying that you shouldn't – but if you are going to allocate your resources one would want to ensure that some of your unique programs that are truly nationally recognized in what they are able to accomplish are sustainable and expansive and that, to me, is where the allocation of resources can make something like that happen.

Senator Andrew Karmen: I am concerned about revenue shortfall and I am concerned about maintaining standards of excellence but I am also committed to access which is our historical mission. So whether it is reality or perception, CUNY is thought to now have higher admission standards, a shortened time period to meet remediation, more difficult exams to pass in order to get a degree, and in the best of times this might trigger at least a short-term initial loss of students. But these are not the best of times demographically. According to the U.S. Census, between 1990 and 1998 – the latest numbers available – there has been a decline in the population of New Yorkers between the ages of 20 and 24 of 18% – that is more than a 100,000 people – and between the ages of 25 and 29 the residents have declined by almost 18% – which is more than a 120,000 potential students. So our customer base is declining. Isn't a downward spiral in the size of our CUNY student body from the five boroughs and from the disadvantaged backgrounds that we are committed to inevitable and wouldn't that hurt, in particular, John Jay?

Chancellor Goldstein: I think if you increase your bar to get into the institution clearly you are not in the short run, at least, maximizing the pool of people from which you choose. I think that is fairly clear. But the fact is that right now in New York City we are not attracting, to City University an awful lot of students who aren't even thinking about City University because they don't think it's a valued place. That's the reality that I have to deal with and you have to deal with in a day to day life of working in this great university. Part of what I'm trying to do is to change the conversation about CUNY, to start talking about it in a better way. There are a lot of people I know – and I don't want to embarrass any of you – I would imagine that, like them, a lot of you who have children are sending your children elsewhere than to City University. That to me is the most powerful statement that you are making about the value of the degree here. So part of what we need to do is to moderate and to mitigate against these

shortfalls in the short run but take a much more strategic view in the long run of creating better value to the *CUNY* experience with the intention of attracting more students that right now are not even applying to *CUNY*. Probably the best example is Queens College. Queens College gets a large number of students who apply and who are accepted but who don't go to Queens; they don't go because they are using Queens College as a safe institution or they really want to have an out of town experience, which is fine if they can get into that institution and their parents can afford it – it's wonderful that they can have that opportunity. But aside from that group that is even applying, we have students who are not even applying to *CUNY*. I think they should apply to *CUNY* because I have had experience in just one year at one of the private institutions and then I got to know the presidents and others at a number of private institutions because I started hanging out with that crowd and I know what the faculty is there **and** I know what the academic programs are at some of these institutions and let me say very, very straight: they don't compare to what we do here at *CUNY*.

The question is how do we get those students to come here. I think by being diminimus to the reputation of the institution, by reducing our standards, by taking in students that *apriori* we know will have a very difficult time getting a credible degree unless we diminish our standards here is going to be in **the** long run a very, very poor strategy for City University. **So** you are right in the short run that we are going to have some enrollment dips and we are going to try to mitigate against those dips by getting out there with much more recruitment efforts. One of the things I've done in the last several months is borough by borough meetings with guidance counselors and principals and superintendents: I did this in your other [North Hall] building at John Jay: we had 80 or 90 people there talking about *CUNY*. We don't do nearly enough in this University to sell this University.

What do we do at John Jay, really? Let's talk. We're among friends here. We're all looking at the same thing. We sit back and wait for the students to come. Now, you are going to say, yes, we go to this fair and we go to that fair and we have an occasional breakfast, and so forth, but the fact is that *CUNY*, overall, is really not out there working the streets to convince young people that this is a fabulous institution to study at. We have to do more about that and **as** we change the reputation of the institution we will have to do a lot more of that to start proselytizing, if you will, of getting out there and selling the word about this University. This is a great university but we are silent about it, we are absolutely silent about *CUNY* and we have to be much more aggressive. And it's not about taking \$50,000 and publishing 150,000 copies of a beautiful brochure and sending it out all over the place and saying that I've satisfied my need to recruit. That's not the way you do it.

