FACULTY SENATE MINUTES #99

John Jay College of Criminal Justice

December 10, 1993 Time 9:30 AM Room 630 T

Present (35): Yahya Affinnih, Arvind Agarwal, Michael Blitz, Janice Bockmeyer, James Bowen, Orlanda Brugnola, Edward Davenport, Jane Davenport, Peter DeForest, Kojo Dei, Vincent Del Castillo, Robert DeLucia, P.J. Gibson, Elisabeth Gitter, Robert Grappone, LOU Guinta, Holly Hill, Laurence Holder, Lee Jenkins, Karen Kaplowitz, Gavin Lewis, Tom Litwack, Barry Luby, James Malone, Peter Manuel, Jill Norgren, Bruce Pierce, Ronald Reisner, Vilma Bantiago-Irisarry, Peter Shenkin, Chris Suggs, Davidson Umeh, Rafael Ventura-Rosa, Martin Wallenstein, Bessie Wright

\bsent (3): Andrew Karmen, Charles Reid, Agnes Wieschenberg

AGENDA

1. Announcements from the chair
2. Approval of Minutes #98 of the November 23 meeting
3. Proposed resolution of appreciation: Dean Eli Faber
4. Discussion of budget issues in preparation for meeting with Vice Chancellor Rothbard
5. Invited Guest: Vice Chancellor for Budget, Finance, and Computing Richard Rothbard
6. Computer network proposal: Invited Guests: Professor Bonnie Nelson, Microcomputer Director Mary Koonmen, and Computer Center Director Peter Barnett
7. Proposed Resolution: Resolved, That the Faculty Senate/ Council of Chairs Phase II survey instrument be approved for distribution to the faculty: Senators Jane Davenport and Janice Bockmeyer
8. Proposed Resolution: Resolved, That the Faculty Senate and Council of Chairs issue a joint statement to faculty about classroom environments that are conducive to optimum teaching and learning

. Announcements from the.chair [Attachment A]

The Senate was directed to written announcements [Attachment A]. President Kaplowitz reported that Vice Chancellor for Budget, Finance, and Computing Richard Rothbard will be arriving at 11 AM and that Mr. Robert

Sermier, our Budget Director, and Vice President for Administration John Smith will also attend the meeting at Viae Chancellor Rothbard's request.

She also reported that three additional colleges have voted no confidence in Chancellor Reynolds: Queens College, LaGuardia Community College, and the Graduate School. This brings the number to six.

2. Approval of Minutes #97 of the November 10 meeting

By a motion duly made and carried, Minutes #97 of the November 10, 1993, meeting were approved.

3. Proposed resolution of appreciation: Dean of Undergraduate Studies Eli Faber

The proposed resolution was presented by the Senate's Executive Committee. President Kaplowitz explained that Dean Faber is resigning as the dean of undergrbduate studies after seven years, effective the end of the semester, and that he is returning to the faculty as a member of the History Department. She noted that he is the first person to have held the job of dean of undergraduate studies, a position created by the previous provost, Jay Sexter.

The resolution was approved by unanimous vote. The Senate will invite Dean Faber to its next meeting, on February 10, at which time the resolution will be presented. [The text of the Resolution will, therefore, be appended to Minutes #100 of the February 10 meeting.]

4. Discussion of budget issues in preparation for the meeting with Vice Chancellor for Budget, Finance, and Computing Richard Rothbard
[Attachments B, C, D, E, F]

President Kaplowitz distributed copies of a letter sire just received which was sent by Chancellor Reynolds to all ths college presidents and in each case the letter was cc'd to the faculty senate leader of the college. She said this is the 'firsttime Faculty Senate leaders have been cc'd and that it is noteworthy that the letter is about the necessity for college presidents to consult with faculty about academic program planning, which is now being linked to college budgets. She said that the central role of faculty in planning college budget requests is something that Chancellor Reynolds repeatedly emphasizes. In fact, Vice Chancellor Rothbard was invited by the Senate's executive committee partly in response to Chancellor Reynolds, urging faculty senate leaders to invite her and the vice chancellors, especially Vice Chancellor Rothbard, to their meetings.

She also distributed a resolution adopted by the University Faculty Senate on December 7 that addresses the necessity Of college administrators to consult fully and in a timely way with faculty when engaged in budget planning and academic planning [Attachment B].

She introduced Professor James Cohen, who is on sabbatical leave this semester, and who came to today's meeting to brief the Senate about budget issues in preparation of our meeting with Vice Chancellor Rothbard. She noted that Professor Cohen, a long-time member of the Senate, has chaired the Senate's Fiscal Advisory Committee since it was first created.

Professor Cohen asked that Senators Litwack and Guinta, members of the Senate's Fiscal Advisory Committee, assist him in the briefing. He

said that it is his understanding from the Senate's Executive Committee that the Senate's purpose in inviting Vice Chancellor Rothbard is to reinforce what President Lynch has already asserted, which is that John Jay College is disadvantaged relative to the other senior colleges in terms of the amount of resources that we get from the Central Office at 80th Btreet, after 80th Btreet receives the CUNY budget allocation from Albany. Professor Cohen explained that there are a variety of ways on can define the term "disadvantaged": President Lynch has argued that if enrollment and resources are the two key criteria for measuring advantage or disadvantage for the distribution of resources we are disadvantaged because we get a higher percentage of the CUNY senior college enrollment but we get a lower percentage of the base budget resources. Be referred the Senate to the 1990 letter from President Lynch to Vice Chancellor Rothbard which was appended to today's agenda [Attachment C]. In this letter, President Lynch noted that were John Jay funded according to the same formula as most of the other senior oolleges, we would have 90 additional lines and $4 million more in our annual budget of about $27 million.

Noting that this discussion is dependent upon an understanding of the term "base budget," Professor Cohen explained that when 80th Btreet receives the budget from Albany for CUNY, 80th Btreet segregates the budget into three categories: Base Budget, Lump Bums, and University Administration. Base budget is almost entirely the full-time lines at each College (faculty, staff, administrators, building and grounds personnel). Lump sums includes the adjunct budget, child care center, computer access, academic program planning, the Chancellor's initiatives, the Callandra Institute, and a whole range of specialized programs. University administration comprises the budget costs for running the university but does not include the administrators at a college: their salaries are part of the college's base budget. The adjunct budget, which is one of the most important lump sums for the senior colleges, is mostly enrollment-driven. There is a formula by which 80th Street allocates money to each senior college and the key component in the formula is enrollment. So when John Jay's enrollment goes up, we get a larger adjunct budget and that has been happening consistently for the last five years. Even when there are cuts, our adjunct budget goes up because our enrollment has been going up: the cuts have been in the base budget or in other lump sums but not in the adjunct budget. Other lump sums such as for child care, academic program planning, computer access, and so forth, have been fairly distributed according to the John Jay administrators he has talked to: he has not himself analyzed this. What our administration is complaining about is John Jay's <u>base budget,</u> which is the largest portion of our budget: John Jay's over-all tax levy budget is $30 million and $26 million of that is base budget and, therefore, 87% of our budget is in the base budget.

President Lynch's argument, Professor Cohen said, is that when students walk into the door, we should provide them with the resources to take care of them and that the main way one can measure those resources is by the amount of the base budget. The Central Office at 80th Btreet is not giving us resources commensurate with our enrollment. Professor Cohen referred the Senators to the table provided by the University Faculty Senate [Attachment D]. He distributed another table [Attachment E] which he prepared by altering the UFS table by taking out the numbers in three of the columns and substituting other information in those columns in order to focus on the key distribution issues. Professor Cohen explained that President Lynch's 1990 letter [Attachment C] provides a historical perspective. Professor Cohen explained that he took President Lynch's calculations, which show that in 1985 our percentage of the enrollment was 5.31% and our share of base budget dollars was 5.27% and so there was no significant gap at that time between our percentage of CUNY enrollment and our percentage of CUNY base budget dollars. But by 1990, our percentage

of enrollment had gone up to 6.5% but our share of base budget dollars had increased only a small amount to 5.65% and so we had a significant gap there. Professor Cohen noted that his table shows that our percentage of overall CUNY enrollment is now 6.7% and our base budget dollars have decreased to 5.0%. The asterisks in the table show each of the five colleges that has the same pattern and the other five colleges which have what he called "comparative advantage." In addition, one can do a dollars-per-fte calculation -- in other words, per capita spending -- that is, base budget dollars per FTE -- and one sees that there is one other college that would have to be added if one uses average FTE as one's cut-off: the ones above are advantaged, the ones below are disadvantaged.

Benator Jill Norgren asked about the 1985 data. She noted that Professor Cohen and President Lynch both conclude that there was some sort of fairness or equity at that point. She said her memory is that one of the issues that former provost Jay Sexter focused on very strongly when he came on board around that time was the amount of funding that we were missing and that in the 1980s there was not a fair distribution to John Jay. Dr. Sexter felt very strongly that the College was consistently missing opportunities to go after dollars and as a result to some extent permitted itself to fall into a disadvantaged position far earlier than 1985. Professor Cohen said that might be true but that he could not speak to that. President Kaplowitz said that Senator Norgren is correct in that the base budget of John Jay was always inequitable in comparison to the base budget of most of the other senior colleges but that the increase in John Jay's enrollment since 1985 caused a dramatical increase in the severity of the inequity. Senator Norgren said that in making the case for John Jay it is more powerful to say that John Jay has always or has consistently been treated inequitably rather than to say that for the last few years it has so treated as a result of our enrollment having risen so quickly that 80th Btreet has not kept up with it with base budget dollars That, she says, gives 80th Street an out: they could say that this is not a cynical thing but that they just have not been able to keep up with our phenomenal enrollment. She said we want to be careful to not give 80th Street somewhere to hide.

Senator James Malone noted that capital expenditures are not included in the base budget. Senator Cohen said that it is very good point which raises another point about base budgets: base budgets do include full-time lines for buildings and grounds personnel, and those campuses that have larger physical plants should have more staff for buildings and grounds. So, ideally, base budget dollars should have taken out of the comparisons among *CUNY* colleges to "control" for that factor. But, he said, that is not done by President Lynch and he did not do that in his table. Be said that this is one of the things about which we would like to get data from Vice Chancellor Rothbard.

President Kaplowits pointed out that if one looks at the UFB chart [Attachment D], one can see why President Lynch compared John Jay with Lehman in his 1990 letter: the number of FTEs is almost the same (the FTE is the number of students multiplied by the total number of credits they are enrolled €or and that number is then divided by 15: FTE means Full-time Equivalent students): at John Jay there were virtually the same number of FTEs in 1991 (the most recent year for which this data was available to the University Faculty Senate) but Lehman has 101 more faculty lines than John Jay and Lehman's total annual budget was $10 million more than John Jay's. What Vice Chancellor Rothbard will say is that Lehman has a campus and, therefore, needs more staff to take care of the campus and we need to ask Vice Chancellor Rothbard for the data that show the costs for maintaining the campus so that we can understand the $10 million difference in funding. We want to ask for the data that would justify the difference in funding so that we can make an analysis.

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Benator Gavin Lewis said that it is not just the $10 million difference but the difference in 101 faculty linea which would not be explained by building and grounds needs. President Xaplowits agreed, saying that we want to ask Vice Chancellor Rothbard for all the data that justifies the difference in funding and in lines.

Benator Tom Litwack said that what we do not have is information about the total number of lines. To some extent the difference in faculty could be internal: it is John Jay administrators who determine how many of the College's lines are to be designated faculty lines and how many are to be designated HEO lines, for example, because faculty lines can be converted to HEO lines and the HEO lines can be converted to faculty lines. So what we need is the number of total lines that is given to the various colleges. President Kaplowitz agreed: she said that John Jay has a total of 452 full-time lines allocated by 80th Street: it may be that internally we are allocating too few lines to faculty and too many to HEOs but if so that becomes an internal matter but we do not know if compared to the other colleges this is true because we do not know the total number of lines of the other colleges. She said that she doubts this is true because in the letters 80th Btreet has sent to President Lynch, not once did they say that John Jay has enough lines but has chosen to allocate too few lines to faculty. But until we have the data and know one way or the other, we cannot make the case internally or externally about this aspect of resources. [The lengthy correspondence between President Lynch and 80th Street was included with the Senate agenda packet and is available from the Senate's executive committee.]

Professor Cohen said that he often hears from colleagues at other colleges, such as Baruch and Brooklyn, and their faculty do not carry a teaching load of four courses and three courses, but rather teach three and three and sometimes three and two courses as a matter of regular practice. It is almost pro forma that they get released time. He said he bas often wondered about that and part of it is explained by the fact that some colleges have funded vacancies: in other words, they have a specific position level which is given to them by 80th Btreet and is also the result of history, of the previous dealings of the College and Albany, and those colleges may have a high position level which allows them to do everything they want to do internally and still not fill some of lines. Then they convert some of their vacant full-time faculty lines into adjunct Pines and use the difference between what it costs to pay for an adjunct section and what it costs to pay a full-time faculty member to teach that section and use the savings to fund a lot of released time for faculty. We have not been able to do that at John Jay because we are at our maximum position level: that is, all our lines are occupied with faculty and HEOs and that leaves relatively little money for released time. We could, he said, provide more released time through the same kind of manipulations. The other colleges have a lot more to work with than we

President Kaplowitz cited CCNY as an example: CCNY has 100 unfilled full-time lines. Unfilled lines are funded at 80% of the salary scale: in other words, if a line is funded at $40,000 and it is unfilled, then the college receives $32,800 each year for that line and that $32,000 can be used to pay for released time for all their faculty. That $32,000 pays for 14 adjunct sections rather than a full-time faculty coverage of seven sections. The difference in money pays for released time for all their faculty and CCNY still has far fewer sections taught by adjuncts than do we who have no choice in the matter. (The PSC contract requires that everyone teach 12 credits and nine credits but the 12/9 teaching load is met if the combination of released time and courses taught adds up to 12/9 each year for each faculty.)

Benator Chris Buggs said that he understands that one of the ways that those lines get accrued is that when a line becomes vacant the

college retains it. He said he remembers back in 1987 or 1988, the State made a sweep through CUNY and removed some of those lines that had not been filled and, so, a college could lose those lines. CCNY, for example, at that time lost some 15 linea it had been sitting on and had never filled. And so it is not without its dangers.

President Kaplowitz said that last Tuesday at the University Faculty Senate meeting she asked Chancellor Reynolds about this when the Chancellor reported that she had just funded 80 lines at the colleges with supplemental funds (John Jay received ten lines plus 2 ESL lines). President Kaplowits said she asked whether these 00 lines are replacement for early retirement lines or if they are in addition to those and Chancellor Reynolds said that in 1989 when the first early retirement took place, the State took back the lines held by those who took early retirement but that in the case of the most recent early retirement, the State promised that the lines would not be lost and 80th Street decided that the lines would be retained by the colleges and so CCNY, where 67 people took early retirement, kept those 67 1ines. And the Chancellor said that these additional lines funded with supplemental monies for academic program planning initiatives are in addition to any early retirement lines and that some colleges have filled their early retirement lines and others have left them open, in one case, she said, a college has left open 100 lines. One of the points President Lynch made in his letters is that those early retirement lines from the most recent BRI should be reallocated among the CUNY colleges so that those oolleges that need lines can have them since they are not filled where the I are used for released time. So, for example, since CCNY has 67 early retirement lines, 80th Street should give some of them to John Jay, should give some of them to York. But that was not done.

Senator Litwack said that to reinforce what Professor Cohen said, about seven years ago, when he was chair of the Psychology Department, he conducted a survey of the actual teaching load of every Psychology Department in the senior colleges of CUNY. He sent all the chairs a questionnaire. He said that he learned that except for York College, John Jay was the only college whose faculty actually taught the mandated 12/9 credit load. He said he reported this to the first all-day meeting of the Faculty Senate, this was during the Senate's first year, when Senator Norgren was the president of the Senate. One of the colleges that was most liberal in terms of giving released time was Baruch and the reason he mentions this is that in looking at the table he sees that Baruch has an even smaller allocation per FTE than we have. He said he assumes, however, that Baruch has a lot more soft money funds for two reasons: one, Baruch has a huge alumni endowment and if Vice Chancellor Rothbard cites Baruch, we need to make the point to him that they have a huge alumni endowment: they graduate people who go into business and we graduate people who go into public service. So obviously our alumni are not going to be in a position to provide John Jay with large sums of money. Secondly, they most probably have more income from ordinary grants.

Senator Lewis said that we can see from the tables that John Jay is one of the five colleges in the University that is disadvantaged and he asked if it might not make sense to argue together for more equitable funding. President Kaplowits said that what we want to do is ask the Vice Chancellor the questions about which we simply do not have the answers, about which we do not have the data, and to obtain the information or the promise of that information. Then the Senate can decide the next step it wishes to take. Once we have the information the Senate could decide to make the College's case to the Chancellory. If that does not succeed, one possible next step is to do what some of the other CUNY colleges have don(and that is to educate key members of the Board of Trustees about John Jay's plight. She explained that in addition to the two elected trustees (the chair of the UFS and the chair of the USS), there are 15 appointed

trustees: five are appointed by the Mayor, one from each borough, and ten are gubernatorial appointments.

We have never invited the Manhattan board member or any Board member to a Senate meeting, she said. We could extend such an invitation and make the case to that trustee, based on the data, and say that as the Manhattan trustee or as a trustee concerned about criminal justice or as a trustee concerned about equitable education for public servants, etc., we want you to be our advocate. *So,* she said, she would like the Senate to invite the Manhattan trustee (or a trustee that our research shows to be someone who would be interested in our issues) after we have the data to make our case. She said that if the Trustees became aware of the inequity, they might urge the Chancellory to reallocate the lines and lessen the funding inequities.

Senator Suggs said he thinks that is a *very* good idea. He said he also wants to comment on Senator Litwack's point: he said he was just talking to a colleague at the psychology department at Brooklyn College and he pointed out that the way they reduced their teaching load (and this might be possible only in psychology departments) is that the psychology faculty were given three-credits released time for counseling but that they don't really do counseling. They teach 9/9 instead of 12/9. The reason Baruch gives so much released time is that they have an active faculty development program which is in the business side of their curriculum and their notion of faculty development is to give released time to do research. They actually have an office that gathers money to give out as released time. Queens does that also: they have an active program of giving released time for faculty research. The provost at John Jay tried to do that a couple of years ago and gave out ten awards but the problem is that because we are underfunded he gave out money (10 awards of $1,000 each) but not released time. The McNair program has money to pay the faculty mentors but the mentors would rather have released time than the $700.

President Kaplowitz said that if we give released time then we will have even more adjunct-taught sections than the 53% that we have now. She noted that Professor Cohen's table [Attachment E] shows that John Jay has $4,160 to spend per each FTE whereas *CCNY* is budgeted $6,671. In other words, *CCNY* has $2000 more to spend for every FTE.

Senator Norgren said we should exercise caution about the information that Senator Litwack and others have gathered over the years: one reason faculty have a lighter teaching load is sometimes related to their having much larger courses than we do. She said she was just talking to someone who teaches in the business school at Baruch and she teaches 6 credits/6 credits but one of her classes has 120 students and she does not have a grader. The other thing is that people at the other colleges say they know we put in a lot of contact hour8 but our preparations are not necessarily as demanding as theirs because we often teach multiple sections of the same course whereas they teach three different courses a semester.

President Kaplowits suggested that the focus of our discussion should not be about how the underfunding impacts on the faculty but rather we should focus our discussion on how the underfunding impacts on our students: we have to make the point that over the last ten years our enrollment has increased 50%, the largest enrollment increase in *CUNY,* and over the last five years our enrollment has increased 20% and yet our allocation of lines and dollars has decreased between 15%-20%.