And the other thing we don't do is that we don't retain our students. Your retention rate at John Jay is appalling! Appalling! Why are the students leaving John Jay in large numbers? We have a real retention problem at John Jay. I'm talking as a friend. I'm with you. I don't want to fight with you. I want to help you. And it's not just John Jay. We have retention problems throughout City University. Why are students leaving City University? We know some of the reasons: they run into financial problems, we understand that. They don't like the social environment, we understand that. They are not comfortable in the institution. They really want to go away. There is a whole panoply of issues. But for those things we can manage – we can't manage the financial problems that our students have and many of them we all know will have severe financial problems – but there are things we can do to retain students. Our enrollment problem at this institution is not that we're not attracting students enough to sustain ourselves. It is that we are losing more students than are coming into the system. Many of them are going elsewhere and many of them are getting degrees at places that are much less, I think, than what we can do here. So we have a lot of work to do at this institution and at the others in *CUNY* as well.

Senator Rick Richardson: I am pleased that you are a *CUNY* graduate and I am making an assumption that you received your college education *gratis*, that it was when tuition was free.

Chancellor Goldstein: I used to tell people when I went to City College that tuition was free and that that was too expensive! [laughter].

Senator Richardson: So you benefitted from a policy that was created to educate New Yorkers and, unfortunately, that policy disappeared. There are a couple of barriers – some of the initiatives you talked about I agree with and raising the standards of our University is one that I do agree with – but there are certain barriers that exist that prohibit segments of our people within the City to participate in achieving an education. One of those barriers is financial: the cost of an education at CUNY has increased considerably, increased in terms of prohibiting many students of meager and poor means from even contemplating going on to receive a university education. My first question is how committed are you **as** the chancellor to holding down the cost and maintaining a level of affordability. I certainly don't think we will ever see free tuition again but certainly I'm concerned, along with increased efforts to phase out remediation in the senior colleges, which, in my opinion, needs to be rethought, about the extent of your commitment to keeping the costs of education down.

Chancellor Goldstein: I **am** not somebody who would be very happy if we had tuition increases but, quite frankly, I see that down the road. I don't see – unless this economy continues to be **as** robust **as** it has been in the last ten years, it's been almost ten years of unprecedented growth to the economy – that we are going to avoid the pressures of imposing tuition increases sometime down the line and I hope it would be a long time away because I know too many young people now are just not getting access to this institution, even though our tuition, relative to other institutions, is low. **So** I am not supportive at all of increasing our fees or our tuition levels. I have a different views about some of our master's programs: I think that some of our master's programs that may be unique have a lot of price elasticity built into them. The tuition for the MBA program at Baruch, for example, probably should be increased, providing that those dollars are returned to Baruch to help support hiring more faculty and being able to be more competitive.

And if there were unique master's programs here at John Jay that the faculty thought that if the dollars that were raised by increasing the cost associated with some of these I would certainly listen to that because some of those programs are so highly valued and are so below market price that that would benefit the overall institution. The caveat, of course, being that for any student that would be assaulted because of this there would be adequate revenue set aside to deal with the financial burdens that this would impose. So the short answer is that I agree with you: I would not want to see tuition or fees increase because I think it is enough of a burden for students. The good news is that TAP [Tuition Assistance Program] is going to be increased rather substantially this year and that is going to have a tremendously positive effect on our student population. But for me to sit here and say to you that I don't see tuition increases coming would be disingenuous. I don't know if it will be next year or the year after, but tuition increases are going to happen some point at this University. And we're not going to have anything to say about it. It's really going to be forced on us.

President Kaplowitz: I've been asked to convey a reminder [from Dr. Cynthia Pulliam, the Chancellor's executive assistant] that you have to leave now for your next appointment.

Chancellor Goldstein: I do have an appointment with someone but I prefer staying. [The Senate applauded.] But where's my promised corn beef sandwich? [laughter]

President Kaplowitz: It is here whenever you would like it. [It was brought to him. President Kaplowitz explained that when she invited the Chancellor he accepted but had joked that he would hope that his favorite meal would be provided and she promised to do so. (It was delivered from the Camegie Deli.)]

Senator Lydia Rosner: I am a member of our Sociology Department and our Criminology major is a

strong major. I am a *CUNY* graduate all the way up the line: Hunter, Hunter, and the Graduate Center, at a time when Hunter was considered a model of the kind of excellence that I think you are aiming to bring back to the University. With that in mind and as we know the University has been attended by first-generation college students, I'm concerned a little bit about this vision of smart classrooms and distance learning. I think one of the things the University has always had and has sold well is the idea of small classes, faculty influence on students who very often do not have a college-educated adult influence, and, therefore, no large lecture halls, not to mention the fact that many of us don't even have computers.

Chancellor Goldstein: Does everyone here have a computer in your office?

Senator Rosner: Absolutely not.

Chancellor Goldstein: If you wanted a computer will the College get you a computer?

[Senators & other faculty]: No. No.

Professor Benton: But the College has the goal to do that.

Senator Rosner: And some faculty who do have computers have computers that are not connected to the Web.

Chancellor Goldstein: This is very surprising.

Senator Rosner: Yes it is. So when you are talking about these wonderful boxes I wanted to mention this.

Chancellor Goldstein: Let me speak about smart classrooms and why I think they are important for us to do. I don't want to say this and project a success that we haven't achieved yet, but we are making a very concerted, quiet effort to get a considerable amount of money from the federal government and I think we will be successful. We are doing it the right way this time rather the way the University **has** done it in the past. We are working to get money for technology **as** a first step towards getting money to really bring the City University much more into the forefront of the debate and actions around teacher education. I think it is very important that our teacher education programs at City University have hot links to the schools so that when a student is studying to become a teacher at City University they will be able, as part of that pedagogy, to go from their experience in the classroom at Queens College – or wherever that program may happen to be located – and be connected directly into a classroom where there is a master teacher working with students and be able to interact with that teacher. So here is **an** example of a way to have a classroom in which students are learning with the teacher in the classroom but the walls of that classroom have now tumbled so that they can expand the experience of learning in that classroom. But the smart classroom idea is to develop greater depth in what it is we do in the classroom. You still have your instructor. Smart classrooms do not reduce faculty. Smart classrooms maintain the same levels of faculty numbers – they will probably enhance the numbers of technical people who work with the faculty – but what the smart classroom enables the faculty member to do is to bring greater depth of the experience in that classroom. I can get you the websites: they are phenomenal. There are a couple of professors at Brooklyn College: one is an historian and one is a biologist. These professors have done so much in terms of providing so much depth. The historian is teaching a course in American history and you can bring up headlines of the newspapers of the towns he is talking about, you can bring up songs You are a sociologist so you would really appreciate this.

Senator Rosner: But we don't have a smart building.

Chancellor Goldstein: You don't need a smart building. You need a building that is wired and you are going to have a building that is totally wired but what this does is excite the student with so much more than what the professor can do. You have a lot of computers at John Jay? Yes? And computer labs? Yes? And the students are busy working with those computers? Yes? All right: walk across the hall to one of your classrooms, a classroom where Tom Litwack is teaching. Tom Litwack is probably – I could be putting my head on the block here – but I think Tom Litwack is in front of a group of students, seating in seats with little desks, right, and Tom is in front covered in chalk dust standing in front of a blackboard or a whiteboard. That is more or less your environment which is no different than if Tom Litwack were teaching in the 1940s. It's the same kind of environment. What we really need to do is to bring the power of these tools into the classroom to the degree that we can. The big challenge is not wiring the classrooms, that's easy; the big challenge is not buying the computers, that's not hard; the **big** challenge is all of you around this table, to get you excited about this, and to get you to utilize these tools in the classroom. **Part** of the effort we are going to try to get is a lot of money and we're not going to get it from the State of New York, we are going to have to get it from foundations and the federal government, to develop a faculty development program on a voluntary basis for the faculty who want to be schooled in the use of these tools as a way to bring this kind of skill set into the classroom. Once you do it you will be the great agents of change with your colleagues because you'll get **turned** on by it. Now it is not appropriate for everybody but it is appropriate for a lot of people and I **think** it enhances what happens with the students' experiences in learning.