Senator Norgren asked whether all Library funding is internal after

CUNY allocates money to each college. When one has this phenomenal growth in enrollment, there is tremendous additional pressure on one of the major institutions within the college, which is the library. Senator Jane Davenport said that allocation of the tax levy monies is decided internally. Senator Grappone said that talk about Library should not be limited to books and equipment but also about faculty. There is a formula that the College and Research Libraries put out which is based on FTEs and we are way below the number of professional librarians we should have based on the number of students we have. As the student population has increased, we have actually gone down in the number of professional librarians at John Jay. It is because of this that we cannot keep the library open as many hours as we would like to, we cannot keep as many services going as long as we would like to.

President Kaplowits said that Tuesday at the University Faculty Senate, Chancellor Reynolds reported how the supplemental money for academic program planning initiatives for this year had been allocated in response to college funding requests [see Attachment A]: of the $6 million allocated, 13.4% was allocated for library acquisitions, etc. These are targeted funds. John Jay, as President Lynch reported to the Senate at our last meeting on November 23, received no money for our library.

Professor Cohen said that the master plan for CUNY, approved by the Board of Trustees two years ago, calls for enrollment to increase to 265,000 from where we are now, which is 208,000. He said that there are several ways to deal with the existing mal-distribution of resources: one is to change the resources, and another is to change the enrollment distribution. He said that we are going to be faced with continuing pressure from 80th Street and from Albany to keep enrollment going up and it is going to be very hard for 80th Street to redistribute resources to any significant measure. He said anyone with any political knowledge knows that redistribution of resources is very difficult because somebody "loses." Nobody likes to lose and they raise holy hell when they do, especially at a time of increasing resources. It may well be that we will have marginally increasing resources over the next five years if the economy turns around the way it is seeming to. But it is not just resources: enrollment is a very key factor here. We have really driven enrollment up tremendously at John Jay. Doing so serves many functions: it does increase our adjunct budget although it has not increased our base budget, and it does allow the president to argue for a new building. And in times of great crisis it presumably solidifies our position as an important part of CUNY.

Senator Suggs said he wanted to comment about our dance with the devil in terms of our enrollment increases. He said that Professor Cohen's last point which is that one of the positive results in the past historically of increased enrollment has been the solidification of our position in case we were under attack. The way in which we have gone about increasing that enrollment and the then continued mal-distribution of resources has made us consistently an academically underperforming college. Numerically we may have the largest growth in FTEs but our reputation as an academic institution has been the price that we have paid and there is going to be a point at which the University is going to want to say it is nice that John Jay has all these students enrolling but you do not seem to be teaching them. The reason we are not teaching them is because of the way we accept students and the way in which we are funded to deal with those students. We may have historically made the right decision to acquiesce to the president's expansionist policies in the past but it might be time to put an end to it and say we now have to concentrate on teaching the students.

President Kaplowitz agreed. She said that we have to make the point that by being underfunded we are hurting the students and our graduation

rate is showing this. Senator Litwack said that the other senior colleges have higher admission standards. President Kaplowitz agreed but added that they also have more resources to provide academic support. Senator Norgren added that we should argue that it is we who should have more than our share of resources, rather than less, because our students need even more academic support because they come to us less well prepared academically. President Kaplowitz suggested that we ask what would happen if we decided to reduce our enrollment: right now, colleges that are not meeting the 2.5% enrollment increase each year (to reach the CUNY master plan goal of 265,000 students in ten years) are supposedly being fiscally punished. Each year we are mandated to increase our enrollment by 2.5%.

Senator Bruce Pierce said that the word "expansionist" was used but the whole history operates out of a reductionist mode. He said he remembers when we were almost shut down as a college: from that point until now we have made decisions that have been informed by that historical event. And so we have made mistakes. He said he does not think we will convince anybody at 80th Street until we can articulate line by line what our faculty resources needs are in terms of lines. He said the same is true of library resources: we need to say that because we have 'x' number too few full-time librarians, we are closed 'x' number of hours that we should be open. He said that we need to develop a master plan that articulates John Jay's projected needs. He said a large part of the problem is that the faculty does the administration's job because the administration is not doing it. He said that if, for example, we say we need 94 lines, we should have a document that says in advance where each line would go and a rationale for each.

Senator Malone said that the political difficulties of redistribution are as Professor Cohen articulated them. He said that instead of using the language of redistribution we should use the language of being brought up to standard in terms of resources. He said we should argue that when new monies come to the University, it should go to the colleges that have been underfunded in the past.

Professor Cohen agreed with Senator Pierce and with Senator Malone: he said we should be very concrete, very specific, and tell Vice Chancellor Rothbard all the ways we are suffering as a result of the funding disadvantage, tell about what is happening, for example, in the library. Vice Chancellor Rothbard is coming here because Chanoellor Reynolds has said she wants to be responsive to faculty. This is a policy of the Chancellor to be responsive to faculty concerns and interests. She is responding to the faculty reactions to the Goldstein Report and so we do have an opportunity. We do have a way to get around the problem of redistribution of resources: Vice Chancellor Rothbard could allow us to not increase enrollments and hold us harmless from budget cuts: that is perfectly within his discretion, it does not hurt any other college in the system, and it allows us to increase our ability to use our resources to improve library holdings, etc.

President Kaplowite noted that the timing of Vice Chancellor's Rothbard meeting with us is fortunate: we are one of the few senior colleges that have not voted no confidence in the Chancellor and we have not put such an item on our agenda yet. Meantime, each week is marked by another campus voting no confidence.

She suggested that we ask Vice Chancellor Rothbard: who has the authority to transfer lines within CUNY. If he has the authority, is it that he politically cannot do it and, if so, can the Board do it. If we want to equalize our share of resources by lowering our enrollment, what would happen, what would be 80th Street's response. What is the basis for allocating resources: how is the base budget determined.

She noted that because so many of our students attend part-time, the BTE number is misleading: headcount is a very important number because our 9,000 actual students put a great demand on the physical plant and on resources such as the library, the microcomputer lab, the tutoring labs. She noted that if Vice Chancellor Rothbard provides charts, we should make sure we know whether the charts show the base budgets or the total budgets because, as Professor Cohen has said, we are treated well in terms of the adjunct budget (the lump sum part of the budget) but our base budget is what is deficient. Chancellor Reynolds has said that one of her main goals is to have senior colleges have 75% of sections taught by full-time faculty (and have 60% taught by full-time faculty at the community colleges): at John Jay, 47% of sections are taught by full-time faculty. One college has achieved the goal: at Brooklyn, 75% of sections are taught by full-time faculty.

5. Invited Guest: Vice Chancellor for Budget, Finance, and Computing Richard Rothbard

President Kaplowitz: It is my honor to introduce Vice Chancellor Richard Rothbard. Vice Chancellor Rothbard is a CUNY alumnus: he received his undergraduate degree from Queens College and his master of public administration degree from Baruch. He was the CUNY Budget Director until four and a half years ago when he was appointed Vice Chancellor for Budget, Finance, and Computing. Vice Chancellor Rothbard is a frequent guest at the University Faculty Senate, providing the UFS with detailed briefings about the budget, and now for the first time is a guest of the John Jay Faculty Senate. Welcome 'to the Faculty Senate.

Vice Chancellor Rothbard: Thank you for inviting me. I have prepared some materials that I would like to distribute [Attachment F]. I thought the Senate would find it interesting to get a contextual framework in which to understand the budget situation at the University, in general, and in particular those kind of issues that affect John Jay. But first I thought it would be helpful to have a quick budget history to understand why as an institution we are where we are and where things are likely to go next year and beyond, based on what we have been hearing lately in Albany. I do not have to tell you who live day-by-day on a campus what the budget situation has meant in terms of the sacrifices you have had to make. The State of New York and the City *of* New York, between them, in the last four years, have cut $400 million from the budget of CUNY: that's more money than most cities in this country spend on all their operations in a year. We have lost $200 million in governmental support over a very brief period. During the same time, of course, enrollment pressures continued unabated, perhaps even a little more than we otherwise would have had because the very same economic circumstances that led the State and City to cut us, led more and more people to seek higher education. Particularly so in our community colleges which really are our port of entry to the University for people who otherwise would have no other opportunities and, of course, John Jay having several associate programs that obtains here, too, as well.

What we did to cope with the $200 million decrease in the face of that growing enrollment is familiar to all of you, but let me just recap for you: we had three tuition increases during that period which filled a lot of the gap but by no means filled all of the gap and we could never have filled all of the gap merely on the backs of our students. And the Board now has taken a very firm position against any future tuition increases, at least in the near term feeling that we have gone as far as we can go and perhaps we have gone further than we should have but

circumstances gave us very little choice. What also happened, of course, was two early retirement programs: those early retirement programs, as hard as they were on the institutions nevertheless gave colleges an opportunity where there were extensive retirements (there were several colleges where between two programs they lost several hundreds of the faculty and other staff) the colleges were given a tool with which to cope with the budget cuts, which otherwise would not have been available. It is true that early retirements never happen in the way that one would manage or plan to reduce staff if one had those options; nevertheless, it meant that people did separate from the payroll voluntarily rather than forcibly. And colleges were able to reap substantial savings in that fashion: without those tools at their disposal they would have had to take far more drastic steps than they did. That is not to say we did not still have to take drastic steps and all of you are familiar with those: there were non-reappointments throughout the University and in the case of CCNY there were actually retrenchments following a declaration of fiscal exigency by the University last year. OTPS has all but been wiped out. Other areas of the budget including library acquisitions, security, and a lot of other things that depend upon contractual arrangements have just fallen by the boards. Standard maintenance and custodial operations, preventive maintenance, is unheard of in the University at this point for all intents and purposes. Even the nicest and newest facilities, such as the one we are in now, suffer as a result of that and it is almost criminal that the State would give us hundreds of millions of dollars to build facilities and not give us the staff or the supplies we need to keep them in good shape to protect the public's investment in those facilities because our children and grandchildren are going to be paying for these places in the debt service that pays off the bonds for the next 30 years. Hopefully we will be able to reverse that situation and there will be something 30 years from now that people will still be paying off. And so those and a litany of other things that you are all familiar with happened as a result of those budget cuts.

Now coming into 1993-94, we started to see a stabilizing of the budget situation. The budget situation, let me point out very strongly, did not get better: it still got worse. People were under the impression that the budget got better: it did not. We did not have a $90 million State aid cut to the senior colleges the way we did the year before but we had a $4 million State aid cut and we had underfunding of other programs over which we have no control that represent mandatory costs such as the tuition reimbursement program for employees and other things through which we spend much more than we are funded for. The only thing we got funded for fully was collective bargaining, and thank goodness for that because there have been years in the past when we were not even fully funded for collective bargaining costs. At least we were able to pay for the costs of the new contracts that we all agreed to but that does not buy us anything. All that does is keep us in the place we are at before that happens. And so the reason I say 1993-94 represented perhaps a period of stability is we have not had to go through the additional gut-wrenching considerations we did in years past: do we do a tuition increase, or do we do layoffs, or do we do some other horrible things, do we have to go for another early retirement program, do we have to lag a payroll: all those things we have had to resort to in the past to deal with these things. But nevertheless, we had to take another little chunk, cut a little bit more out of the bone, because there is no fat or flesh left, I think we all recognize that, to deal with that.

What we are hearing about next year is that the State continues to have a structural imbalance in the budget of about $3.5 billion. Of that, $1.5 billion is the State tax cut that has been stalled year after year after year, that was passed several years ago but that has not been implemented because that is one way the State has dealt with the structural imbalance over the last couple of years. In years past, the

state has had $6 billion, $7 billion, $8 billion shortfalls. The State had surpluses at the end of the year last year and they anticipate having a surplus at the end of this year. Those they attribute to one-shot kind of things happening. So they do not see that happening again. In addition, the State has just lost a major lawsuit on pension fund contributions and they lost recently another lawsuit on unclaimed property in the State of Delaware that challenged New York on unclaimed property of Delaware corporations in New York. All those things will ultimately have an impact of hundreds of millions of dollars on the New York State budget. They are trying to work out a deal on the pension issue where it will be paid back over 12 years: this is something Carl McCall has been trying to work through and that may not have a major impact next year. The Delaware case will have a major impact next year and there are other things out there that can potentially up that $3.5 billion. One might sit back and assume that because the State was able to postpone the tax cut the last few years that is a simple matter again and maybe we are not talking about $3.5 billion, maybe we are talking about a shortfall of $2 billion or $2.5 billion. That is a lot of money even if that happens and there will have to be a meat ax taken to something in the State to fill that $2.5 billion gap. And by the way, it's not a foregone conclusion that the tax cut will be stalled one more year: I think there is a lot of speculation about that, it may be that harder to do that a third year than it was to do it a first and second year. Probably a lot depends on whether the Governor seeks reelection or hot and who the opposition is. So there are a lot of variables in the mix.

What the State has done, looking at that $3.5 plus shortfall, is to instruct every State agency to go through an exercise of reducing their budgets from between 7.5% to 10% for the 1994-95 year. SUNY and CUNY have not been asked to do that. The message from the Governor is that they believe in Albany that sufficient cuts or perhaps excessive cuts have been dealt to the universities over the last couple of years and they would like to the best of their ability protect higher education in the 1994-95 year. Now that signal should not be misinterpreted: that signal does not mean that any sort of largesse is necessarily going to be heaped upon the universities in next year's budget but it does mean that there is some general exercise around the State of budget cutting and that whatever befalls the University, assuming anything does, is apt to be cushioned to some extent relative to the other State agencies. We've not been asked to come up with cuts between 7.5% and 10% as every State agency has: we have been asked to look at the budget and suggest areas in which alternative savings could be made an& the things we've suggested to the State would have no impact whatsoever on the operating budget of the University: this is a kind of technical adjustment, things like refinancing outstanding bonds, reducing capital bond reserves, things like that that would not in any way negatively impact us. But this is where the State's head is at, if you will, at this moment: they are looking at a gap and they are looking at ways of filling the gap, they are not looking at the moment at ways of giving more money to agencies. And remember it is an election year so a lot of it is caught up in that, it's an election year not only for the governor but for the legislature as well: there are going to be areas in the budget into which people will want to have the flexibility tc put new resources, to get the most bang for the buck. We're trying to position the University so that: we are viewed as one of the places where it could be very advantageous during an election year to do that.

The best piece of news at the moment that we are hearing out of Albany is that a tuition increase for SUNY or CUNY seems out of the question at this point, and, again, it is an election year and it does not take a genius to figure out why. The City University, particularly the Board ob Trustees, is very strongly on record as opposed to any tuition increase. SUNY is another matter: SUNY is on the record as wanting tuition increases to be a regularized, depoliticized aspect of

budget-making for them. In fact SUNY would like to have the opportunity to have differential tuition within their system so that they can charge higher rates in their University centers, for example, than they would charge at their four-year colleges. And SUNY's enrollment is declining so they are not facing the same kind of pressures in SUNY and in fact when enrollment declines they face a kind of revenue hazard as a result of that. So that's what we are hearing for next year.

our budget request for next year focuses to a much greater extent on academically-driven, programmatic needs than it has in the past. The colleges have all been participating in a process with Vice Chancellor Freeland and the Office of Academic Affairs to identify those academic needs. Those academic needs are articulated in the budget request as well as some of the things you've become familiar with over the years in terms of senior college status for Medgar Evers College, full-funding for the associate degree programs at New York City Tech and John Jay by the State (we're apt to have to fight that battle again, unfortunately), necessary student support services, and other things you've seen in documents that have been made available to you previously. On the budget request, I should note parenthetically, in two weeks we should have the formal printed budget request document which will be available for distribution throughout the University. To give you a sense of timing on some of this: the Governor's Executive Budget will be issued some time in mid-January, around Martin Luther King weekend, and then the Governor has 30 days for what's called the technical amendment period, that's the time during which he can change his own recommendations if there has been a computational error, or something of that nature, and then it goes to the legislature and that's when we start working with elected officials and their staffs: we don't wait for them to get the budget to start our work: we've been to Albany several times already to work with legislative staff and legislators and members of the Governor's staff, and so forth.

And while the message has been that it is another bad year coming, I notice, unless I'm misreading the signals, a change in attitude toward higher education. Again, that doesn't necessarily mean it is going to manifest itself in any major way in terms of additional resources, because people in Albany may have their hands very strongly tied behind their backs, in terms of the latitude they have and what they can do and even if they would want to do additional things. But neither are we apologists for the people in Albany. We recognize the harm they have dealt to this University, we remind them of it every opportunity we get, and we're talking with them constantly, using whatever forums, whatever strategies we can employ to tell the CUNY story and to try to get them to recognize the resource that they have in the University, to recognize that public dollars to the University is one of the most positive and one of the few positive investments of public wealth that the State can engage in.

One thing that is very important is to try to get these folks down to the campuses, to visit the campuses, because they sit very isolated down there, they really have no visceral appreciation of what's going on in the University and what we are all about. We've been more successful than in prior years in getting both people from the Division of the Budget, who work for the Governor and make the initial recommendations, to come down and visit the campuses and get a sense of what is going on, and to get legislators and legislative staff down to the campuses and they have already made more visits during the past couple of months than they made all of last year. I can't underestimate the importance of doing that. We had some people from the Division of the Budget, for instance, visit the Graduate School. As a result of that visit, they are much more sensitive to the need we have for support for graduate students than they were before despite all the statistics we were able to provide them with and all the arguments we were able to provide them with on paper. Nothing works as well as a visit to the campus where they meet the people involved

and hear the stories first-hand of the struggles that people are involved with. Another visit to Hostos Community College resulted in a request from the Division of the Budget to us to include a new item in our budget request to specifically target some additional resources to nursing and allied health programs. We finally got it through their heads what we've been telling them all along that we have 2,000 people in nursing programs, because that is all the slots we have, and 8,000 people trying to get in and that there are jobs out there for folks when they finish the 'program, good-paying jobs, and that the City of New York desperately needs us to be providing people in these areas. And so that's the kind of impact that can result if you can get them out of the cocoon of Albany and get them to visit campuses and see what is going on. That is what has been going on, overall, what I think is going to be happening next year. You really ought to take some time to review, if you haven't already, the budget request of 1994-95 either in the form it currently exists or when it comes out in its final form in a couple of weeks.

I want to go over the materials I distributed to you in order to understand where John Jay fits specifioally in the scheme of things With the University's overall budgetary situation. The key word in budgeting for the City University of New York is enrollment. Enrollment has a lot to do with what we get in terms of resources, not only from the State but remember that if $2450 is allotted for a new senior college student, a student is a fiscal resource for the University in addition to all of the other important attributes of enrollment that we confronted in the past. And so enrollment very much drives what the University has to work with and in turn drives how we allocate resources among the various colleges and I would suspect how the colleges, once they get resources, allocate resources among the departments and other operations on campuses.

John Jay is in an enviable position in that regard: John Jay has been experiencing very strong enrollment growth, second only to York College, in terms of percentage growth at least, over the last couple of years and we see that continuing. That works to John Jay's advantage. What that means is that as John Jay's relative share of overall senior college enrollment grows, John Jay's share of resources, particularly in the instructional area, will grow. If you grow 10% in enrollment in a given year, will you get 10% increase in resources? No, of course not. First of all, remember that the overall pie is going down, it is not going up, because of continued State cuts. What it does mean is that relative to other colleges, your budget situation will improve at a faster rate or to put it in a cynical perspective, if there are cuts that have to be dealt across the University, your cuts will be substantially less and your situation will be cushioned as a result of the enrollment situation.