Professor Benton: I just want to briefly invite you to be aware that some of those innovations are taking place at John Jay.

Chancellor Goldstein: I'm sure they are.

Professor Benton: We are really dedicated to growing numbers of faculty members who are teaching using technology, teaching in labs with computers, teaching using our CourseInfo program. I love doing that. In fact my guest lecturer for the next three weeks is actually in East Timor: he's there for the United Nations's restructuring program. He is **an** adjunct who was teaching in our Inspector General program here.

Chancellor Goldstein: That is great.

Professor Benton: Having been sent off to East Timor he is available to our students on CourseInfo, answering questions, discussing the politics of East Timor and the legislation he is doing. He is talking about doing a seminar from East Timor in the fall as a seminar in our MPA Inspector General program, team-teaching with an adjunct here who works at the United Nations.

Chancellor Goldstein: That's terrific.

Professor Benton: It's the kind of thing that we can do that's really exciting with this kind of technology. And it's happening all over John Jay.

Chancellor Goldstein: I'm sure it is. But we need to really institutionalize it.

Senator P.J. Gibson: You spoke earlier acknowledging how we at John Jay do our job and – 'punish' is not the correct term for it – but we are seen differently because of it. The English Department does not have a major and there are many occasions when we excite students into enjoying the world of literature and of writing but they can't major in it at John Jay and so they have to go off to other campuses. And so we lose them as students who would have graduated from John Jay but their excitement and ability is gained here. I have run into former students of mine who have graduated from

other *CUNY* colleges as English majors who found something in our department at John Jay that we don't get credited for in that count. The other thing is – I know you used it just as an example – but I wanted to comment on your example: if we lose a full-time faculty member from the English Department who retires or takes another job and that line goes to another department then we have to increase, even further, our department's reliance on adjunct faculty. We have so few full-time faculty in English despite the fact that in our department we are the ones who teach the students many of the fundamental skills that enable students to work well in the courses they take in the other departments. Adjuncts don't have the office hours that full-time faculty have to help students perfect their skills. I'm not saying this for just English but for those many other departments that help set the foundations that students require. So while we're looking at flagship programs we must not forget that those flagship programs need students who have those fundamental skills on which to build and that we don't throw away those lines that are necessary for us to get those good students in order to make sure we sustain flagship programs.

Chancellor Goldstein: I agree with that. I was talking about a different phenomenon of a department that is well situated with full-time faculty.

Senators & other faculty: There are none at John Jay!

Chancellor Goldstein: Well there exists such instances around the University and everybody wants to hold onto what they have. They don't look necessarily at the greater good of the campus. *So* that is what I was talking about. It would be immoral, I would think, to go below a critical mass that we as educators believe to be necessary, given what your stasis is **right** now. To do that is to pretend that we are still giving the students the same kind **of** experience that we think that we should.

President Kaplowitz: But we do feel that we have gone below that critical mass. Jack Zlotnick, the chair of the Forensic Psychology Department – what percent of your undergraduate courses are taught by adjunct faculty? Over 50% is it not?

Professor Zlotnick: Yes. The overall picture is that we have 55 adjuncts and 25 full-time faculty.

President Kaplowitz: In English we have 33 full-time faculty and 70 adjuncts. In Math we have 18 full-time faculty and 39 adjuncts. Sociology has more than 50 percent adjunct-taught sections. Anthropology has 60 percent adjunct-taught sections. Law and Police Science has 30 full-time and 51 adjuncts. Our Forensic Science Department has 14 full-time faculty and 52 adjuncts. We do not have a single department that has more than 50 percent full-time taught course sections. We have dropped below that critical mass of which you speak.

Chancellor Goldstein: You have a lot of administrators here. [Ed. Note: The term “administrators” as used here and throughout the discussion includes both people on the Executive Pay Plan and Higher Education Officers (HEOs)].

Professor Ned Benton: That is a shot that we take but I'm not sure that is entirely fair, That comparison comes from when one compares the administrators to the faculty.

Chancellor Goldstein: No. I'm talking administrators to administrators [campus by campus].

Professor Benton: But if you compare administrators per thousand students across *CUNY*, we are extremely efficient.

Chancellor Goldstein: No you are not.

Professor Benton: Our administrators relative to our student enrollment

Chancellor Goldstein: No you are not. No you are not, Ned. No you are not. No you are not. You're way up – you're way up – in the upper range. I'll show you the numbers.

Senator Litwack: I'd like to ask an academic question but I'd like to first make a quick point about the administrators. I think the issue is the administrative budget and not the administrators because it may be that we have a higher number of high level administrators but I don't think it's true that our total administrative budget is higher than that of other campuses.

Chancellor Goldstein: You are wrong. You are wrong. You are blatantly wrong. You are blatantly wrong. I mean here's where it's not a matter of debate. I have the numbers.

Senator Litwack: I'd love to see those numbers.

Chancellor Goldstein: I'm not trying to cause controversy here. I'm talking about allocation of dollars [within John Jay] and you can't look at a complex organization such as John Jay is and look at one slice of it and say this is representative of what the level of funding is across the College. One has to look at the entire organization and how it is configured. What I talk about is something different: I talk about a true structural deficit. And a true structural deficit is very different than a deficit, than an operating deficit. A structural deficit is an organization that has said – just what I said before – these are the things we need to do and you are told by somebody to do it but you don't have the money to do it. That, to me, is a structural deficit. Operating deficits are very, very different. They are a totally different breed of animal. When you look at John Jay and you complain about its funding, you have to look much beyond just the ratio of full-time faculty to part-time faculty. It is not a good picture when you look at John Jay's full-time faculty to part-time faculty. It's a verypood picture when you look at some other areas of John Jay, So when you said you are unique, that's what I had in mind.

Senator Litwack: If I may, since we don't have figures in front of us, I would rather postpone that discussion with you and would prefer to ask an academic question that is right now of more concern to me. You talked about retention: I'd really like to know, apart from having the flagship environment that would attract and retain better students and apart from having smart classrooms, which you talked about and which I may have different feelings about, what else do you see that the University – not John Jay specifically necessarily, perhaps John Jay, but the University as a whole – what else do you feel the University should be doing to better retain students?

Chancellor Goldstein: When I met with the Math chairs this morning, I indicated that I asked [Vice Chancellor] Louise Miner to come forward at the June Board meeting with a retention initiative and the retention initiative is motivated or derived from an observation that says that we are losing students, including those in good standing, from City University because some are frustrated that they can't get courses they need to graduate in time. I believe that is the case. But when I talked about it in terms of Mathematics, what I was told is that in terms of the advanced classes that students would need – if they need, for example, a topology course, or differential geometry or advanced calculus – the Math chairs coordinate those offerings so that if Hunter is not giving it, Brooklyn is giving it, and if Brooklyn is not giving it, City College is giving it, or at least they cycle the courses. So they said that is not the problem with the advanced courses. What is the problem in Mathematics at Hunter College is that there are two Math courses that are very popular for students who go on to study economics, where there is the expectation that students have a certain level of knowledge; and in experimental psychology there is some expectation that they have some exposure to statistics; or in market research course or in a sociology course there may be some expectation that they have exposure to statistics. And they have many sections of this course and they can't offer enough sections. We're not talking advanced courses.

we're talking what I'd imagine are at the freshman or sophomore level and students are leaving Hunter College frustrated that that pipeline is being clogged and that they are not able to get into those advanced courses because they don't have this prerequisite because that prerequisite is not offered in greater numbers. I think that is wrong.

I think it is about management and about management of your resources and what I'd like to see in terms of a retention initiative is that we guarantee that if a student is accepted into a baccalaureate program the courses that a student is going to need to make satisfactory progress towards their degree will be offered at City University: it may not be offered at the campus that they want, at the time, or in the semester that they want it, but someplace that course is going to be offered and be transferable into the degree program they are in. That, to me, is the power of the integrated university and I believe that we are losing – and you are telling me we are – we are losing students because they are not getting the courses in sufficient time to graduate. I think that is wrong. If we are saying students should come to John Jay and – is forensic psychology an undergraduate major? yes? – and be a forensic psychology major and we can't guarantee that the courses are going to be given with sufficient regularity for a student to graduate in time, something is wrong here. We shouldn't be doing that.