Also, we have to make a determination through our experience of these things University-wide as to whether or not enrollment changes are blips on the screen or are genuine trends. For instance, when an institution undergoes a major capital rehabilitation program, that has a negative impact on enrollment but we know that once that rehabilitation is complete, enrollment will come back and perhaps come back stronger than it was before. A perfect example is New York City Tech which a number of years ago had a major renovation of its main building: enrollment took a precipitous drop. If we were looking at budgeting from just that narrow, single year perspective, what should have happened should have been a major cut in the budgetary support for that Institution. But we knew that the next year enrollment would swing back up and it would have made no sense to do that to the institution and in fact that is what happened. Enrollment not only came back but came back stronger than it was before. So we have to determine whether we're looking at enrollment trends or enrollment anomalies. If we are indeed looking at enrollment trends, which we think we are with John Jay, we adjust budgetary allocations accordingly. It will never be at the same rate as the enrollment is

changing because we can never take away resources from other institutions at the rate they're losing because that would have a devastating impact on those institutions. There have been years where John Jay has been in that exactly opposite situation where enrollment has been declining and where we made decisions budgetarily to cushion the institution because we knew that would be a temporary situation and would not make any sense organizationally or budgetarily to make a rapid adjustment in the budget downward. Neither does it make sense to mako a rapid adjustment in the budget upward unless of course someone on the outside comes along and gives us a gift of major additional public resources which no one foresees in the immediate future. 80 if you are dealing with a fixed system of resources, which we are dealing with essentially, the challenge for us at 80th street becomes how do you distribute those resources in the most fair and equitable fashion that you can and one of the ways in which you do that is through noting where the enrollment is, noting how that enrollment is distributed (that is another important aspect), is it graduate, is it undergraduate, is it upper-division, is it lower-division, is it part-time, is it full-time, is it degree, is it non-degree, and so forth and that has a lot to do with it as well as the particular disciplines into which that enrollment is distributed. Is that enrollment in a high-cost discipline like nursing, is it in a low-cost discipline like history. All those factors enter into our decision-making. So you can have two colleges side by side, with exactly the same enrollment, for example one college we have all enrollment in high-cost programs that require laboratories and mandated low faculty-student ratios and so forth, resources will flow differently to an institution in a situation like that than to an institution that was conducting all its class sections in large lecture halls with high student/faculty ratios, with a high reliance on adjuncts, and so forth. What we seek to do is give students throughout the University the same access to teaching as possible, taking all those factors into consideration and those distributions change from time to time and every year we reevaluate those distribution before we do budgetary allocations.

Let me run through these graphs [Attachment F] very quickly and then I'd be happy to take any questions you have. To highlight enrollment: the first two pages give an idea of where John Jay stands: the important point here is that Queens College, for example, has had growth over the past few years but it has not been major growth and so all of the colleges above Queens College, including John Jay, will do better that Queens College and, in fact, Queens College may lose resources if the system is losing resources despite the fact that enrollment is growing because it is not growing as much as other colleges@ enrollment is growing. And it is not growing as rapidly as a share of overall enrollment or some other institution growth.

President Kaplowitz: Does the chart show the percentage change compared to the other colleges or the peroentage change relative to the college's own enrollment?

Vice Chancellor Rothbard: The percentage change in enrollment of each college relative to its own enrollment: if one takes every college in 1990 and then measures the enrollment growth between 1990 and 1994, this is how each college has grown and the actual numbers are reflected in the second chart. 80 John Jay is the second most rapid growth in enrollment over that period in terms of percentage of the base, the third most rapid in terms of the actual numbers of FTE students.

President Kaplowitz: If we looked at this over ten years, John Jay's enrollment would be seen as having increased 50% and we would have the most rapid growth of the senior colleges.

Vice Chancellor Rothbard: Perhaps.

President Kaplowitz: During the past 10 years, John Jay's enrollment increased by 49.6%, York's increased by 39%, and the next highest was New York City Tech which increased by 12%. This is a tremendous enrollment growth on John Jay's part: *we* doubled our enrollment over a ten-year period.

Vice Chancellor Rothbard: The reason the charts start with 1990, is that 1990 marks a kind of demarcation at which point we started suffering major reductions in State and City support in the University. The City support doesn't really affect the senior colleges that much: it is mostly a community college issue, but nevertheless, the system as a whole starting witnessing major reductions around 1990 and so it is important to understand how colleges fared relative to each other during that time frame to understand why resources have flowed the way they have during that time frame,

The next chart highlights something that has been a great concern to the Chancellor and to the Board of Trustees to the point of their having adopted a goal in the 1996 Master Plan to start reducing in a systematic way the university's over-reliance on adjunct staff. In the senior colleges, we are in the low 40s in terms of our use of adjunct faculty in our undergraduate courses, In the community colleges, it is in the upper 40 percentiles and in some departments, like English or Mathematics, we see 60 percentiles and even 70 percentiles in terms of the peroentage *of* the reliance on adjuncts for undergraduate teaching. We know that that is academically unacceptable. le have a problem with people in Albany and City Hall, frankly, when they see that we can teach a class with an adjunct: they think that is great, they think that's wonderful productivity because they think that all we're about is putting people in classrooms and teaching students, The major initiative in the 1994-95 budget request for the University is to start addressing that issue by replacing adjuncts with full-time staff, converting adjuncts to full-time staff, adding full-time faculty to the University, and starting to normalize the ratio, moving toward the Master Plan goal which is to have 70% of our undergraduate courses taught by full-time staff by 1996. So that is the major initiative in the University, But I have to tell you, it is a very hard sell. People outside of the academic world don't understand what's wrong with a reliance on adjuncts and, in fact, you hear from them, and we heard this just last week: "You're in New York City, you have access to all these wonderful people in business and industry, why would you want to have too many full-time faculty?" That's the kind of mindset you're working against in trying to improve the situation in the senior colleges and in the community colleges as well. You will always want some level of adjuncts, you'll always want that flexibility, we don't want 100% full-time staff because you'll always want to get the musician in the symphony to teach a course, a stockbroker in to teach a course, and so forth, but we've gone much too far, the pendulum has swung much too far in the direction of adjunct reliance.

President Kaplowitz: I'd like to ask about the chart that shows the percentage of adjunct reliance. I know that you recognize and rightly recognize the right of a collage to internally decide how to use its resources and we applaud that and we would not want it otherwise. But faculty carry different teaching loads depending on which college they teach at. Is the chart based on full-time faculty teaching a 12/9 load or is it based on what they actually teach.

Vice Chancellor Rothbard: The chart is based upon the staff and teaching-load reports which show the credit hours and class sections generated each semester and whether those classes are handled by a full-time faculty member or by an adjunct faculty member.

President Kaplowitz: Since this shows actual teaching loads it does not quite represent a college's resources: for example, at John Jay College, 53% of the course sections are taught by adjuncts: our full-time faculty teach a 12/9 load. Colleges such as Brooklyn or City where the faculty teach 9/9 or 9/6 have a different resource situation that is not reflected in the chart.

Vice Chancellor Rothbard: That is true and that is an internal decision of each college and I will get to this issue. The question is how are we going to address this. Obviously it will become much easier to address if we get additional resources in the budget, but even if we don't we are committed to a redistribution of resources over some time period to address this issue and we will do this on a triage basis. We are not going to take whatever resources we have and spread them evenly around the University and retain these relationships: what we will do when resources become available to address the adjunct over-reliance is start in those places where it is most acute. Meaning York, College of Staten Island, John Jay, and so forth up the line. We are not going to give in a way that the relationships remain as they are. In fact, looking at the chart, you see that in the Spring of 1993, Brooklyn College had already achieved the goal and exceeded the goal, in fact. So, unless we had everything we asked for, there is no need to give Brooklyn College additional resources to address this particular issue. Brooklyn College has a lot of other problems that they need help with but this is not one of them: this is a problem for John Jay College and as Professor Kaplowitz has said, some of this is a function of behavior, not a function of budget: some of this is what campuses have chosen to do with their resources, some campuses have chosen quite deliberately to maintain a high level of adjuncts because people have a long memory, they remember back to 1976 when the institution had to close for two weeks, when people had to make some very hard choices and people still blanche at the possibility of having to do that again and would rather maintain the flexibility that a high reliance on adjuncts provides than to kind of lock themselves in with a high level of full-time faculty and then have to turn to limited other areas of the budget if they were to have to make some serious reductions.

Professor David Goddard: Given that there are colleges that have vacant lines and that John Jay is at the cap of the number of our lines, that is, we have no vacant lines that we can fill, my question, following up on the triage solution, is whether there is a centralized mechanism to allocate vacancies from elsewhere in the University, from colleges that do not have the enrollment growth and reliance on adjuncts that we have. It would seem to me to make perfectly good sense to reallocate those vacant lines from those colleges and give them to John Jay and to other colleges that are in the same dire situation. This would solve some of the enrollment problems and some of the adjunct reliance problems.

President Kaplowitz: I agree with Professor Goddard. I also want to convey to you how very grateful all of us at John Jay are to you, Vice Chancellor Rothbard, for what you were able to do for us this year, which we learned about last month, in the form of lending us 12 lines so that we can hire full-time faculty, since we have no vacancies in our allocated number of lines, as Professor Goddard noted. Vice Chancellor Rothbard, when responding to Professor Goddard's question, would you comment on the fact that, as I understand it, some colleges not only have lines which they have kept vacant but that each vacant line is funded by the Central Office at 80% of its worth. Would you comment on Professor Goddard's question in terms of the vacant lines and the fact that those lines are funded lines which is how such colleges are able to have money to provide, for example, released time for their full-time faculty.

Vice Chancellor Rothbard: A lot is contained in that question. Please remind me if I do not cover everything that you asked. There is no

college in the City University of New York that is overfunded: that is statement number one. There are campuses, many campuses, that have substantial numbers of currently vacant lines. CCNY, for example, has 100 vacant lines. But those are not lines they should not have: they are lines they should have, at least currently, and that is because at the beginning of every year we start from zero, where we do our allocations. We have a model through which we run various enrollment ratios and some other things and that model tells us what the FTE teaching power at each institution ought to be for the enrollment and for the distribution of that enrollment. There are colleges that have chosen to maintain certain numbers of positions vacant or who have been through a major attrition or a major early retirement which John Jay was not: John Jay did not have the kind of early retirement that some of the other institutions did. Those institutions chose rather than replace those lines with full-time people to put the money into tho library or to put the money in student support, or to put the money into custodial services or to put the money into adjuncts. Now it is quite true that the way that the State budgets us when every spring the State looks at the full-time payroll, they take a snapshot of the full-time payroll, any position that is vacant in the full-time ranks only gets 82% of the value of that line: they refer to that as frictional turnover, their position being that no vacancy is ever filled 365 days a year, that there is some lag period between vacancies and there are savings as a result of that.

The University has, in years past, done redistributions of full-time lines: the most recent was in 1986 when we had the first early retirement program. That was a period in whioh the University had undergone massive enrollment shifts among the institutions, that was a period immediately after, for instance, when Brooklyn College went from 30,000 to 15,000 students, when Queens College went from a high to a relatively low enrollment. Other campuses just mushroomed in terms of enrollment. This was also the period before statutory budget flexibility and so *CUNY* used the opportunity that the early retirement program presented to redistribute full-time positions, in a massive way never before done in the University, to equal out those disparities that had developed over several years and so dozens, scores, of positions were taken away from places like Queens College, Brooklyn College, and others, and were given to places like Lehman College, Baruch College, and Hunter College, which were growing at the time. What has happened since then is that we got something called budget flexibility: under budget flexibility, the City University (and *BUNY* as well) has the abilitI to move resources around, including lines, between institutions, an abLlity we never had before. Before that we used to have to go to Albany to get prior approval in order to move $10 from one college to another college: it was absurd, you could not manage the institution. And so one *of* the gifts that they gave us at the time they were cutting us was to give us the capacity to manage the situation better and this followed from a blue-ribbon commission that had been established to look at the State University of New York. We were kind of carried along on the coat tails. This is called budget flexibility. We've used budget flexibility to maintain what we think so far has been an appropriate balance between institutions in terms of full-time lines and adjuncts. Campuses have made decisions internally in terms of the distribution among full-time and part-time. We may be at the point now where we may reach the point next year where we have to take a fresh look at that and look at whether or not we have to reconsider a redistribution of full-time lines around the institution: we have no qualms about doing that: we will do that if the figures show that that is necessary. The figures have not shown that that is necessary as of yet.

The other part of the question, about supporting the creation of additional full-time lines, every college knows that if they can come to us and demonstrate that they have the resources to support additional full-time lines we will make appropriate accommodations. But that case

has to be made and we have to be convinced that the campus in doing so is not creating a problem for itself somewhere else in the budget, that is, is not taking resources away from, say, contractual services and will not be able to pay the bills when they come due for a contract, or they are not taking it away from temps and not making the appropriate adjustments in terms of the use of hourlies in administrative areas. We've been willing throughout the years to do that and to accommodate the campuses. The reason John Jay needs to be loaned lines is that John Jay did not have as many people take early retirement as most of the other campuses did in the previous three years and because of that in combination with the cap we have from the Btate in terms of how many positions we are able to give out overall conspire to bring you essentially up against the full-time line caps. So when folks come to us and say, "We think we can save resources here, here, and here, put them together and support two or three or ten full-time lines," we will make the appropriate accommodations to make those lines available in your budget. It is important to remember that the senior colleges are budgeted not just on dollars but they are budgeted in terms of full-time lines as well, and that is another constraining factor that we face.

Professor Goddard: Bince 1988-1989 we have lost 82 full-time lines which is approximately 18% of our lines. In 1988-89 we had 536 lines and now we have 454. Furthermore, we did lose approximately 17 lines to early retirement. The total number of lines has declined steadily and we need some central way by the University for addressing that issue.

Vice Chancellor Rothbard: I agree but let me note that the senior colleges as a whole went from 13,000 full-time lines before 1990 to just over 10,000 lines: that's a major change to accommodate.

Professor Cohen: I know Vice Chancellor Rothbard in several contexts including the University Faculty Benate and in each context he is extremely forthcoming and provides a lot of honest, and valid, and really useful information. I have learned a lot as a financial person myself and I really appreciate that. Vice Chancellor Rothbard, I would like to ask about something you said in your presentation that was especially noteworthy: as enrollment has increased at certain colleges such as John Jay, as our relative share of enrollment grows, our relative share of resources will improve at a faster rate than other colleges, that is a redistribution occurs. Would you provide more information about that and let me put my question into context: President Lynch has written a series of memoranda going back to 1990, which the Faculty Benate has in the packet attached to our agenda, and these memoranda argue that for John Jay there is an increasing gap between our relative share of enrollment, of percentage of enrollment, to the overall CUNY enrollment, and percentage of base budget resources to overall CUNY base budget resources. There is an increasing gap between them. I did some calculations with University Faculty Benate numbers [Attachment E] which show that it has increased even beyond the gap that was shown in one of the last of President Lynch's memoranda. It is important to try to understand whether you think it is valid data and to get your comments on this because we view the data as showing us being relatively disadvantaged and you seem to be talking about changes towards overcoming that disadvantage.

Vice Chancellor Rothbard: My comment is in reference first of all to the instructional budget, not to the total budget. Half of our budget is instructional, the other half being support services, contract services, administration, library, student services, and so forth. In terms of the instructional budget, it is true that as a college's share of enrollment increases, assuming no massive shifts in the distribution of that enrollment, where last year all your students were taking history and this year all your students are taking nursing, assuming that is not happening and that's not happening across the University, that an increasing share

of the overall enrollment in the senior colleges will result in an increasing share of whatever instructional resources are available. But for instruction, we do not allocate dollars: this is a very important point. We do not allocate dollars: we allocate teaching FTEs. And those teaching FTEs are determined by the size of the enrollment, the distribution of the enrollment between divisions, graduate and undergraduate, between discipline areas. The dollars follow by virtue of the actual salaries that people receive at institutions. So the older institutions, with an older, more established faculty, that has a higher average faculty cost, could theoretically get more dollars even though they have a smaller share of the enrollment pie, but they will not get more teaching FTEs. The goal here is to equalize the teaching power to be where the students are with whatever recognition we have to make for particular accreditation requirements, suoh as clinical nursing, and some other modest exceptions. The dollars follow from that and so it is possible to have a topsy-turvy situation where a college with a smaller share of enrollment gets a larger share of dollars for instruction but that does not mean they can do more with it than the other campus. As people leave and people are replaced at lower salaries, those extremes should both approach the middle so we should at some point; down the road see a time where those anomalies don't develop.

But if John Jay's enrollment continues to grow as a share of the pie, John Jay's capacity to put faculty in the classroom will increase relative to other campuses and there are other things in the budget other than instruction some of which is enrollment dependent, some of which are historically based, some of which has nothing to do with history or enrollment: a particular program in which a college participates and another college doesn't, for example if a college has a middle college high school -- Brooklyn College has a middle college high school but John Jay does not have a middle college high school -- there are specific dollars in the budget from the Btate for middle college high schools. Brooklyn College wi11 get money for a middle college high school and when you divide Brooklyn College's budget by its enrollment, those figures will show up in dollars per FTE that Brooklyn College has whereas at John Jay it won't. It does not mean that it's buying anything more for Brooklyn College students in the library, or in counseling, or advisement, or placement than the dollars in John Jay: what it does mean is it is a particular program with a particular funding stream that doesn't exist for John Jay. And so it's misleading to look at the dollars per FTE as a measure, for instance, of the support for a particular institution. It doesn't tell anything: it might give a sense in the very broadest terms of where a campus is relative to the other campuses with whom you might compare yourself normally, knowing they have similar student bodies, similar types of programs, and so forth, but it doesn't really give a clear picture. You really have to go behind the numbers.

Professor Cohen: I really do not understand. What is meant by the term instructional budget.

Vice Chancellor Rothbard: That's the budget for faculty, for full-time faculty and adjunct faculty.

President Kaplowitz: What we wish is to have our base budget increased.

Vice Chancellor Rothbard: I, too, would like that.

President Kaplowitz: How can we do that? How can we work together as a College and with you as the Vice chancellor to get John Jay's base budget increased?

Vice Chancellor Rothbard: The way John Jag's base budget gets

increased and any other college's base budget gets increased is that the university does better budgetarily as an institution because the State no longer funds and doesn't want to be in the business of funding individual college budgets. They look at the university as an agency, for good or bad that's how they do business these days. And the case has to be made first in the Governor's Office, because he's the one who proposes the budget, and then with the legislature. The legislature can do very little in their current budgetary circumstances to change what the Governor recommends. They can fiddle the margins, they can move something from there to here, but they are not going to add $100 million to CUNY because they would have to take $100 million from something else in the State and that would be politically untenable for the legislators to do so the first place we have to have an impact is in the Governor's budget and in the preparation of his recommendations. Then when it goes into the legislative arena we can have some marginal impact around the edges. Now there are various mechanisms the University uses: I'm sure you're aware of the CUNY Legislative Action Council, and so forth, I'm only involved with it at the margins: Vice Chancellor Hershenson handles it and I would urge you to have discussions with him as to how John Jay could become much more active in the University's efforts. I said something earlier: getting elected officials to visit the campus to see what really goes on here, to see how much people are struggling to deliver and to receive an education, to show them you are doing without and while you may be able to get by for a year without buying serial publications or while you may be able to get by for a year or two with over-dependence on adjuncts, you can't do that for four, five, six years. It's just not educationally feasible or educational to do that and explain why it's not acceptable. As I said, we've this incredible mindset to overcome in Albany that it is wonderful that we can take more students and more students and more students on the cheap, which is what we're doing, but we're watering the soup, everyone recognizes that, we're watering the soup. At some point we'll have no more nutritional value. And that's what we're all afraid of.

senator Suggs: What we really want to know is how to get you to give us more of the pie rather than how to make a bigger pie. Your depiction of how enrollment drives the budget is admirably clear and I appreciate that but I want to add another variable at this point and ask some specific questions. How are we to understand, then, the effect of emphasis on academic planning on budgeting and the distribution of resources, specifically along the line of questions that Professor Goddard raised. Let me offer a case in point: suppose there is an academic strategy that calls for the creation of new programs to respond to a changing state of knowledge in a field, say in chemistry or in criminal justice or in nursing and such a change suggests the need for new lines, for new faculty, for people with expertise, who know this new stuff that people have recognized predicates the creation of the new major, the new program. How do you secure those positions without having to increase enrollment. In other words, how does one put a case for an increase in budget because of an increase in knowledge rather than because of an increase in enrollment.