We should be saying to them that if you are going to come and can make progress in four years, we are going to make sure we have the resources given to you. It's probably more ubiquitous **than** forensic psychology but that is what I talk about when I **talk** about allocation of resources. There is a covenant: you say to students come and study here and get a great degree in forensic psychology and graduate in four years but you can't guarantee the student will graduate in four years even though this student may be a star. That's wrong and we ought to find a way to manage that either individually on campus or through cooperative efforts among campuses to ensure that if a student can't get a course this semester at John Jay the student will be able to get it at another campus another semester and you have to accept that course here at John Jay.

President Kaplowitz: It is only fair to tell you – especially since you have made so many very pointed comments about our deficit and our administrative budget and so forth – that we are aware of the May 3rd letter that you sent to President Lynch about John Jay's fiscal situation. We didn't obtain the letter from President Lynch but we do have a copy of the letter [Attachment B], which I've read to the Senate.

Chancellor Goldstein: You got it through your own sources! Reliable sources! [Laughter]

[A Senate/faculty member (voice not identified)]: We are, after all, a college of investigators.
[Laughter]

President Kaplowitz: Would you comment on the situation.

Chancellor Goldstein: You have a problem. You are spending more money than you were allocated and that is going to have to be fixed. It's as simple as that. I don't think it's a monumentally difficult problem but it's going to require resolve on behalf of the administration [of John Jay] to manage it. It's not your [the faculty's] problem. It's the administration's responsibility. It is the responsibility of the administration to manage their budget. If they are spending more money than they have been given, they have to get it back in order.

President Kaplowitz: Will this effect, in any way, our receiving faculty lines?

Chancellor Goldstein: This is a problem for this year. We gave this institution \$3 million to – quote “eliminate a structural deficit” – I have questions about using that term but let's defer that. You're

given a budget and you can't spend more than you have. You have to live within your means. Every household lives within their means. Every college has to live within their means. If you spend more than you have we can't allow it to go on. Just imagine if I were to allow every president to spend more money than that president has then we wouldn't be able to be a viable university so we can't afford to let this happen.

Senator Jacqueline Polanco: I agree that the University has to be integrated into the community and into society rather than an isolated institution. I want to talk on behalf of our minors, African-American Studies and Puerto Rican /Latin American Studies. I **am** a member of the Puerto Rican/Latin American Studies Department: we offer 30 courses but have only five faculty. This semester I spent time giving seven lectures to and working in the Puerto Rican/Latin American community. I teach seven courses a year with over 200 students. I think we should teach fewer courses so we could do this kind of community work. Also is the fact that we have to conduct research. What is my future in the College when I get to the point where I come up for tenure in a year and a half? They will evaluate me and tell me I'm in a teaching college but the amount of research and publication I should have must be equal to the amount required **at** research colleges.

Chancellor Goldstein: The teaching loads are high at the City University. Obviously you are very involved in the community and that's good: I think it is very important to do. All of these things need to be factored in when one confers tenure on a member of the faculty. The Board Bylaws have very specific criteria that are established for conferring tenure but each college has its own culture in the manner in which those criteria are used to make those kinds of judgments. I hope for your purposes the judgements are made in such a way that you will be happy. But I understand that it is **tough**.

Professor Avram Bornstein: It is quite clear that we have fiscal issues, monumental fiscal issues, to deal with so I would like to ask about the idea you have about holding companies. I **am** interested in your thoughts about how we would balance the benefits with what I see as the potential dangers in the process of commercialization of our academic environment.