Vice Chancellor Rothbard: A couple of things apply. First of all, a lot depends on what is happening elsewhere in the University. No college in the system exists in a vacuum so we can't address any single college's needs without addressing all colleges' needs with whatever resources we have at our disposal. That does not mean that if we get a million dollars everybody has to get their fair share of that million dollars: what it does mean -- and why I think academic program planning is seen by the Board as fitting together with budgetary issues now -- is that we've never had a mechanism for really assessing that in any sensible way in the Central Office, we've never had a way of comparing where campuses are going, where they want to go themselves relative to each other and then making budgetary determinations to support those activities in a really

sensible, comprehensive way. It's been real helter-skelter up to this point: a president comes in and says, 'I have a great idea, I want to start this program, give me this line, give me this OTPS, help me build this lab, we can do wonderful things,' but this has never been evaluated in a larger, overall understanding of where a campus as an institution wants to go and in even broader context where the University ought to go. Now if you came to me and said it would be great if John Jay started a business program, you wanted to get into teaching business, that would have to be evaluated in tho context of how that would impact Baruch College, whether it makes sense to expand those programs, whether you would be causing harm budgetarily to other existing programs if you were doing that, whether we had the resources to support something new like that while still supporting at whatever adequate levels we had to support existing programs not only at John Jay but elsewhere, whether the enrollment would really be there if you started the program, and what the impact on facilities would be and whether or not our raster plans for facilities can accommodate that kind of proposal. And so it is an extremely complicated judgment to make: those judgments have been made in the past, this has happened in the past, colleges have come forward with proposals to start new programs or have started new programs sometimes and then came forward and asked for help to support them after they were underway. What academic program planning does, I believe, is give us a way of compelling the campuses to ask the hard questions first before making those proposals and then giving us a context in which to evaluate in a sensible way those proposals and make the budget directly tied to where campuses want to go academically and that has not been the case in the last several years. It is important when times are bad and I submit it probably would be even important if and when times get better that we've stretched the rubber band about as far as we can stretch it: we don't want to simply snag it back to the same shape it was, if and when resources become available but we want to know that resources are going into areas where they ought to be going in the next ten years, the next twenty years, and so forth. People in Albany have a mindset that's not great and sometimes we in CUNY have a mindset that's not too great either, that kind of says that we need to restore everything exactly the way it was, exactly the way we had it, and then whatever we want to do new we need new: I don't believe that and I don't believe anyone around this table necessarily believes that but I think that mindset has been there around the University to a certain extent. We have to ask ourselves the hard questions: if we get more, how do we use the more and that more can be derived from Albany or City Hall and it also could *be* gotten by doing business differently internally. We're doing things administratively differently around the University than we've done before and that will generate some savings. But the hard questions have to be asked by every campus as to how to use those savings: do I just give back where every loss was sustained or do I really think hard about whether it makes sense to do it that way or whether we need to refigure ourselves to accommodate the enrollment we are going to have, the immigration patterns we're going to face, the ESL needs we're going to face and we're facing now, the workforce strategies that we are going to follow along with the City of New York as a partner in addressing this underemployment and unemployment problem the City faces, and all of those issues and it is very involved and very complex and not an easy one to solve, but I think the road we've started down makes a lot of sense for the University as a system, and makes a lot of sense for the individual institutions to take those hard looks before they come forward with new programs.

Senator Suggs: I'd like to follow up on that. I don't know how many times you've been asked this question and how satisfactory your answer has been to other constituencies but I do not hear anything in your answer that suggested that serious academic planning on the part of any instftution that actually leads to the creation of new programs is going to lead to the garnering by the institution of resources to support those

programs. What you've actually said is that the budget is still going to be enrollment driven and that academic planning is not going to result in the granting of new requests for new program8 and new 1ines.

Vice Chancellor Rothbard: That is absolutely not true. We have just gone through a process, Vice Chancellor Richard Freeland and myself, jointly with our Offices, of evaluating requests for supplemental assistance from each of the individual campuses, we've just made the supplemental allocations, I do not recall the specifics of the John Jay allocation, but I can recall specifically campuses to which resources were made available to establish new programs and to expand existing programs without regard necessarily to enrollment-driven issues driving the allocations that we made. Now, admittedly, those allocations were modest this time around because of the budgetary situation, because it is mid-year, and so forth, but we anticipate regularizing that as part of the initial budget allocation process for the University starting in 1994-95. We're very hopeful from discussions we've had (forgive me, I won't be too specific because things are too sensitive at the moment to be specific) but I'm very hopeful that Albany will recognize the value of this process and when I say recognize I mean put money into the budget to help us advance this process in the University. Bo the answer to your question is definitely yes, new resources will follow from the academic planning process, definitely.

President Kaplowitz: I would like to say something in terms of an historical context to our questions: in a way John Jay is a model for what the University is trying to do, in that in response to the fiscal crisis in the mid-1970s, we took a hard, tough look, we were forced to, and we became a very specialized college with programs that are not duplicative at all in the University. And one of the reasons that so many of the colleges in CUNY are resisting what is happening or are disturbed and angry is because we are the model and yet instead of having funding to make our unique programs first-rate and nationally renowned, with a high graduation rate, and do what we are committed to doing, we are fiscally so starved that these unique programs are not funded in a way that we can have enough upper-level students so that we can get that funding formula to benefit us, we don't have enough graduate courses to have that funding formula benefit us. We have a unique forensic science program that has laboratory equipment that is ten years old: we should be the model not just in terms of non-duplicative programs, if one wants to go that route, but in funding those programs so generously that we can be a model of the benefits of having this approach that the Chancellor has led the University to take. Instead, we are a model of why this approach should be resisted.

Vice Chancellor Rothbard: I agree with everything that you said up to your last comment.

Senator Malone: Why do you disagree with the last comment?

Vice Chancellor Rothbard: Because I don't think you are a model of why anything should be resisted and, in fact, I think in many ways your uniqueness has been recognized to the limited extent that we are able to under the current budgetary situation and I can assure you that out of 18 colleges, 18 colleges tell me about their unique programs, about why they are a model for the University, and why they should be supported better than they are relative to the other colleges and I do not say that to denigrate anything you say or to be facetious. It's absolutely true. And I agree with all the colleges: every college does have unique programs, I'm not being jocular. Every college does have unique programs, every college serves a special mission and that is why they are there, that is why they were created and that's why they still exist. There is no way to do what you ask to be done when you have lost $200 million in four years,

there is just no way to do it. Now we can all sit here and argue whose fault it is, or who did not make a strong enough case in Albany, or who did not make a strong enough case in City Hall, or maybe we should not have taken 208,000 students, or maybe we should have doubled the tuition increase: I've heard all of those arguments. The fact of the matter is we're where we're at. The Board of Trustees is firmly committed to being a fully open-access institution, whatever that means in taking the enrollment that comes to us. We see ourselves as having a quarter of a million students by the turn of the century. How are we going to deal with that. Obviously we have to do better than we have done in making the case for the University in Albany and I think we are starting to do that. We are not going to see in 1994-95 the things we would like to see but I believe that the wrenching budgetary contraction is over with, it may be some time before the curve starts back up again, but I think it has given us all an opportunity to take a breath, step baak a little bit and take stock, and figure out how we can make the most effective use of what we've got in the years ahead. But in general, I think everybody in the Central Office acknowledges the unique place that John Jay occupies in the scheme of things in the University. I think the budgetary adjustments we've made which will not be as far as you or as we would like to go, have in a modest way recognized that, and I can assure you that if these trends continue in terms of enrollment, in terms of program planning, in terms of bringing interesting and exciting new programs forward, that we will push it as far as we can push it. But remember, too, that I have 18 very hungry mouths to feed and there are 208,000 students and 50,000 employees in this University and that I have to keep all those balls in the air and do the best that I can from my perspective to see to it that this place is sustained and continues.

Senator Malone: Let me ask that question differently: Professor Suggs and Professor Kaplowitz were really talking about the fact that we see ourselves as disadvantaged in terms of part-time to full-time faculty, in terms of FTEs, and in terms of base budget, and in terms of the way the budget is driven. We also see ourselves as not being able to fund the kind of unique criminal justice programs that we specialize in. We don't see ourselves coming up with new programs just to come up with new dollars, but we do need to look at how we can make our criminal justice programs much much more effective which takes now dollars. And in doing that, in developing new programs, can we expect resources from the University. And I ask that in light of the fact that Senator LaValle's understanding, using the Reilly Commission Report as background, seems to be that there will be an increase in CUNY's budget this year. So the timing may be perfect, it seems to me, for John Jay to make its case to the University so that we can garner new dollars to develop the kind of programs that we've not been able to do since 1976.

Vice Chancellor Rothbard: John Jay has made its case at the University. We've not been able to respond. Let me say something about the Reilly Report: all the Reilly Report is likely to do is to embolden a movement in the State for restoration of Bundy aid [State aid to private colleges and universities]. That's all that is likely to come out of the Reilly Report. The Reilly Report has gotten short shrift in the Division of the Budget and in the Governor's Office and is not highly regarded.

Senator Malone: This is not what Senator LaValle seems to think.

Vice Chancellor Rothbard: Senator LaValle represents the interests, for the most part, of the State University of New York and the independent sector, not the City University of New York. But that's an aside and let me answer your basic question which is whether you can expect additional resources for improving existing programs. The fact of the matter is that before anyone heard the words "academic program planning," we always entertained requests from colleges to target additional resources where it

could bring a program from the edge to respectability, from respectability to excellence, from excellence to national repute. We continue to do that and some of the allocations we made supplementarily just this past month Bid in fact address those very issues that colleges brought to our attention. Keep in mind, too, that colleges have a lot of discretion in terms of where resources go. Even though we may make an allocation under a certain category or title, a college has some flexibility, some discretion, when those resources arrive at the campus to retarget them because we recognize that people on the scene ought to be making the decision for the most past where resources go. Now certain things we do not give you discretion for: if we give you money for childcare, you have to use it for childcare because that's why we got that money, to use it for childcare, and there are a couple of other minor things like that. I would say that for 95% of your budget there is local autonomy but 99% of the 95% may be fixed by historical issues in terms of people you have on payroll, and the contracts you've signed, and a lot of other things, but those are decisions that were made in the first instance locally and those are situations that are perpetuated locally, not by anything 80th Street tells somebody they have to do: that's just not the case. We use certain categories to determine how monies are distributed but once you get them there's a lot of flexibility here in terms of how you use them. So the answer is definitely yes, there are opportunities and there will continue to be opportunities to build up programs without having to come forward and concoct something new as the only means of getting new resources. You only ought to be coming with something new if the faculty have determined that that is consistent with the mission of the institution and that it is important for the institution to do. By the same token, what academic program planning insists, and I think rightly insists, that you do is examine the ente T i not just a narrow focus, examine the enterprise and see if that fits with the enterprise and see whether everything that the enterprise is doing currently makes sense to continue doing in the future. Because it may not.

Senator Ventura-Rosa: Going back to the charts on enrollment, they are based on the number of full-time equivalent students rather than on the actual number of students. Therefore, if, in fact, a college has a higher number of full-time students that is not necessarily reflected in the enrollment picture. If a college has a high proportion of part-time students, its headcount could put a greater strain on the college than at another college with the same number of FTEs if most of its students are attending as full-time students.

Vice Chancellor Rothbard: We take that into consideration in our budgeting. We budget instruction on FTEs, because that is what instruction is, the number of credit hours you have to deliver regardless of the number of bodies, but we budget other things on the basis of headcount because we recognise that headcount has an impact in a way that FTEs doesn't in some areas: for instance, counseling. None of us is well budgeted in terms of counseling but we take headcount into consideration because a student consuming an hour of a counselor's time is an hour of the counselor's time: it doesn't matter if that student is taking 15 credits or three. If a student takes a library book off the shelf for a week, the library book is gone from the shelf for a week: it doesn't matter whether the student is a full-time student or a part-time student. A student impacts the facility based upon the number of hours the student is here and the number of trips up and down the hall to the restrooms, or whatever, not based upon the credit hours the student takes. So, in other areas of the budget, headcount is a very important driving factor as well as the planning of the facilities as well. We take into consideration the mix of enrollment when we plan a facility or the renovation of a facility.

Senator Ventura-Rosa: You also mentioned that the legislature looks at the University as an agency, rather than looking at each college

separately, and I think you alluded to the fact that part of what they factor into their budgetary decisions is the success of any agency. What are the criteria that are used to judge success of an academic institution: is it the number of people graduating, is it the number of people Becoming employed, or is it other criteria.

Vice Chancellor Rothbard: There's a lot of talk nationally about outcome measures in higher education and in fact in some states outoorne measures are actually used as a basis for budget. Bundy aid in New York State is an outaome-driven allocation process because it is given to private institutions on the basis of the degrees awarded. So there is an incentive there to become a diploma mill. The incentive aid there is not so much as it used to be because Bundy aid was cut in half and then cut in half again and so there's not so much money (that's going back to the Reilly Report and the comment I made about that). The State does not use outcome measures though they frequently raise outcome issues in discussions as does everybody from the New York Times on down. They don't use that in budgeting. I would say both SUNY and CUNY suffer not so much from the introduction of outoome measures in Budgeting but from the competing interests in the State that have grown up in the last couple of years and that's everything from AIDS cases to Medicaid subsidies to prison populations and so forth, all of which are viewed by people who have to run for re-election every two years, or every four years, or every six years, as more pressing on the minds of the public than investment in higher education. And you know, it's human nature, if garbage isn't picked up for a week that's a thing you're going to be screaming about. If people are getting shot on your street corner, that's a thing you're going to be screaming about. Not that you've got a friend who is only able to register for 12 credits rather than for 15. That's the kind of thing we've got to overcome. The thing that drives me crazy in particular is that when prison populations go up, the point of view of the State is that that is a mandate, that if the prison population goes up of course you have to give the prison system more money. It costs $50,000 a year tc incarcerate someone: we get $5,000 a year from the State, roughly between $5,000 to $6,000, for the senior colleges for each student. Prisons get $50,000 from the State per inmate but when our population goes up, when we add the equivalent of an entire college population, which we did at the senior colleges in the last three or four years, that is we've added 11,000 students in the senior colleges, we've added 20,000 students in the community oolleges, we've added two colleges worth of population in the community colleges in the same time period, there is not that same concept that that is a mandate, that they have to give us more money.

Senator Ventura-Rosa: We're doing more with less money.

Vice Chancellor Rothbard: In fact we are being told to. We were at a hearing with one of the champions of higher education in New York State, Ed Sullivan, Chairman of the Assembly Higher Education Committee. A couple of years ago we were at a hearing downtown with him and the question was: "How are you going to do more with less?" This was the question. That's what we're up against.

Senator Ventura-Rosa: How do you answer that.

Vice Chancellor Rothbard: It's a quandary. We can either fulfill our statutory mandate to take all qualified students into the University and to find a way to serve them and we can debate the quality of the services that we are giving them, but find a way to serve them somehow, or we can take the position which the California State system has taken and the Minnesota State system has taken recently in the face of budget cuts and say no more, we can't do it with the resources we have. If we do that, who's going to be the bad guy in that scenario: it's going to be us, it's going to be the University, it's not going to be Albany, it's not going to

be City Hall, it's going to be the City University.

Senator Pierce: The voters might have an opinion about this if we told them we simply have no money to admit them to the University.

Vice Chancellor Rothbard: It's not very well known, because we don't publicize it a great deal, but last year in the middle of the year when the City threatened to cut the community college budget, we threatened to defer freshmen admissions into the following year and that cut was diverted. So we have played that card but you have to be careful how you play that card and that card can only be played so many times without its losing its effectiveness. I don't think we've reached that point yet. I'm very anxious to see what the Governor's recommendations are going to be for 1994-95. It may come to the point where we have to play that card: I wouldn't recommend it at this point though because it is a *very* serious step to take, very serious.

Senator Norgren: We are in a very serious situation so I'm not sure that taking a serious step in such a situation is not warranted. I'd like to follow up on what Professor Ventura-Rosa was asking, perhaps in a slightly different way, to learn from you whether all students (which we also call enrollment, which we also call FTEs) are funded alike, because all students are not alike, all FTEs are not alike. I have two daughters but I don't fund them equally on a year by year basis: they have different needs and are in different phases of their lives. I think this information is very relevant to John Jay both in terms of the way students within John Jay are funded and the way the students throughout the University are funded. I am thinking, for example, of the particular situation at John Ja of the associate degree students. This obviously affects who we take fn, what their needs are, what sort of resources we need in order to have the learning and the various outcome figures by which one is also judged.

Vice Chancellor Rothbard: The answer is definitely no: an FTE is not an FTE is not an FTE for budgeting purposes.

Senator Norgren: In terms of John Jay, how are our FTEs looked at for purposes of what dollars should be attached to them as opposed to a York, or a Hunter, or a CSI student. What happens in your Office when you look at John Jay's enrollment in terms of budget.

Vice Chancellor Rothbard: What happens is that a determination is made, as I said earlier, about the mix of those FTEs between graduate and undergraduate, between Upper-division and lower-division students, and particular disciplines within upper- and lower-division. For instance, a nursing FTE is more expensive than a history FTE: nursing students require laboratories, nursing students require more clinical placements, contracts with hospitals are needed, nursing students are required by accreditation standards to have certain student/faculty ratios, and so forth.

Senator Norgren: In terms of John Jay, since we don't offer nursing, when you look at John Jay and you identify our incoming students, the variety of our majors, what happens.

Vice Chancellor Rothbard: *An* associate degree student is cheaper than a baccalaureate student. That's number one.

Senator Norgren: Despite the fact that associate degree students may require more remedial help because they are more likely to be less well prepared academically.

Vice Chancellor Rothbard: Yes. Absolutely.

Senator Noruren: So there is an inherent contradiction.

Vice Chancellor Rothbard: The preparation is a different issue because everybody is funded the same way for remediation in the University. Everybody in CUNY is funded on the same student/faculty ratio for remediation so it does not matter where a student is going or what program a student is in: if a student needs remediation, the resources flow as a result of that, based on the number of remedial placements a student needs. So we can take that number off the table because that does not affect anything in terms of the relative distribution of resources. Beyond that, in terms of entering particular courses of study or registering for particular programs, I would imagine that the John Jay disciplinary array is aggregated somewhere around the middle.

benator Noraren: Do the associate degree programs here at John Jay financially penalize us.

Vice Chancellor Rothbard: No, they do not penalize you.

benator Noraren: Do our associate degree programs financially penalize us in the sense that associate degree students are not budgeted as generously as baccalaureate students and, therefore, if all our associate degree students were baccalaureate students, we would be funded differently.

Vice Chancellor Rothbard: You would be funded better but all that better funding would do is give you the resources that you need to teach them as baacalaureate students as opposed to associate degree students. You wouldn't have anything left over as a result of the process. And if you were at the Graduate Center, you'd be better funded still but all it would be paying for is the business you're engaged in.

Senator Noraren: Are upper-level students better funded than lower-level students.

Vice Chancellor Rothbard: Yes, certainly, because the student/faculty ratios are lower for upper-division programs.