Chancellor Goldstein: First of all, let me say that you don't have monumental problems. I don't think this is too difficult to deal with. It will have to be dealt with in the next fiscal year in the way that you start the allocation of the funds. This is not a monumental problem. It is a problem that has to be dealt with, period. And it will be dealt with. And we'll try to be **as** helpful as we can as we work through this together. With respect to 'polluting the environment of learning' because of commercialization: these are small companies of very, very talented people that like the idea of being near a university because they are dealing in highly technical, evolving businesses in communications and new media, in financial services that use internet tools, biotechnology kinds of things and, I would imagine, even areas – and this would be very helpful in your forensic program – there are wonderful technologies that are available today using **DNA** and all sorts of new devices in molecular and cell biology that could be applied to people with great ideas about how they could be applied to crime investigations and so forth.

The idea is to bring these companies, and they might be two or three people involved, to utilize some of the resources of the University in a collaborative way with other companies while they get hold, while they get sustenance to get ahead. They could use students that are now in programs here at John Jay College as technical support that they don't have the resources to provide for themselves; they might utilize the services of faculty who they can't go out into the open market and hire because they don't have the funds to do it. The benefit to the students is they are getting work experience while they are going to school and that only enhances their ability to get a job when they leave. It may benefit the faculty because they could develop relationships that could assist them in their research or to help them financially in other ways. And it could also help the community at large: we are making an investment to sustain businesses that will hire people and contribute to the tax base and so forth. What we get out of

it is that by providing that ability for the companies to avail themselves of those services we will only allow them to come on campus if we have a legal document which essentially says that **as** that company leaves the environment of John Jay College, for example, and is either purchased by a bigger company or goes through a public offering to get capital to go their next step to become a public company, that we would get a share – the college, John Jay College – would get a share of the equity in that company, whatever that equity position is, and those dollars, free of constraint, come back to John Jay College to be used in ways that the president and his advisors feel are in the best interests of John Jay College. **That** is what the model is.

Professor Bornstein: I see certain dangers in the commercialization of the college environment. We certainly see how some research has already been corrupted by the pharmaceutical industry. So I hope as this very good idea develops there will be some kind of oversight to protect academic freedom and other issues.

Chancellor Goldstein: **Avram**, I agree with you. There are lots of pitfalls here that we have to be very careful with. There **are** colleges and universities that have gotten into trouble and have really compromised the research of faculty. We have to be careful and write the guidelines to ensure that that doesn't happen. I really do have to go. Thank you very much. [The Senate applauded the Chancellor.]

President Kaplowitz: Thank you so much for meeting with us and for spending so much time with us and for your frank and important comments. [The Senate applauded the Chancellor again.]

6. New business

After a lengthy discussion of the meeting with the Chancellor and of his letter to President Lynch the Senate voted that given the fact that at this time we have insufficient information about the budget numbers that the Chancellor's letter is based upon and given the fact that in depth discussions with John Jay's administration are necessary, the Senate unanimously authorized President Karen Kaplowitz and Senator Tom Litwack, Chair of the Senate's Budget Committee, to co-write a letter to Chancellor Goldstein both thanking him for meeting with the Senate today and also indicating that they may be writing to him again to discuss some of the issues he raised with the Senate.

By a motion duly made and carried, the meeting was adjourned at 4 PM.

Respectfully submitted,

Edward Davenport
Recording Secretary

&

Amy Green
Vice President

&

James Cauthen
Officer At-Large

ATTACHMENT A

Dollars Per FTE per Senior College 1999/2000 Year
(Indicating Which Colleges Fell Above or Below the Senior College Average)

College	FTE*	Base Budget*	Base \$ Per FTE	Grand Total Budget*	Grand Total \$ Per FTE
City	7,473.0	69,719.1	9,329.5	71,865.1	9,616.6
Brooklyn	9,540.0	70,161.3	7,354.4	74,242.5	7,782.2
Lehman	5,910.0	41,939.4	7,096.3	45,285.3	7,662.5
Medgar Evers	3,308.0	22,015.3	6,655.2	24,506.2	7,408.2
Queens	10,670.0	67,569.1	6,332.6	73,104.9	6,851.4
York	3,976.0	25,135.0	6,321.7	27,895.4	7,015.9
Average College	8,176.9	49,786.1	6,088.6	54,706.9	6,690.4
Staten Island	8,223.0	47,289.6	5,750.9	53,051.5	6,451.6
Hunter	13,184.0	72,598.4	5,506.6	80,857.2	6,133.0
Baruch	11,178.0	55,669.8	4,980.3	61,789.8	5,527.8
NYC Technical	8,510.0	40,931.3	4,809.8	48,384.2	5,685.6
John Jay	7,974.0	34,619.3	4,341.5	40,793.6	5,115.8