Professor Cohen: Would you be willing to share that instructional cost model with us.

Vice Chancellor Rothbard: Certainly.

Senator Noraren: So there are fundamental concepts that have led the University to conclude that an incoming associate degree student is less demanding in the sense of class size and faculty to be hired, that one faculty member can process more associate degree students: is that the premise?

Vice Chancellor Rothbard: No, that is not the premise.

Senator Noraren: Then what is the premise that makes the University allocate fewer dollars to educate associate degree students than to educate baccalaureate students?

Vice Chancellor Rothbard: The premise is the courses in which they register. That's the premise. And the premise is also the workload assigned to the institution. Community colleges by contract have higher work loads than senior colleges. Within the senior colleges, the College of Staten Island, and New York City Tech have higher work loads than the other colleges do.

Senator Norcrren: Does the University look at that in terms of the specific context of John Jay? For example, our personnel procedure demands us to review people for promotion and tenure according to senior college demands and not community college demands and so you are making an assumption that at two-year colleges there is a 15-credit teaching load, which is the situation in part because at the community colleges promotion and tenure is based more on teaching than on research and publications, which is not true here, We've got this cross-over because we have an associate degree program.

Vice Chancellor Rothbard: No, in fact it is just the opposite. You're funded as a senior college despite the fact that you have associate degree Programs. The funding is based on the disciplines and departments into which the students fall. We make no distinction in the allocation of FTEs as to whether a student is an associate or baccalaureate student: the fact of the matter is that John Jay as an institution should be delivering instruction to associate degree students at lesser cost than they would have for baccalaureate students but that is not taken into consideration in the allocations. You're getting allocations as if they were baccalaureate students the same as anything else. If because they are associate degree students they register in lower-cost programs, then the dollars you get recognise that fact. But you as an institution and New York City Tech and the College of Staten Island with a heavy associate degree component are treated the same way as a Queens College or a Hunter College or a City College in terms of running those students through the model and spinning out at the other end the number of FTEs that you need for those students. And then again, remember dollars flow on the basis of what people actually make in terms of salary. 80 to that extent, as a younger institution, or as an institution that does not have as many full professors as another institution or as high a tenure rate, and so forth, the dollars would be lower but the students relative to any other students are not disadvantaged as a result of that because they have, relatively speaking, the same number of faculty available to teach the courses they are registering in than another campus might.

Senator Wallenstein: I would like to go back to another question. Given the tremendous growth John Jay has had in the last ten years, but because of budgetary constraints it is now a smaller pie, we're now at more than 50% adjunct taught sections, and we have problems in terms of space for all the students who are enrolled. In light of this, what would happen if we now simply maintained our current enrollment.

President Kaplowitz: In other words, if we did not continue to increase our enrollment in light of the 2.5% annual enrollment increase each college has been told to have.

Vice Chancellor Rothbard: I think that would have serious implications because the Board of Trustees has adopted a policy, whether we agree with it individually or not, which says that by the end of this decade we will have 248,000 students in the University. Now there may be some jiggling around as to how many are in the senior colleges and how many are in the community colleges, but remember the community colleges have sustained the bulk of the enrollment growth over the last few years and there are only seven of them. And they had 2.6% growth this past fall, the senior colleges grew only about 1.5%. As a system, the senior colleges are falling short of that goal. The fact of the matter is that before the recent troubles with the budget, the University had begun to recognize John Jay's enrollment growth budgetarily: that was impacted severely by the budget situation during the last four years or so.

Students are a valuable commodity fiscally. It does not cost you to serve the last 100 students the same as it costs you to serve the first 100 students: the infrastructure is there. Everything from the faculty,

to cleaning, to the other issues necessary to make this institution run are there for your first 10,000 students. Bo adding another 100 students doesn't cost you the same as your first 100. In terms of the facility, I do recognise the issue in terms of the facility. The University has recognized the issue of the facility. The University fought very hard the last couple of years to get the opportunity to landbank the property behind this one so that some other development activity would not snatch that opportunity away even if we don't have the opportunity right now or the dollars right now to build Phase II. The University wants to keep your and our options open to do that when circumstances are right to be able to do that. Now we know that all the facilities are strained: but I've been around long enough to remember when we had a quarter million students in this University with nothing near the facilities that we have now. What's different now than then is that we don't have the staff we did then. We didn't have the facilities that we have now but we had a much better staffing situation then than we have now.

So we're aware of all these issues, we're doing what we within the constraints we face to protect our current situation, to explore the future when exploitation becomes possible, but I think that the Board of Trustees is very committed because the Board of Trustees recogniees that enrollment sustains this University. We have not always gotten additional resources when enrollments have been strong but we have always faced cuts when enrollments have been weak. The State has always tried to cut us in those years when enrollment went down and those were years when students weren't bringing us $2500 a pop in tuition and those were years when they were bringing us $925 and $1050 a pop in tuition. And so enrollment is the lifeblood of this institution, and we've been through some really difficult years these last four years when people questioned whether it makes sense any more to take that enrollment. Fiscally it does: I could sit where you're sitting and argue all the ways in which it doesn't make sense to take them but we know that we would suffer even worse consequences if we closed the door on that enrollment.

Senator Litwack: I'd like to return, if I may, to what I think many of us perceive and what led us to you and what the administration clearly perceives as the fundamental issue, which is the distribution of the base budget among the senior colleges of this University. We all agree that if the State gave us more money that could solve a lot of our problems and it is certainly my understanding that in the recent distributions of the lump sums they have been distributed fairly equitably to John Jay. But I'd like to come back to the subject of the redistribution of the base budget. Could I start by asking you to what do you attribute the great distinction, virtually 33%, between our base budget per FTE and Lehman College: we and Lehman have approximately the same enrollment but Lehman has $10 million more in its base budget than we, on the average $1300 more per BTE student. Can I ask what that distinction is attributable to.

Vice Chancellor Rothbard: I can only guess without having Lehman College figures in front of me. Probably it has something to do with the average salary of the staff, number one; the age of the institution; it probably has somewhat to do with the scope of their program, their graduate population, their undergraduate population, their undergraduate nursing and graduate nursing programs which are high cost programs; the physical plant - that's a large campus and there are dollars that flow for the maintenance of that campus that this institution by comparison would not see coming, not that you don't have unmet needs in terms of maintenance. I said before that it gives a very false picture to merely look at the numbers of dollars in the total budget divided by the number of students because if a college is involved in a program, and another college is not, and that program is funded for in the State budget then dollars will flow for that program to that institution and not to the other institution.

Senator Litwack: If I may follow up: I hear very clearly what you are saying about that and I can understand how that can lead to a distinction. So I wonder if you could share with us, you probably can not do it now, but whether you could send to us precisely the formulas by which those distinctions are made and exactly the reason Lehman has $10 million more in its budget that John Jay.

Vice Chancellor Rothbard: I will bo happy to provide that information. Just keep in mind that we don't allocate dollars per FTE. We allocate a budget and the dollars per FTE is a consequence of that allocation: it doesn't drive the allocation.

Senator Litwack: However it is done, please send us the formulas, the information, so that we can really see why there is this gross distinction.

Vice Chancellor Rothbard: Certainly.

Senator Litwack: A second question. You recognise there is a gross disparity between the colleges in terms of the number of sections that are taught by adjuncts. There is now a *CUNY* goal of every senior college having 70% of the sections taught by full-time faculty. Given the fact that Albany is not likely to come up with great increases of funding, how is the achievement of that goal or even equality among the college regarding that goal to be achieved without a redistribution of base budget resources. And if I may add a thought to that: it is my understanding that you can't just wave a wand and change things and you are subject to pressures as CUNY is but if the base budget were being distributed from scratch right now I can't believe it would be distributed the way it is now being distributed.

Vice Chancellor Rothbard: Probably not, but you have to remember that about 95% of what we spend every year is fixed: you have people on payroll . . . .

Senator Litwack: Let's just assume we dealt with lines that became vacant, let's assume that I grant you that. Why shouldn't it be that when Brooklyn has, now, currently, or has future retirements, or given the fact that Brooklyn has lines that in fact they are not using except to add to their adjunct budget or released time or whatever they are using them for, without firing anybody, why can't some of those lines be transferred with the money attached to them or at the very least, at the very least, that when people retire from Brooklyn we get the lines.

Vice Chancellor Rothbard: Were a determination to be made that on an equity basis Brooklyn College should not have the number of lines that it does have, that would indeed happen. And it has happened within the past: it hasn't happened recently because everyone has been so far away from the mark of what they need the fact that Brooklyn College has chosen not to fill a substantial number of lines does not mean that the resources attached to the lines are not critically needed by Brooklyn. At Brooklyn, furthermore, the law that created the early retirement program specifically stipulated that the lines stay where they come from so legally we cannot transfer any of those lines. But let's get beyond early retirement: let's just talk about your general question about transferring of lines. And the answer is: if a determination were to be made that indeed there was an imbalance across the system in the distribution of base budget resources, of base budget lines, a redistribution would occur.

Senator Litwack: Given the gross distinction between the number of our sections taught by full-time faculty versus the number at Brooklyn, what more evidence do you need?

Vice Chancellor Rothbard: That's not evidence. When we send resources to a college for teaching we don't say we are giving you $10 million for full-time staff and $5 million for part-time staff. We give resources to support a certain level of FTE instruction. Campuses, through decisions they make locally, have come to whatever points in history they're at in terms of the relationship between full-time staff and part-time staff. Now part *of* that might have been by circumstance, part of that might have been by deliberate decision-making on the part of the campus. Let's stay with the Brooklyn College example: Brooklyn College has a relatively good ratio of full-time to part-time, not because it received more money to have full-time staff but because enrollment declines in recent years negated the need for substantial numbers of adjuncts and so the adjunct pool shrunk and as a result (this is a mathematical certainty) the percentage that the remaining full-time staff represented of the entire instructional effort increased. Does that mean Brooklyn has too many full-time staff? No. It means that circumstances brought them to this particular point where those ratios apply and if their enrollment were to burst tomorrow because 10,000 Russian immigrants in Brooklyn have decided to pursue higher education at Brooklyn College their adjunct budget could once again swell and you could see that approaching some of the numbers that some of the other colleges are experiencing. And so a lot of this is the result of circumstances, the result of deliberate decisions as I alluded to before, also a lot of presidents have divided to retain a certain degree of flexibility by using a large amount of adjuncts because they fear not having the flexibility to control their budgets when hard times confront them again and a lot of other things go into the relationships. Now, when resources become available (and when I say available I don't necessarily mean somebody giving us new resources), if resources become available because, from the best of all worlds someone gives us more or because we have been able to economize administratively or otherwise by things we have been doing University-wide like University-wide purchasing of certain goods and commodities like relamping programs that are going to save us millions of dollars with high-energy instruments throughout the colleges that you don't hear a lot about, they're not very sexy but potentially could save millions of dollars, those funds will go first and foremost to those institutions with the greatest need. And they are not simply going to be divided up on some percentage pro rata basis among those institutions throughout the University simply because we want everybody happy. We are not going to do business that way. We don't do business that way.

Senator Agarwal: Besides the base budget situation, how do we get money, and more money, from the category of organized research.

Vice Chancellor Rothbard: Thank you. Thank you because I can put you off on someone else on that one. There is something else we really haven't touched on and it's worth commenting on. Flexibility arrived hand-in-hand with lump sum budgeting. In the old days, the Division of the Budget would make specific recommendations for specific colleges that would add or take away from specific categories in specific colleges and so forth. With flexibility came the advent of lump sum budgeting and in more cases than not lump sum budgeting meant lump sum reductions. But it also meant that when resources were added to the budget they were added as lump sums and the University was told that we would now have to devise mechanisms to allocate those lump sums to the colleges. The most notable lump sum is for adjuncts: the adjunct budget used to be in each and every individual college budget and when the State got into budgeting the way it did, it centralized that as a lump sum. Organized Research was one of those that the State pulled out of each college's budget and appropriate as a lump sum for the University to reallocate annually. Those recommendations and those allocations are made by the Office of Academic Affairs annually. There are certain requirements for centers and

institutes to meet under Board policy, those policies are being re-examined to see if they are realistic, certain requirements of being self-sustaining, bringing in outside research dollars and so forth after a certain number of years, seed money being provided for so many years, and so forth. We're re-examining those to see if they make sense to maintain in the current world. But the Office of Academic Affairs is the office that makes those recommendations annually.

Professor Harold Sullivan: We have been talking a lot about academic program planning in this institution especially since the past year. But something has been ongoing for several years and it has been in the context of the Council of Chairs (I'm the chair of the Government Department) and with the Provost about re-allocating lines within this institution. We re-allocate lines, we do it where the needs exist. When a vacanc occurs in a department that is relatively well-staffed and has fewer ad ncts the Provost does, indeed, reallocate the line within the institut n. The point comes up in the context of discussing what 80th Street does. When a vacancy occurs in Brooklyn College, following Professor Litwack's statement, why does 80th Street not say: 'Brooklyn college does not need the line as much as John Jay and, therefore, we are re-allocating the line to John Jay.' If we are willing to make those kinds of hard decisions here, which is to take resources away from departments, and departments fight about it but we have accepted it as fair and appropriate within the institution here, why can't we expect 80th Street to make the same hard decisions for the University on a system-side basis?

Vice Chancellor Rothbard: We do, we do it all the time. But we don't do it in the way you suggest. Brooklyn College's budget, whether it's supporting vacancies or supporting filled lines or supporting adjuncts or anything else, is derived on the formulaic and other kind of judgements that are made centrally in terms of what the enrollment is, where that enrollment is, and where that enrollment is needed. If circumstances or decisions by Brooklyn College or anybody else lead to vacancies that does not mean that those resources are sti11 not needed at Brooklyn College or that those resources are not still the property of Brooklyn College. We have made a determination that Brooklyn College needs $70 million to operate. It's Brooklyn College's business to determine how to use that $70 million. Just as any other college's business is to determine how to use what they get from us. Our business in re-allocating is saying to Brooklyn College, you're 2,000 less in enrollment than you were last year and John Jay is up 2,000 in enrollment and we are taking resources away from you, and Brooklyn, you determine how you absorb that loss. We're not foing to say that it comes out in full-time lines, or it comes out In OTPS, or anything else. We take resources away from Brooklyn College and give the resources to the Yorks, to the John Jays, and to the other colleges that are experiencing growth. When John Jay gets the resources, then, You decide here whether those resources are going to go to full-time 1ines, whether those resources are going to go to adjuncts, whether those resources are going to go to OTPS, or to other things. We don't make those determinations on either end, either in the taking away or in the giving.

Professor Sullivan: The implication here is that we may be stronger in certain areas and mispending it. I don't think that's fair. The size of our budget is dictating this. The question is that we have so many adjuncts it is not that we could just take money and move it into full-time lines. If we did that we simply would not be able to cover our sections. Our growth in sections is necessary because of tho growth in enrollment. We have to cover those sections. low we are forced, because our budget is so pitiful, to cover sections with adjuncts although we would much rather cover them with full-time faculty. We have done everything conceivable to put money into tho adjunct budget and we're doing it. We're also offering more sections. The implications of what

you are saying is that it is an internal decision but the size of the pie that you are distributing remains the same. The size of the pie for Brooklyn College does not seem to be decreased, and ours doesn't seem to be increasing proportionately in terms of the size of our student body. The size of our proportion of the budget is much smaller than is warranted by the size of our student body. When Chansellor Reynolds first came to the University, she visited each college and when she came to John Jay I raised this with her: I asked her the same basic question which is whether she will re-allocate resources across campuses and she avoided the question and so I asked her again and she said, "No." What I am hearing here is, in a sense, the same thing again, that we are not going to make the hard decisions at 80th Street to say that we are going to re-allocate resources.

Vice Chancellor Rothbard: What I am trying to get across is that we make those decisions every day. You'll have to recognize the way in which we make those decisions. Brooklyn College or Queens College or anyone else does the same thing you do: when there are students at the door and they have to open class sections, they use those vacancies or the dollars from those vacancies to get adjuncts or to get other things. Those are Brooklyn College resources because we've determined that each year. It's not that Brooklyn College had that budget 10 years ago and we can't do anything to Brooklyn College or that we're afraid to make tough decisions. Every year we make a decision anew about what resources each institution needs for the size of the enrollment as well as the type of enrollment and don't lose sight of the type of enrollment because that has a lot to do with it too. You can't just take the simple measure of the percentage John Jay's enrollment is of the total University enrollment, that's not a fair measure. And we make those decisions not just at the beginning of the year in giving out resources but we make it in the middle of the year after we see what enrollments actually are on the Form A's in the fall, we do reallocations, and in the spring when we see what the flash enrollment are we do reallocations for resources among and between campuses. Are they at the margins? Sure, they are at the margins. You can't devastate an institution in the middle of the year by taking away millions of dollars. And another institution, I assure you, no matter what you think, wouldn't be able to effectively spend millions of dollars if they are given it in the latter part of the year for things like faculty recruitment in a very short period of time. What we do, though, is we recognize the trends in the institutions, we do do massive, massive, reallocations in terms of resources every year. I cut, this year, Brooklyn College's adjunct budget in half and I cut Queens College's adjunct budget in half. Those dollars went to York, those dollars went to John Jay, those dollars went to other places where there is enrollment growth. I did not tell those institutions how to use those dollars when they got them. What I told them was that they were getting the dollars because of their enrollment growth relative to other institutions. And it's not in just that area either, it's in a lot of other areas as well that those things take place. They happen, they happen all the time, and I assure you we are not afraid of making tough decisions in the Central Office. Every decision we make is a tough decision. The easiest thing in the world would be to just say you get what you had last year and don't bother us, we don't care what's happening, but that's not what we do.

President Kaplowitz: I would like to ask you about something that I learned for the first time here. I had not realized that the upper-level students are funded more generously than lower-level and I understand your explanation of why. My question is in terms of the 2.5% enrollment increase we are mandated to have: can that be any entering students, including transfer students, or must it be entering freshmen.

Vice Chancellor Rothbard: Any students. But first of all, it is not a mandated increase. The 2.5% is a target that's established relative to

the Master Plan goal of the Board of Trustees but the Master Plan also states very clearly that the University cannot achieve these goals without the appropriate level of resources to do that,

President Kaplowitz: In other words, if we at John Jay focused more on getting transfer students who would be upper-level students to increase our enrollment we would be funded more generously than if our enrollment were increased as a result of increasing the number of entering freshmen.

Vice Chancellor Rothbard; You would be funded differently depending upon what that did to the mix, Yes.

Professor Cohen: Following up on that, what proportion or percentage of the base budget is determined by the instructional cost model?

Vice Chancellor Rothbard: Something close to half because half of most budgets are teaching and related costs. The instructional cost model determines full-time teaching budget and adjunct teaching budget. It may be a little less than half and may vary from campus to campus depending upon other things they're involved in. It's probably between 40% and 50%.

Professor Bonnie Nelson: I have a question that is related to one of your other responsibilities, that of Vice Chancellor for Computing. This is an item that is on the Faculty Senate's agenda for later in today's meeting. CUNY is going more toward a system of network computing and is expecting the campuses to be networked. What exactly do you expect campuses to do to link into this large CUNY system and, additionally, are there any resources to help campuses to do this?