* Per VC Brabham Memo- 8/12/99 with Dollars in 000's



ATTACHMENT B

The City University of New York

The Chancellor

May 3, 2000

President Gerald W. Lynch
John Jay College of Criminal Justice
The City University of New York
899 10th Avenue
New York, New York 10019

Dear Gerry:

I have recently reviewed projected expenditures and revenue collections for the colleges. After reviewing this information for John Jay College, I became very concerned about the college's financial condition.

Attached for your use is a copy of the data I received, which is the University Budget Office (**UBO**) projection for the college for FY2000. At the present time, UBO is projecting a year-end deficit of \$2.8 million (or **7%**) for John Jay. This deficit is due to an under-collection of revenue of \$0.4 million and an over-expenditure of \$2.4 million. The over-expenditure is due, in part, to an increased level of spending at the college. FY2000 projected expenditures are \$1.6 million or **3.7%** greater than FY 1999 expenditures.

I **am** aware that over the last two years the University has increased John Jay College's base budget to address fundamental budget problems at the college. I understand that in discussions with the University, the college had indicated that it would cost \$3 million for its "structural deficit" to be resolved. The University provided **\$2.8** million in two phases. The last and final phase of this assistance came in the current year's budget allocation, when the college received a \$1.3 million base adjustment. Subsequent correspondence between the college and University officials clearly indicated that we made considerable strides with these recent actions in addressing the college's budget concerns. It concerns me greatly, therefore, that after **an** infusion of additional resources, the college is presenting a deficit **as** large as the initial problem identified two years ago.

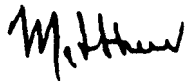
It is imperative that the college develop a comprehensive financial plan to eliminate this deficit **as** soon as possible. To that end, I have directed Interim Vice Chancellor Brabham to meet with you **and** other representatives of the college to discuss a two-year financial plan that will produce a balanced budget. Your plan cannot rely on additional

ATTACHMENT B (cont)

resources from the University. It should project realistic revenues and expenditures **and** should include vacancy controls **and** **OTPS** reductions, **as** necessary, to contain costs. The college will be **expected** to operate within the scope of this **financial** plan. **Both** the college **and** the University will monitor compliance with the financial plan on an on-going basis.

Thank you for your attention to this critical matter. Please call Interim Vice Chancellor Brabham or me **if** you have questions.

Sincerely,

A handwritten signature in black ink, appearing to read "Matthew".

Matthew Goldstein

c: Cabinet
Budget Director Ernesto Malave

ATTACHMENT B (cont)

John Jay College FY 2000 Financial Condition
May 1,2000

FY 1998-99 / FY 1999-2000 Expenditure Compariron

	FY 1998-99 Actual	FY 1999-2000 Projected	Difference	% Change
PS Regular	29,583.7	31,554.6	1,970.9	6.7%
Adjuncts	4,945.2	4,783.3	-161.9	-3.3%
PS Temporary Services	4,047.2	3,897.4	-149.8	-3.7%
Total PS	38,576.1	40,235.3	1,659.2	4.3%
OTPS	3,810.1	3,717.3	-92.8	-2.4%
Total PS/OTPS	42,386.2	43,952.6	1,566.4	3.7%

ATTACHMENT B (cont)

John Jay College FY 2000 Financial Condition

May 1, 2000

(\$000's)

Initial Tax-levy Allocation		41,085.0
ERI Adjustments		(452.4)
Additional Allocations		(7.2)
Revised Allocation		40,625.4
Revenue Reduction		
Revised Tax Levy Allocation		40,625.4
Adjustments		
CUTRA/Stabilization		24.7
Non-Tax Levy		500.0
Total Available Resources		41,150.1
Projected Expenditures		43,952.6
Over Expenditures		(2,802.5)