Vice Chancellor Rothbard: We recently entered into an agreement with NYNEX to upgrade the City University's telecommunications system, initially for data, hopefully down the road for voice and video. That agreement will give us better conductivity between each campus and the University Conputer Center, for instance; between each campus and the UAPC [University Admissions Processing Center]: and between the campuses themselves with each other. It will do this with higher speed lines than the campuses now have and it will do it at lower cost than the campuses are now expending to do that. What we want to see the campuses do is assess their own needs in terms of their computing and information services futures, work with us in evaluating those needs, see to it that the University's resources are distributed in such a way as is consistent with what the campuses have determined they need to do both academically and administratively in terms of computing and those support services that go along with it: telecommunications, video, not too many years from now I suspect we are all going to be involved in interactive multimedia technology, we're already very involved with the CUNY+ system in an integrated library system, there will be data bases added onto that system, full texts is coming: how do you handle that, what kind of resources do you need both centrally for the University and at the campuses to make the most effective use of that, and what is it going to cost to do that: are you going to have to do it with mainframes, are you going to have to do it with distributed computing, you're going to have to do a quiet survey, you're going to do it on PCs, you're going to do it on midi's, mini's, It is mindbogling when you stop to think of all the variations on the theme here and you can guess very wrong and pour a lot of money down the tubes if you don't do it the right way. And so the campuses have to tell us where they are goin on this so that we can align our resources appropriately. We've done an Internal reorganization over the last year to better reflect where the campuses are going, we think, and then the next step for us over the next couple of years is going to be to work with the campuses individually to see where they are going.

Benator Norcrren: There are a number of us who were a little unclear

about the discussion between you and Professor Litwack. Is it to be understood that a local college does not need 80th Street approval for full-time lines. Let me also ask the question in another way: I heard you say that local decisions to maintain flexibility had in a number of occasions led to the decision to stay with adjunct personnel rather than the creation of full-time lines. I always assumed that full-time lines are allocated or must in some way be authorized by 80th Street. Would you clarify that for us.

Vice Chancellor Rothbard: Yes. Along with the dollars that each college gets at the beginning of the year, and this is the senior colleges (not the communities), the college gets a line count for full-time lines. Within that line count, the college ha8 total flexibility as to haw that line count is distributed between instructional and non-instructional, and in terms of where those lines go, individual departments, and so forth, and if we give a college a thousand lines and they have 800 lines filled, what happens with those 200 vacant lines is up to them: they can fill those 200 lines assuming, of course, thet they have the budget to do that, they can fill 100 and use the money from the other 100 for other things, or they can fill none *of* the lines and use the money for other things. When you get up against the situation that John Jay is facing right now, where you are at the line count, then the driving issue becomes the budget. If you can demonstrate the capacity budgetarily to support additional lines, we will give you the ability to support those additional lines: we're accountable to the State for the overall line count for the University so we can go up and down a little bit over the year eo that at the end of the year we are close to the overall University total.

Senator Noruren: Then a president of a college can theoretically make the argument for lines to be used 100 percent for faculty lines or to be used 100 percent in non-academic areas.

Vice Chancellor Rothbard: Yes. But it is informed by what the budget says you need in terms of teaching and so forth. But in terms of assignment of an overall line count, it does not respect any particular distribution between teaching and non-teaching.

Senator Noruren: Why?

Vice Chancellor Rothbard: The premise is that it is the College's determination to make the judgment as to how the line count is split between the various functions at a campus, not the Central Office's.

Benator Suggs: I'd like to ask again about the enrollment versus the academic planning model. My primary concern is trying to help us here at the College and you at 80th Street nail down what the mix is going to be in terms of the impact on the budget of academic planning and enrollment because when we spoke last to Vice Chancellor [for Academic Affairs] Freeland, it was apparently before you all had had your strategy meetings as to how actually budget decisions were going to be influenced by long range academic planning. I'd like to make an observation to which you may or may not wish to respond and then I'd like to ask a question. The observation is that the response you gave to Professor Wallenstein's question about stabilizing enrollment was to say that the consequences to such action might be serious, and I gather that you meant seriously negative rather than positive, and you noted that the mandate of the Board of Trustees that the University would grow by 2.5% is that each college is to grow by 2.5%. It seems to me that unless the University also says that there will be a consequential increase of 2.5% of the college's operating budget, that is of the college's base budget, that constitutes what is called in labor history a speed-up. In other words, we are supposed to produce more outcome with the same resources unless we are guaranteed additions to the assembly-line equivalent in some directly consequential

way to the output we're supposed to make. I think that it is problematic in some ways unless there is this increase. But this is just my observation, My question is this: suppose that the college actually as a result of its considered academic planning, really did all those things that really constitute academic planning, not only looked at the programs it wanted to mount but the ones it did have and even adjustments and reconsiderations of its mission and its scope, said that what we really need to do is to stabilize admissions, that we really cannot afford in order to be an academically viable institution to increase our enrollment, does that also produce serious consequences of the kind that a strictly administrative judgment would lead to. Because I have the feeling that there are academic decisions that could produae at least a desire to decrease the rate of increase.

Vice Chancellor Rothbard: The fact of the matter is that those decisions have been made in the past and have been supported by 80th Street. Let me give you two examples: in the late 1980s, both Hunter and Baruch felt they were growing too quickly for the budget, the staff, and the facility to accommodate that. And we agreed to plans from both of them during that period, in Hunter's case to actually reduce enrollment and in Baruch's case to hold enrollment stable for several years and, indeed, those plans were agreed to and implemented. Now, they're stabilized, and the facilities conditions have gotten better for both colleges and they're on the increase track again and the Central Office does and has considered the request from colleges when presented and documented to not only stabilize but in some cases to decrease. It can be departmental as well.

Senator Litwack: To go back to what I was asking you. I understand that Brooklyn College, to use again as an example, needs every dollar they have and nothing is wasted.

Vice Chancellor Rothbard: I didn't say nothing is wasted: you said that. I didn't say they need it either. I said it is theirs.

Senator Litwack: That's what I want to go back to. You say it's theirs. That's where I'm in conflict. You said earlier that at times the University has re-allocated base budgets and if I heard you correctly you said the University conceivably might do it again.

Vice Chancellor Rothbard: That's right.

Senator Litwack: In fact, you said that the figures have not shown it is necessary yet but clearly it might be necessary. So if it can be done, my question is when a line becomes legally available why is the assumption simply made that the line stays where it is. or, is there or should there not be an objective formula for determining who needs the line the most within the University.

Vice Chancellor Rothbard: There should be and there is. When lines are available for redistribution (you remember under early retirement we couldn't redistribute those lines and for the most part the vacancies we're talking about that exist currently in the University are the result of early retirement), when lines become available if at the same time other things are happening other than just lines becoming available, if other things are happening like enrollments changing at institutions -- let's say a line becomes available some place and its enrollment is going down, and nothing dramatic has happened in terms of distribution of that enrollment among institutions, we would give serious consideration to moving that line from where that is happening and putting that line somewhere else where enrollment is growing. We certainly would and we have. We've done that continuously throughout the years. The most dramatic case being in the 1986 early retirement program and to lesser

degrees since then because just overall the budget has been so bad that no one could sit down honestly and say that XYZ College does not need those positions or doesn't need the money from those positions if they don't fill then, money to pay to patch the roof or to put the adjuncts in front of the classroom or to pay tho phonebill or any other thing that that college confronts.

Senator Litwack: Here's my bottom-line question: when a line becomes legally available, is the primary criteria fox where it goes where it is most needed in the University -- not whether it is needed at that college -- but where is it most needed in terms of relative resources?

Vice Chancellor Rothbard: If a determination is made that a line is no longer needed where it is . . .

Senator Litwack: If I might say so, that is the crucial question: I am sure that every line that becomes available every year is needed at that place. The question is, within the University, given relative resources and needs, where is the line most needed.

Vice Chancellor Rothbard: We will never take lines away from a college simply because they become vacant or simply because another college has needs. The determination has to be made along with that that there is a sufficient difference between what one college has and what one college needs to justify moving those resources from one institution to the other.

Benator Litwack: Is there an objective statement or formula for how much that difference needs to be.

Vice Chancellor Rothbard: lo. That's why I have my job and get paid what I do so that I can make those judgments.

Senator Litwack: Am I correct in assuming that it's ultimately based on your subjective judgment.

Vice Chancellor Rothbard: It's ultimately based on judgments that are made on the basis of rational information, computations, my experience --20 years in the University --, other peoples' experience around the University, and the judgments of the relative needs of institutions in the context of the resources that are available.

Senator Litwack: Does your Office have the power to make the judgment.

Vice Chancellor Rothbard: My Office has the power to make recommendations to the Chancellor.

President Kaplowitz: And the Chancellor makes recommendations to the Board or is this decided by the Chancellory alone?

Vice Chancellor Rothbard: The Board does not do budgeting.

President Kaplowitz: Would you tell us what kinds of information we could provide to you to make our case in the best possible way?

Vice Chancellor Rothbard: It is the responsibility of the President and the President's staff to do that. That question is appropriately put to the President.

President Kaplowitz: I understand that. I also know that the Chancellor has been very clear about the importance of faculty involvement in developing the budget request. The importance of faculty consultation

has been very very strongly articulated by Chancellor Reynolds. As faculty we want to help articulate our College's budget needs.

Vice Chancellor Rothbard: You have. The 1994-95 budget request represents those processes that the colleges have followed over the last several months in response to the academic program planning. You should have, through the appropriate governance structure, and then it is transmitted to us through the President's office. The budget request is an amalgam of those individual oampus processes which I mentioned very early on in the discussion, which represents for the first time in a long time a reflection of that comprehensive approach to academic program planning around the University so that we can really have a sense of what campus priorities are academically in the long-term and not just for the compilation of a year's shopping list to the State and to the City.

President Kaplowitz: Vice Chancellor Rothbard, on behalf of the Faculty Senate, and on behalf of the John Jay faculty, I want to thank you for coming to the Senate and for being so extremely generous with your time and with your expertise. This is no surprise to those of us who have been privileged to work with you and to know you. Thank you again.

Vice Chancellor Rothbard: I would be happy to come back any time you invite me. And I will send you the information you requested.

The Senate applauded Vice Chancellor Rothbard and thanked him for spending almost three hours at the Senate.

6. Computer network proposal: Invited Guests: Professor Bonnie Nelson, Microcomputer Director Mary Koonmen. and Computer Center Director Peter Barnett

Professor Bonnie Nelson (Library), Microcomputer Director Mary Koonmen, and Computer Director Peter Barnett, three of the four-member Ad Hoc Computing Committee, were welcomed to the Senate. The Senate was directed to attachments to the agenda which were provided by the Ad Hoc Computing Committee, which is comprised of the three guests as well as Professor Douglas Salane (Mathematics), who was unable to attend today.

President Kaplowitz explained that the Faculty Senate Executive Committee invited the four members of the Ad Hoc Computer Committee to the Senate after the three members of the Ad Hoc Committee present today made a presentation to the Comprehensive Planning Committee in November at which time no action and no advisory position was taken by the Planning Committee: she noted that unfortunately only two of the eight administrators who are members of the Planning Committee were present at that meeting and, thus, did not hear the presentation at that time.

Professor Nelson began by explaining that Peter Barnett, Mary Koonmen, Douglas Salane and she have been meeting for approximately a year trying to develop plans for a John Jay network to connect together whatever computers there are, whatever computer systems there are, with the rest of CUNY and with the rest of the world. She noted that there is not a day that goes by that there is not an article in the New York Times about the Internet, and every week, the Chronicle of Higher Education has quite a number of articles about this subject. This is not something that is happening in the future: this is something that is happening now, and we really do need to get ourselves, individually, and the College itself connected to this wider world and be in a position to be able to communicate better within CUNY. All units of CUNY are being asked to develop local plans for their computing: the University is going toward what they are calling CUNYNet and they are expecting each campus to

network. How much a campus wants to network and how the campus wants to do it is up to each individual campus and, therefore, we should decide what is most advantageous to us while still realizing that most John Jay faculty not only do not have a computer but are still hoping to get a typewriter in their office. The ideal is that everyone will have a computer on his or her desk. Gradually we at John Jay and the rest of the world are moving toward a world where computers are a big part of our every day lives. Besides wanting better connections to the Internet, we want to develop better internal communications. Professor Nelson said that while reading the October 7, 1993, Minutes of the Faculty Senate, she was struck by how often members of the Senate referred to the need for better communications and better information and this is something that a network can really help with. At a college such as John Jay where people are on *very* different schedules, people can communicate far more easily through e-mail than any other way and can do so from wherever one is. Through e-mail, students can communicate with professors, members of committees can communicate with each other, documents can be exchanged.

Professor Melson said that the entire Library system will be changing: computing right now is mainframe-based but by the year 2000 it will be based on client-server software, with individual pc's acting as work stations connected to networks. This is going to happen in the Library and how much the rest of the College is going to connect to it is going to be up to the College and the College has to decide what it wants to do about this. The faculty have to decide how much it wants to be involved. She said that she and her colleagues were so pleased to be invited to the Senate and had accepted the invitation because this is so important to all our futures. This can make all of us better teachers, better scholars, can made us more available to our students. She referred to the documents [Attachment G].

Senator Gitter asked for this presentation to be placed in a context: she asked the three guests whether someone empowered them to develop a plan or asked them to develop a plan or whether they are a self-generated group who decided to do this on their own. Senator Gitter also asked them to place this issue into a governance context.

Microcomputer Director Koonmen said she and her three colleagues did get together on their own to develop a campus-wide networking strategy. But, also, there is an initiative from the Central Administration at 80th Btreet, which is Vice Chancellor Rothbard's initiative, that every CUNY college prepare a college computing plan and submit it to him. She explained that a University-wide committee convened by Vice Chancellor Rothbard worked on various aspects of computinD in the University and came up with several recommendations, one of which Is that the colleges are to be asked to prepare an academic computing plan which will cover academic computing, administrative computing, telecommunications, and research computing. And so, in essence, as it turns out, she said, she and her colleagues are also responding to that initiative.

Senator Gitter asked whether the CUNY Central Office asked the John Jay administration to develop such a plan for John Jay and whether the administration then asked the group who as a consequence of the request formed the Ad Roc computing Committee.

Dr. Barnett said no. The four-member Ad Hoc Computing Committee emerged, basically, out of a vacuum of responsibility owing to the way computing services are organized at the College and a general lack of understanding of networking. The ad hoc group corresponds roughly to the divisions or elements of University computing: the library system is one of the big elements and one of the big pushes behind networking; administrative computing is a second, academic computing is the third, and Professor Salane, who is not here today, represents the academic

discipline of computer science, which is the fourth. So the group is one of technical know-how and theoretical and instructional needs. Those are the main players in terms of University aomputing and each of the four ad hoc group members represents one of these four groups. Dr. Barnett explained that he and his three colleagues behave as an ad hoc committee: they are the ones who will put together the long range plan for John Jay required by the University, and they have, in aonsultation with Vice President Smith, met with the top University computing officials in this informal capacity.

Professor Nelson said that the group is unofficially recognized in that the President Lynch's request for responses to that part of the Middle States' site visit report that dealt with computing was directed to this Ad Hoc Computing Committee, which had been formed quite a while earlier.

President Kaplowits said that as a member of the University Faculty Senate Executive Committee, she is the liaison to the UFS Committee on University-Wide Systems which meets with the University Dean for Computing James Murtha and with the University Associate Dean for Academic Computing Michael Ribaudo. She said she read the report of the committee convened by vice Chancellor Rothbard, to which reference has been made, and the importance of each college developing a computing and networking plan is clearly articulated. She said that just as each college was to respond in a thorough and thoughtful manner to the Goldstein Report on academic program planning, each college is to respond in a thorough and thoughtful manner to this report on computing (which has not generated any negative responses as compared to the Goldstein Report). But at John Jay we do not have a dean of computing or any other single person responsible for computing and so our four colleagues developed a proposed plan on their own and have been doing all this work on their own initiative. They came to the Comprehensive Planning Committee in November and they were supposed to return to the Committee in December but the December meeting was cancelled. President Kaplowitz said it was the absence of an response by the College administration to the proposed plan that prompted the Senate's Executive Committee to invite the Ad Hoc Committee to today's Senate meeting: if the Senate should wish to take a position about the proposed plan or about a course of action, that position would, of course, be communicated to the appropriate administrators, in other words, to the administrators who can implement the faculty recommendations.

Senator Agarwal said that academic computing is probably the best thing that can happen to any academic environment: who would not want to have a computer terminal on their desk and have access to every kind of information that they wanted, be it a literature search (you sit there and enter codes and everything is printed there on your computer), or e-mail or all the other options. Suddenly all the information available in the world becomes available to you right on your desk. It's a great idea but the biggest question is the cost: it is extremely expensive to provide terminals to every single desk, it has to take a deep commitment from the administration and it's not just a physical structure of installing computers but the ongoing costs of all the subscribers to e-mail and all the other services, literature search services, all of which must be subscribed to.

Director Koonmen said we are prepared at John Jay to move into Phase I of the college-wide network and we are funded for Phase I. Most of that funding is actually coming from the academic computing side of the College: it is a one-time allocation because, she explained, her budget really can not fund infrastructure expenses on an on-going basis. She explained that by infrastructure she means wiring in North Hall, wiring in T Building, wiring between the buildings. She referred to the Phase I diagram that is part of the agenda packet provided to the Senate [copies

of the complete packet are available from the Senate's executive committee]. She said that the hope is that Phase I will be implemented some time during 1994 and explained that Phase I of the college-wide network plan will consist of connecting existing local area networks in North Hall, i.e., the Microcomputer Center, the Math Lab, and several computers in tho Administrative Computer Center to a network management hub in North Hall in a collapsed backbone network configuration. The network hub in North Hall will be aabled through an existing underground conduit to a network management hub in the Tenth Avenue building which, in turn, will connect to a router providing access to the University Computing Center and to the Internet. The Library will connect to the hub in the T Building. File server computers will also connect to the management hubs. The expenses for this are listed under "estimated network costs": the total expenditure is $17,195 for the hardware and the software for Phase I. The only thing in question is whether we are going to pull a thick net link between tho building or a fiber link. We are currently investigating the costs of pulling fiber.

Director Koonmen explained that thicknet is one cable, very reliable, dependable, and reasonably priced but is old technology. She said that they would prefer to pull fiber cable because we could pull 12 strands of fiber which would give us six separate data paths between buildings as opposed to the thicknet link which would be limited to one data path. Fiber cable supports high speed data transfer rates and is immune to electromagnetic interference. So we would prefer, if possible, to pull a fiber cable and are investigating those costs. She said that when she said when she and her colleagues initially investigated the costs six months ago, the price to pull a fiber cable and test it and terminate it would have been between $15,000-$20,000 but now with the cost of the cable much lower and with new termination procedures, the costs have dropped dramatically. 80 it may be possible to use fiber cable.

Director Koonmen said that one may ask why are we doing this, do we really need this, what are we connecting up for. She said the answer is that more and more resources are stored electronically. Installing a college network will enable us to access these resources in a cost effective and efficient manner. Right now, faculty and administrators are accessing electronic resources in a number of ways, none of which is efficient. A college-wide network will solve these problems. The technology is straightforward: network cards will be installed in all computers. The computers will be cabled to network management hubs: software will be downloaded from file server computers connected to these hubs, thus eliminating the need for each department to purchase and install software on departmental computers. It is inefficient and costly to have each department, administrative and academic, storing all of it on local hard drives.

Director Koonmen explained that Phase II of the plan calls for networking the administrative and academic offices, the graduate lab, and the English lab. She said that faculty may say, what are you going to network in my office since I do not have a computer and, indeed, that is the reality of life in North Hall. She said that she is recommending that as we upgrade the equipment in the Microcomputer Center, we move the equipment that we are phasing out into faculty offices. She said Vice Chancellor Rothbard charged the colleges to put in a plan to deal with obsolete equipment. In the past she had been able to sell some equipment and pump it back into her budget because the equipment was not purchased with tax levy money. But now she can not do that and so this equipment can be put into faculty offices. In Phase 11, as one can see from the documents provided by the Ad Hoc Committee, we need to network stand-alon computers, computers that are currently not networked, and so we need to purchase network cards, management hubs, cable, and software.

Then in Phase 111, we have to look at how we are going to handle the cost that will result from the increase in computer use by students without opening additional microcomputer labs. Director Koonmen said we can not continue to open additional student computing laboratories. There is a space problem and also it is a tremendous expense, and with the price of hardware dropping, we can reasonably conolude that more and more of our students rill be purchasing notebook computers in the future. Therefore, if we invest in the infrastructure and Wire up areas in North Hall and in T Building (areas in the Library, the cafeteria, lounges) students can come to the college, purchase a network card sold in the bookstore and a cable, and plug in wherever they are and access the software on the College network that they need to use to do their work.

Keep in mind, Director Koonmen said, that sany students can do their word processinD and spread sheet work at home but more and more faculty are incorporatrng computing into their coursework and often there is particular software that is purchased by the College that will reside on our College network that these students need to access. So the plan is to have the students bring their notebook to school, plug in, get on the network, and, Eerhaps, down the road, dial in from home. All this requires plannEng, upfront planning, and so, while a college-wide network is an initial investment in infrastructure, down the road it is a savings in that we won't open lab after lab and we will be able to provide first-rate computing resources for faculty to do research, to do teaching, and for students.

President Kaplowitz asked Dr. Barnett whether the proposed plan will provide us with the capability of computerised prerequisite checking and enforcement. She noted the Senate's interest in this issue. Dr. Barnett said the capacity to do computer checking and enforcement of prerequisites exists but he questioned whether he will 'live long enough to see it' in the sense that it is beyond even what is envisioned in the CUNY SIMS system, which is the next step after Fees II.

Be said he wants to stress the point that the College will save money on software by having fileservers accessed centrally rather than everyone buying software individually. On the other hand, we also have to recognise that faculty must have computers in their offices before any of this means anything for them. He said that while Mary Koonmen is making a contribution to this in terms of making older equipment available to faculty as she purchases new equipment, right now it is a departmental responsibility to buy hardware. North Hall is in an unfortunate situation. T Building is much more fortunate in having an F&E [Furniture and Equipment] budget with which computers are purchased for faculty offices in T Building. Some departments have purchased equipment very aggressively and others haven't. The main point is that we are moving to desktop access to Internet.

Dr. Barnett said he wants to address some of the CUNY issues and sone of the issues that are driving us over and above access to the Internet. But first he said he wanted to respond to Professor Agarwal's allusion to the cost of subscriptions: right now and for the foreseeable future there will be no real dollar cost to any CUNY user. Subscription costs are allocated in funny money and while the funny money will be supervised more closely, there will be no real dollar cost to users: NetNews, on which one posts queries and talks to fellow scientists, and most of the data resources or databases from which one gets articles, are free because all of that is public access. Access to supercomputing resources is supported by the Federal Government and is available at no cost to researchers who submit successful proposals. Professor Salane, for example, has a college subscription to the Argonne Supercomputer Center, and through CUNY one can also get access to the Cornell Supercomputer and to the Princeton Supercomputer and so there is a tremendous amount of free resources.

Dr. Barnett explained that the problem is that right now we can't access a lot that is out there because we have to go through the CUNY mainframe and when we try to access certain remote databases and other resources, the keyboard and screen do not work properly. Be said he can't download files in his workstations for some kinds of database software because the number of conversions that would. be required would kill them. We do have minimal access now: we can talk to people all over the world if we know their addresses and log onto CUNY. However, John Jay users experience a lot of difficulty and unnecessary pain of having to learn e-mail on CUNY, of having to get accounts, and there is no reason one should have to log onto a super mainframe in order to send e-mail to a colleague.

CUNY doesn't want us to continue doing that either, he explained. They want everyone in CUNY to have local mail and telnet, capability, the capacity to log onto a remote machine through one's own computer, get files through one's own computes, all on PC-based software so that we are not going through and taking up very expensive CPU cycles of the CUNY mainframe: the idea is to get these applications off the mainframe and onto workstations and PC's. In other words, we are under pressure from 80th Street to move in the same direction that we want to move for our own purposes.

Senator Norgren asked what the current limitations in terms of copyrights are when those of us with our own computers at home dial up and use the system. Dr. Barnett said that there,is nothing that belongs to CUNY that each of us cannot have. Senator Gitter raid that she has the feeling that our guests are preaching to the choir. She noted that Dean Faber has been saying for a while that to have a cutting-edge criminal justice program, we need this kind of advanced computer technology.

Dr. Barnett said that he and his colleagues,are trying to create a sense of urgency which it is important to convey because what is going to happen is that the resources we now have that go to the Library an& to E-mail will be taken away from all of us if we do not have this network. It is not the case, he explained, of adding on things but that the whole world is shifting: 10 years ago a network of mainframes was providing the only network available and that was Bitnet but Bitnet is now obsolete. The second thing he said he, wants to stress is that we have certain applications, library applications, administrative applications, such as for the scheduling of courses, that require networking.

It is not the case, he explained, that we are adding on high-end technology, but rather the case that the whole world is shifting. We are at the point where the College is about to lose access to resources we now have unless we have a college computer network. We are already beyond the point where the College could get a grant to do this because establishing a campus backbone network is such old hat. We must move off of mainframes and onto networks but there has been no observable progress at John Jay during the past year.

Senator Gitter moved that the Faculty Senate endorses the proposal presented by the *Ab* Hoc Computing Committee for implementing a College-wide computer network and calls upon the College administration to treat this issue as a top priority. The motion was seconded and carried by unanimous vote.

Senator Gitter then moved that if there is not a suitable response by the administration that the Faculty Senate bring this issue tc the College Council and place it on the Council agenda. Senator Litwack said that this proposal will cost money and choices will have to be made. Senator Gitter said that the first step is to stress the education *of* the college community as to the urgent need for this and then see how the

community votes. The motion carried by unanimous vote.

7. Proposed resolution: Resolved, That the Faculty Senate/Council of Chairs Phase II survey instrument be approved for distribution to the faculty: Senators Jane Davenport and Janice Bockmeyer

The survey instrument was approved by a motion made and carried. It will be presented to the Council of Chairs for its approval and then distributed to the faculty.

8. Resolved, That the Faculty Senate and Council of Chairs issue a joint statement to faculty about classroom environments that are conducive to optimum teaching and learning

The Senate discussed the increased number of incidents of disruptive student behavior in the classroom. Senator Norgren said that she is looking for protection for adjuncts and for junior faculty who want to tell students that they may not be disruptive and she also wants to ensure PCB support for faculty who get negative comments on student evaluations because they mark students late and have other rules about managing the classroom. She said she does not want the Faculty Senate to tell faculty what to do but rather to have the Senate show support to faculty. Senator Suggs said that he agrees but thinks that what would be more useful than a statement would be a study of what current departmental policies are. Senator Litwack said he thought talking about the responsibilities of faculty could become problematic and that we should focus on faculty rights. Senator Wallenstein suggested that we consult the Vice President for Student Development Witherspoon about what he thinks faculty rights are with regard to classroom management. Senator DeLucia reported about recent classroom disruptions and said that this is a problem that we as a College and as a faculty can not dodge much longer.

Because of loss of a quorum no vote was taken. President Kaplowitz said she would confer with Professor Crozier because the Council of Chairs has also discussed this and is also concerned. She said that she would work with Professor Crozier on a letter to be sent during intersession to all faculty, adjunct and full-time, that would be received by faculty before the spring semester begins and she promised to take into account the concerns about the letter that were raised in today's discussion [Attachment H].

The meeting was adjourned at 4:00 PM.

Respectfully submitted,

Edward Davenport
Recording Secretary

Announcements from the chair

Search committee for undergraduate dean reaches secoad stage

Four finalists for the position of dean of undergraduate studies will meet with faculty, students, and administrators, according to the following schedule: Dr. Elisabeth Gitter: December 14; Dr. Selase Williams: December 16; Dr. Mildred Garcia: December 17; Dr. Margarita Benitez: December 22. Each candidate will meet the president, the vice presidents, with the students at 2 PM, with the faculty at 3:15 PM, and with the deans at 5 PM.

Faculty should review the candidates' curriculum vitae (copies will be at the place of the meeting and are to be on reserve in the library) and inform faculty serving on the search committee or President Lynch directly of their opinion of the candidates. The search committee members are: Professors Elizabeth Crespo, Robert Crozier, Peter DeForest, Migdalia DeJesus-Torres de Garcia, Carol Groneman, Holly Hill, Karen Kaplowitz, Kwando Kinshasa, Agnes Wieschenberg, Jack Zlotnick; the administrators are: Frank McHugh, Barbara Price, Basil Wilson (chair), Roger Witherspoon; the student members are Robert Hernandez, Kathleen McAllister, and Simone Moore.

College 'B' Committee November 24

The lines allocated to John Jay through the supplemental budget were allocated to the departments at a special College P&B meeting on November 24. In addition, five lines are to be available: three faculty are expected to retire and in addition two departments have already been engaged in searches to fill lines on which substitutes sit (Art, Music, Philosophy [Philosophy], and Sociology).

The line allocations are as follows:

- African-American Studies : 1 (shared with Government)
- English: 2 (for ESL -- English as a Second Language)
- Government: 1 (+1 shared with Public Management)
- Law and Police Science: 1 (the department is already searching for a line in Police Science and so this line is for either Law or to teach computer applications in criminal justice)
- Mathematics: 1
- Psychology: 1 (for Alcohol Studies)
- Public Management: 1 (+1 shared with Government; this line is for Economics)
- Puerto Rican Studies: 1 (shared with Sociology)
- Sociology: 1 (for Dispute Resolution)
- Speech and Theater: 1 (for Speech)

In addition: 4 staff lines which may be filled with HEOs or with an undergraduate dean for freshmen. Discussion about this is welcomed, President Lynch said. The 10 faculty lines are created through adjunct conversions: the number of lines will double next year and will equal $486,000.

Mr. Sermier said that at the end of the year we have to send a report to 80th Street informing the Central Administration as to what we have accomplished this year, especially in terms of collaboration with other colleges of CUNY. VC Freeland will judge us on three things: academic program review, collaboration, and planning new majors.

President Lynch said that two candidates for police commissioner, Mr. Bratton and Mr. DeGeneste, are willing to talk with us about having the police academy at JJ in some way: Mr. Bratton is talking about the possibility of putting the NYPD recruits directly in our classrooms with John Jay students.

president's cabinet December 1

The Rockland County police are asking John Jay to do training for them. At the graduate and professional day conference today and tomorrow, 200 agencies will be in the North Hall lobby until 3 PM. It is the agencies that will not stay later than 3 PM nor will they come in the evening, although they have been asked to.

A meeting is scheduled with 15 John Jay faculty interested in the issue of police suicide and what we can do to help with this problem.

University Faculty Senate December 7 meeting

Chancellor Reynolds reported on the budget difficulties of the State and said that she will be briefing Mayor-elect Guliani about CUNY this week. The CUNY lobbyist is on Mr. Guliani's transition team. Chancellor Reynolds reported that she testified for two hours to the City Council, especially about the community colleges and that she told the City Council that the top priority is increasing the size of the full-time faculty.

Chancellor Reynolds reported that the supplemental funding in response to the Board of Trustees June 28 Resolution on Academic Program Planning is in keeping with the Resolution's mandate that academic planning and the budget be linked. She said that the Chancellory set aside $6 million (to be equally divided between the senior colleges and the community colleges) for supplemental funding for academic planning and program initiatives.

She said that while York College has the largest enrollment increase, some other colleges did not meet their projected enrollment increases.

She explained that in mid-October, Vice Chancellor Rothbard and Vice Chancellor Freeland asked for funding requests and that they made this call at that time because it was anticipated that most funding requests would be for full-time faculty lines and national searches are required to fill such lines. She commented on Professor Picken's complaint to the Board of Trustees about the lack of faculty participation in preparing these budget requests and she said that she has been stressing to the college presidents that this is to be a collegial process.

The $6 million was allocated as follows:

37.0% - faculty lines
24.0% - instructional support
13.4% - library (acquisitions, etc.)
10.3% - support for further academic planning
7.0% - facility issues
6.3% - advisement
2.4% - articulation and collaboration
1.1% - faculty development

A total of 80 faculty lines were funded: 60% of the faculty lines will be in the liberal arts and sciences; 40% will be in business, technology, and health sciences. This allocation was further defined: for the senior colleges, 75% of the lines are for liberal arts and sciences and 25% for business, technology, and health sciences; at the community colleges, 35% of the lines are for the liberal arts and 65% for business, technology, and health sciences.

Chancellor Reynolds said the colleges responded to the funding request call "brilliantly." She added that we have to do more for faculty involvement in academic planning.

Professor Kaplowitz asked whether the 80 funded lines age replacements for the lines lost to the early retirement initiative or whether they are in addition. Chancellor Reynolds said they

are in addition. The Chancellor explained that the last ERI provided for the lines that became vacant to remain with the colleges and that some colleges have filled virtually all of those ERI lines whereas other colleges have 100s of those lines empty. But this allocation is in addition to ERI.

Senator Kenneth LaValle, chair of the Senate Higher Education Committee, addressed the UFS. He said he would like to see the CUNY Board of Trustees, the SUNY Board of Trustees, and the Board of Regents act in a more independent manner than they have been. He also spoke in favor of community service for students as a way of paying off educational costs and spoke with frustration of those who call this enforced servitude or slavery.

Professor Robert Picken reported that LaGuardia Community College voted no confidence in the Chancellor and the Graduate Council of the Graduate Center (a faculty and student body) also voted no confidence in the Chancellor and asked the Board of Trustees to remove her from office. Bronx Community College voted to support the July 27 resolution of the Council of Faculty Governance Leaders.

The University Student Senate (USS) fee of $.85 was restored by the Board of Trustees and a referendum will be held at all campuses in the spring 1995 semester: a majority of the students of at least 10 of the 19 colleges must pass the referendum by majority vote in order for the USS fee to continue to be required of all students each semester.

The advisory committee to VC Freeland was reported on. The UFS Select Committee on the Budget will report to the UFS soon: they have met with VC Rothbard for 11 hours thus far. The members of the Select Committee on the Budget are: Professors Stefan Baumrin (Lehman and the Graduate School); Al Bennick (Queens): James Cohen (John Jay); Gil Riley (Bronx Community College).

ATTACHMENT B

Resolution of the University Faculty Senate of
The City University of New York on College Consultation
December 7, 1993

Whereas: The University Faculty Senate of The City University of New York has regularly called for greater consultation among elected faculty governance bodies and college administrations, and

Whereas: Webster's defines "to consult" as "to deliberate together," and

Whereas: It is a policy of the Board of Trustees that consultation be a part of college budget planning and academic planning, and

Whereas: Reports received through the Council of Faculty Governance Leaders indicate that consultation has not regularly occurred with college constituencies at the majority of the colleges in these matters, and

Whereas: The absence of consultation results in college plans and proposals which lack the input of critical college constituencies, including faculty and students, now therefore be it

Resolved: That the University Faculty Senate reiterates its call for strict adherence to the provisions for consultation as the best method for insuring that college plans reflect thoughtful consideration by all college constituencies, and be it further

Resolved: That such consultation be timely and be conducted in a manner that permits the opportunity for substantive changes to proposals, and be it further

Resolved: That when consultation is mandated by Board policy, the college response include a record of the elected faculty governance bodies consulted, the dates and nature of that consultation, and the results thereof.

Passed unanimously by the 213th plenary session

Resolution of the University Faculty Senate of
The City University of New York regarding Counselors

December 7, 1993

Whereas: the University Faculty Senate clearly recognizes counselors as members of the faculty as evidenced by their inclusion in the college delegations to the University Faculty Senate, and

Whereas: this representation has been recognized by the Board of Trustees by its acceptance of the University Faculty Senate Charter, and

Whereas: if this class of faculty were to have their annual leave during the contractual academic year they would be precluded from participating in governance bodies at the department or college-wide levels as well as in the University Faculty Senate, now therefore be it

Resolved: that the University Faculty Senate affirms the status of counselors in all faculty ranks as full-fledged members of the teaching faculty of The City University of New York with all the rights, privileges, and responsibilities of such.

Unanimously adopted by the 213th plenary session

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

The City University of New York
John Jay Square
899 Tenth Avenue
New York, N.Y. 10019
(212) 237-8600

Office of the President

ATTACHMENT 1 C

November 13, 1950

To: Richard Rothbard
Acting Vice Chancellor for Budget, Finance and Information Systems

From: Gerald W. Lynch
President

Gerald W. Lynch

Subject: Proposal For Reallocation Of Resources Among The Senior Colleges

I seek your support in changing current University resource allocation practices which result in treating the students and faculty of John Jay College unfairly in comparison with their peers from other Senior Colleges. These practices, if continued, will also prevent John Jay from achieving both of the University's major goals of Access and Excellence. To eliminate the current inequities in the distribution of resources and to enable John Jay to continue pursuing both of the University's mcjor goals, I recommend that the vacant positions flowing from the Early Retirement Initiative (ERI) be reallocated among Senior Colleges primarily in proportion to enrollment. In addition, I recommend that all of the positions and all of the dollars contained in the base budgets of the Senior Cclleges be subjected to a time-phased plan which leads to their reallocation primarily in proportion to enrollment.

John Jay's students and faculty are being treated unfairly because cf the very large gap that has arisen between the proportion of Senior College base budget resources assigned-to-the College and the College's proportion of Senior College enrollment. Specifically, in FY 85-86 (the year of the last ERI) John Jay's share of Senior College enrollment was 5.31% and its share of base budget dollars was 5.27%, a gap of only .04%. In FY.90-91, our share cf Senicr College enrollment has risen to 6.50%, and our share of base budqet dollars to 5.65%, but most critically, the size of the gap has increased to .85%. Similarly, for base budget positions, the gap between John Jay's percentage of enrollment and percentage of Senior College positions, has risen from .37% in 85-86 to 1.0% in 90-91, an increase in the qap of .63%. TO place the effect of these percentages in perspective, a shift to John

Jay of one tenth of one percent (.1%) of the base budget resources assigned to Senior Colleges would result in increasing John Jay's resources by 9 full tine positions and $492,000. Eliminating completely both the base budget dollar ana position gaps would increase John Jay's present resources by 94 positions and $4.2 million! These numbers are of immense consequence to John Jay. To the extent that these gaps continue to exist, there will be more John Jay students in each academic classroom than there would have to be if base resources were assigned in the past in proportion to enrollment. In our view, this result is blatantly unfair to both our students and our faculty.

Enrollment is not the perfect surrogate measure for allocating resources in acccrdance with needs, but we are convinced that it is the best available measure for guiding the distribution of most of the "base" resources among the Senior Colleges. We recognize that the size and complexity of a College's-physical plant generate resource requirements which may not be proportional to enrollment. We would exclude these "Maintenance and Operations" (M & O) funds from an enrollment-based resource allocation formula. (We estimate the effect of Such an exclusion on the John Jay enrollment/base resource gap at a maximum of .2%.) We also recognize that there are important University initiatives (e.g. Affirmative Action, pluralism/diversity, affiliation agreements, security, etc.) where enrollment should not be the sole, or even the primary, measure used to allocate resources. We believe that such initiatives should be supported from the lump sums provided by the State to the University. The term "base budget" is most apt because such funds should be used to support the core or essential functions for which the University exists — the teaching functions and those student service and administrative activities which support directly the teaching functions. Thus, except for M &O funds, base resources should be distributed in proportion to the most historically valid and objectively fair measure of need--a College's level of enrollment.

John Jay has led the Senior Colleges in rate of enrollment growth over the past five years, and we are prepared to make our best efforts to continue upon that performance. John Jay's growth has contributed in a major way towards achievement of both the University's goal of Access, and its Five Year Plan commitment to the State to increase enrollment levels. John Jay's past and future rate of growth also appear to be matters of appropriate, if not essential, public policy. Given the tenor cf our times and the College's unique specialized mission, public policy would appear to demand that we increase our efforts to provide educated persons of diverse backgrounds for service in the City and State criminal justice systems.

We are prepared to meet the public policy challenge, but we cannot continue to grow in the face of budgetary reductions because, in our best professional judgment, we will no longer be able to meet the minimal requirements of the University's goal of

providing educational Excellence. We have come to this point despite our best efforts to absorb recent budgetary reductions through internal actions. As a practice, we enforce upon our full time staff the maximum teaching workloads permitted by the collective bargaining agreement. In recent years, we have subsidized our Adjunct allocations by hundreds of thousands of dollars. This year that subsidy is $400,000 or more than 15% of our TS/OTPS funds. And, we have this year slashed our remaining TS/OTPS funds by nearly 1.5 million dollars (30%) to meet the State cuts without reducing full time teaching positions. Our internal actions have enabled us to open more class sections this year and to maintain the greatly expanded service levels we established last year in key Academic Support areas (e.g. Library hours, Micro Computer Laboratory hours, etc.).

Our internal actions have, however, come at great cost and may prove insufficient. Not only have we denuded our administrative functions to unacceptable levels with probable consequences for the future (e.g. deferred maintenance), but also, more critically, these efforts are not sufficient to reverse declining trends in certain major benchmarks of Academic Excellence. Our sections are larger (average class size increased nearly 5% this semester) and a larger percentage of classes are taught by Adjuncts (8.3% more of our classes this semester than in Fall 1989). In two of our largest Departments, English and Mathematics, more classes are now taught by Adjuncts than by full time faculty. It is precisely in these areas, with their heavy remediation workload, that we should be deploying full time staff whose permanence and availability to students are major factors in the retention of remedial students. And, finally, had we not raised maximum enrollment levels for several categories of classes, we would have ended this Fall's Registration period with 31% of our regular and 62% of our remedial classes over enrolled.

In the face of the trends evidenced by the above data, we cannot plan responsibly for growth absent an injection of additional resources. I wish to reemphasize that the thrust of this memorandum is aimed at the approximately $500 million and 9300 full time positions contained in the base budgets of the 10 Senior Colleges. Over the years, you have been generous to John Jay in the allocation of other discretionary resources available to the University (e.g. lump sums, revenue over-collections, bulge positions, etc.). We at John Jay are deeply appreciative of your past actions. But, in good conscience, we cannot make the major decisions we now face about the College's future growth based upon assumptions about the future distribution of discretionary University resources. And, it would be most inappropriate to do so given that we are convinced that the only available and objectively fair measure for allocating most base budget resources is enrollment, and that by that yardstick, John Jay's students and faculty are receiving a grossly disproportionate share of the available resources.

For the University's base resources, I recommend that, beginning with the ERI positions, you and the Chancellor embark

on a course which:

a. Reallocates all ERI teaching positions solely cn the basis of enrollment.

b. Reallocates all ERI non-teaching positions on the basis cf enrollment, with the exception of the replacement for M & O positions,

c. Begins, in FY 91-92, a phased reallocation of all Senior College base-budget positions and dollars towards the goal of completing in three years a redistribution of these resources in proportion to enrollment, except for M & O positions and dollars.

No matter the amount of the base resources allocated by the State to the Senior Colleges, unless the University chooses as a matter of policy to abandon enrollment growth either as a major goal for the University, or as a specific goal for John Jay; or unless you identify a more effective surrogate for resource needs than enrollment levels, I urge you and the Chancellor, as a matter of basic fairness to students and faculty, to allocate the available base resources primarily on the basis of enrollment.

I ask for *your* reply to this memorandum prior to making final ERI position allocation decisions. Thank you for your consideration.

 ATTACHMENT D

ASIC THE CHAIR

Professor Nancy Romer (Psychology, Brooklyn) asks:

Could you provide the number of Executive Compensation Plan positions by college and a way to compare them by campus?

Dear Professor Romer,

I have provided the number of senior-level management positions as well as the number of REMs (extra compensation for administrative work), students (FTEs), faculty, and the budget for each college.

In addition, you may wish to know that there are 33 members of the Executive Compensation Plan in University Management (Central Office) as well as 26 individuals receiving REMs.

Yours cordially,

Robert A. Picken

College	ECP	REM	FTE Student	Faculty	Total Budget (000's)
Baruch College	18	3	11,285	444	44,900
Brooklyn College	13	8	11,483	549	65,240
City College	24	6	10,330	543	68.913
Staten Island	12	4	7,907	289	34,439
Graduate School	9	7	3,195	344	39,385
Hunter College	10	6	12,360	556	62,665
John Jay	14	11	6,198	323	25,788
Lehman College	12	5	6,644	323	35,935
NYCIC	9	4	7,909	318	36,164
Queens College	21	15	13,549	589	66,282
York College	6	1	4,600	137	20,367
BMCC	11	5	11,100	261	35.525
Bronx CC	8	2	5,401	194	24,106
Medgar Evers	5	7	3.071	107	12,389
Hostos CC	8	0	4.611	147	18,488
Kingsborough CC	15	6	10.799	230	34.475
LaGuardia CC	14	1	10,240	161	38,601
Ouecnsborouah CC	6	2	8.008	297	31,214

Sources:

ECP (Executive Compensation Plan): Office of Faculty and Staff Relations, Executive Compensation Salary Plan, November 1992. **REM:** Office of Faculty and Staff Relations, December 1992. **FTE Student:** CUNY Office of Instructional Research, Total Full-Time Equivalent Student Enrollment, Preliminary Data, Fall 1992. **Faculty:** Office of Faculty and Staff Relations, CUNY Full-time Staff Paid: Faculty, October 1992. **Total Budget:** University Budget Office, "Adjusted Base Budget by College 1992-93," Chancellor's 1993-94 Budget Request, October 1992.

Please forward your questions to:

ASK THE CHAIR, University Faculty Senate,
535 East 80th Street, New York, NY 10021

ATTACHMENT E

Yours cordially,

Robert A. Picken

Robert A. Picken

	College	% of total base budgets	FTE Student	Faculty	Base Budget (000's)	$ per Fte
*	Baruch College	9.75%	11,285	444	$44,900	3979
	Brooklyn College	14.16	11,483	549	65,240	5681
	City College	14.96	10,330	543	68,913	6671
*	Staten Island	7.48	7,907	289	34,439	4356
	Hunter College	13.60	12,360	556	62,665	5070
*	John Jay	5.60	6,198	222	25,788	4160
	Lehman College	7.80	6,644	323	35,935	5409
*	NYCTC	7.85	7,909	318	36,164	4573
	Queens College	14.39	13,549	589	66,282	4892
*	York College	4.42	4,600	137	20,367	4428
			92,265		460,693	5874

average $/Fte

* = Colleges where % of total CUNY enrollment is higher than their % of total CUNY Base Budget

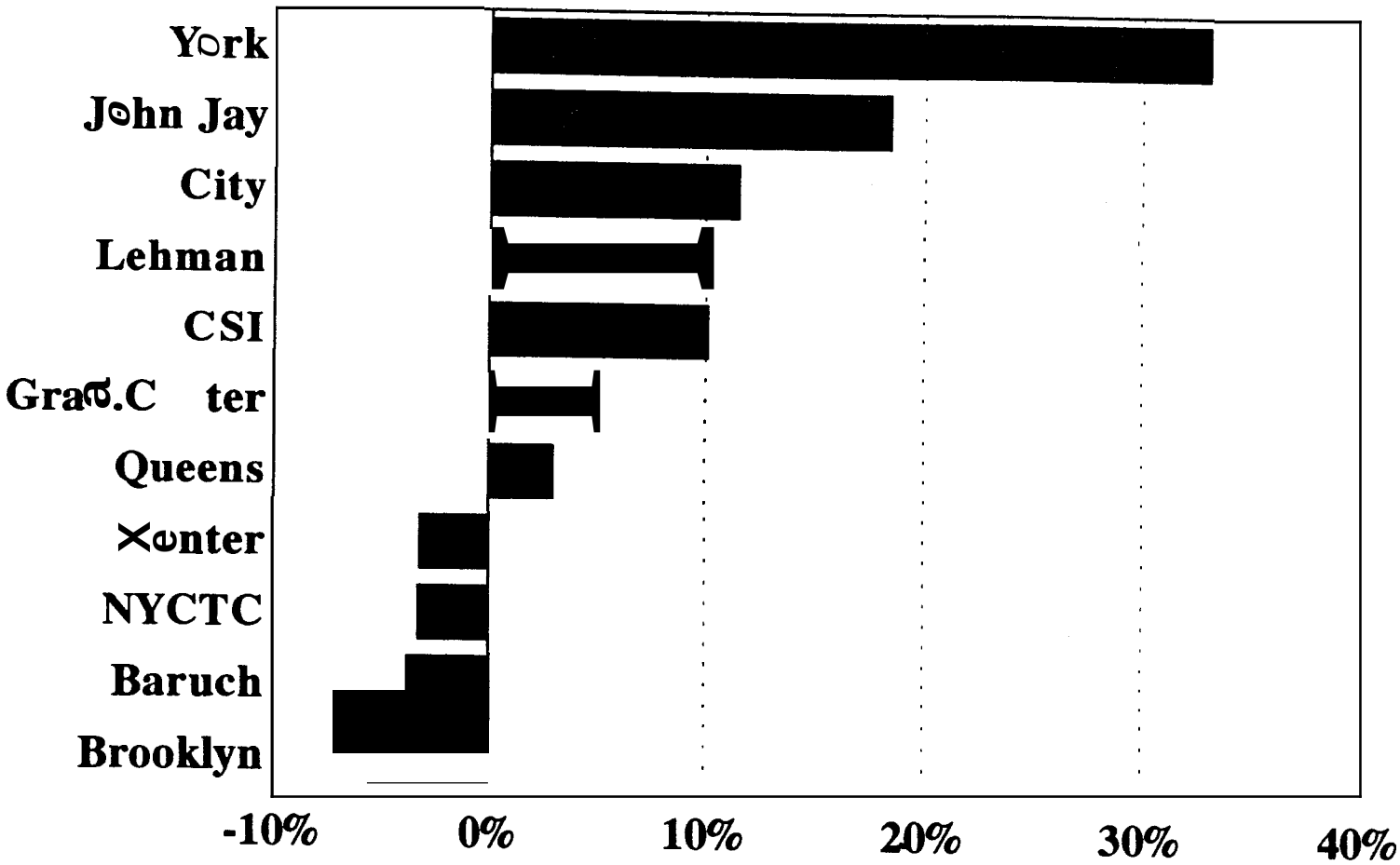
* = disadvantaged Colleges.

Sources:

ECP (Executive Compensation Plan): Office of Faculty and Staff Relations, Executive Compensation Salary Plan, **November 1992. REM: Office of Faculty and Staff Relations, December 1992. FTE Student: CUNY Office of Instructional Research,** Total Full-Time Equivalent Student Enrollment, Preliminary Data, **Fall 1992. Faculty: Office of Faculty and Staff Relations,** CUNY Full-time Staff Paid: Faculty, **October 1992. Total Budget: University Budget Office, "Adjusted Base Budget hy College 1992-93,"** Chancellor's 1993-94 Budget Request, **October 1992.**

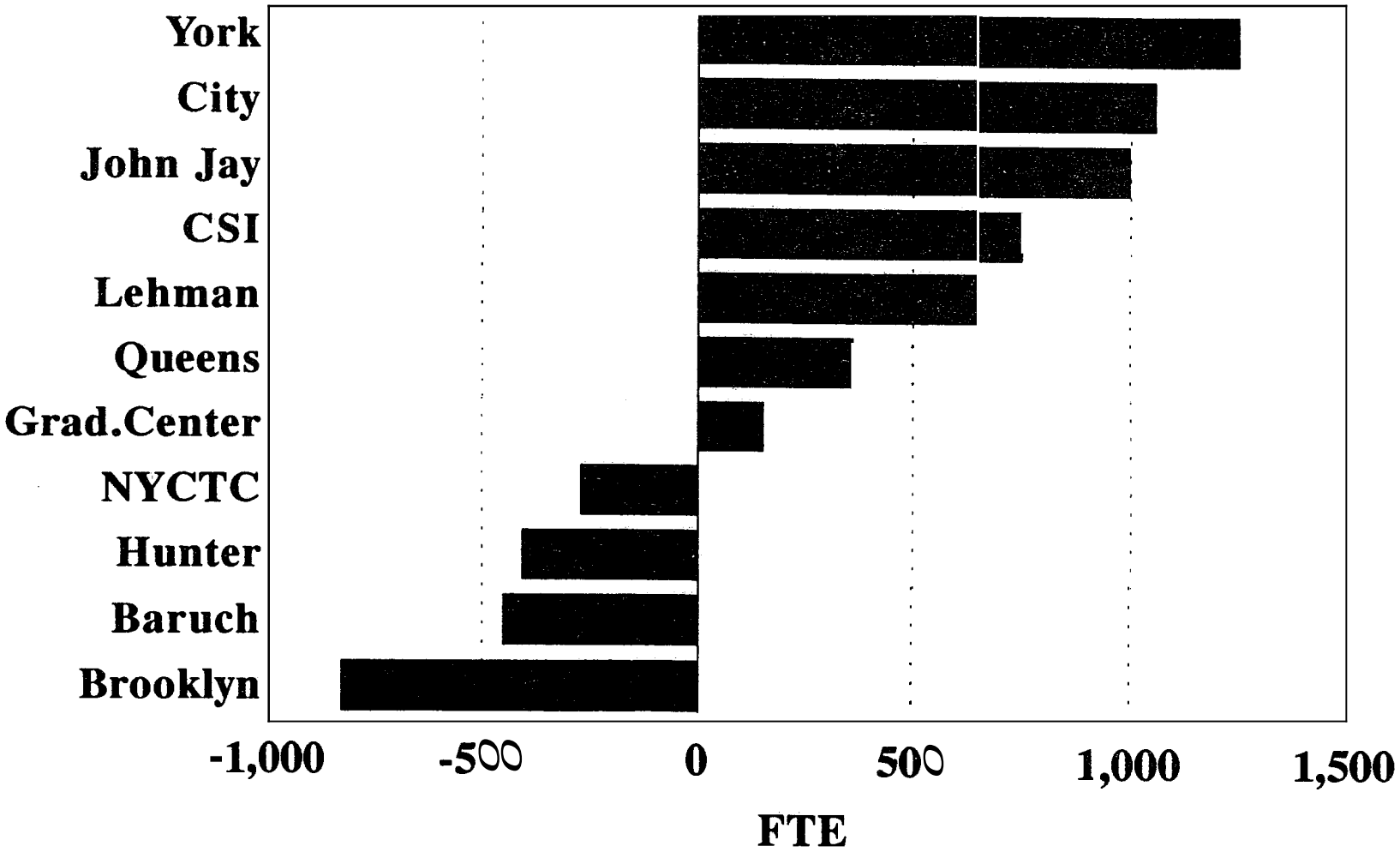
ATTACHMENT F

CITY UNIVERSITY OF NEW YORK
SENIOR COLLEGES
% CHANGE IN ENROLLMENT FROM FY 90 TO 94



Source: Institutional Research/CUNY Revenue Book

CITY UNIVERSITY OF NEW YORK
SENIOR COLLEGES
ENROLLMENT GROWTH FROM FY 90 TO 94



Source: Institutional Research/CUNY Revenue Book

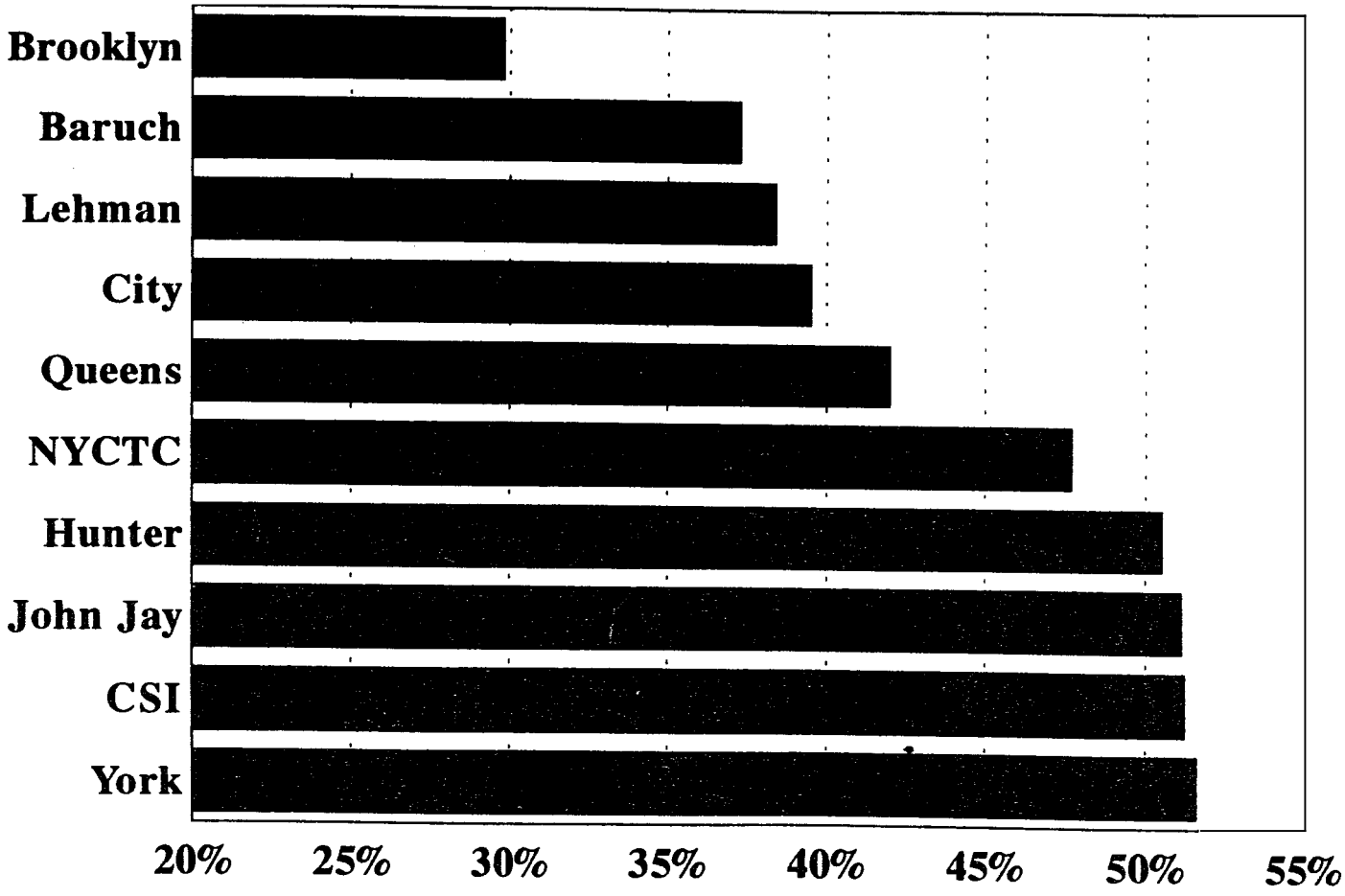
CITY UNIVERSITY OF NEW YORK

SENIOR COLLEGES

% TAUGHT BY ADJUNCTS

UNDERGRADUATE TEACHING HOURS

FALL 92



Source: CUNY Teaching Load Report

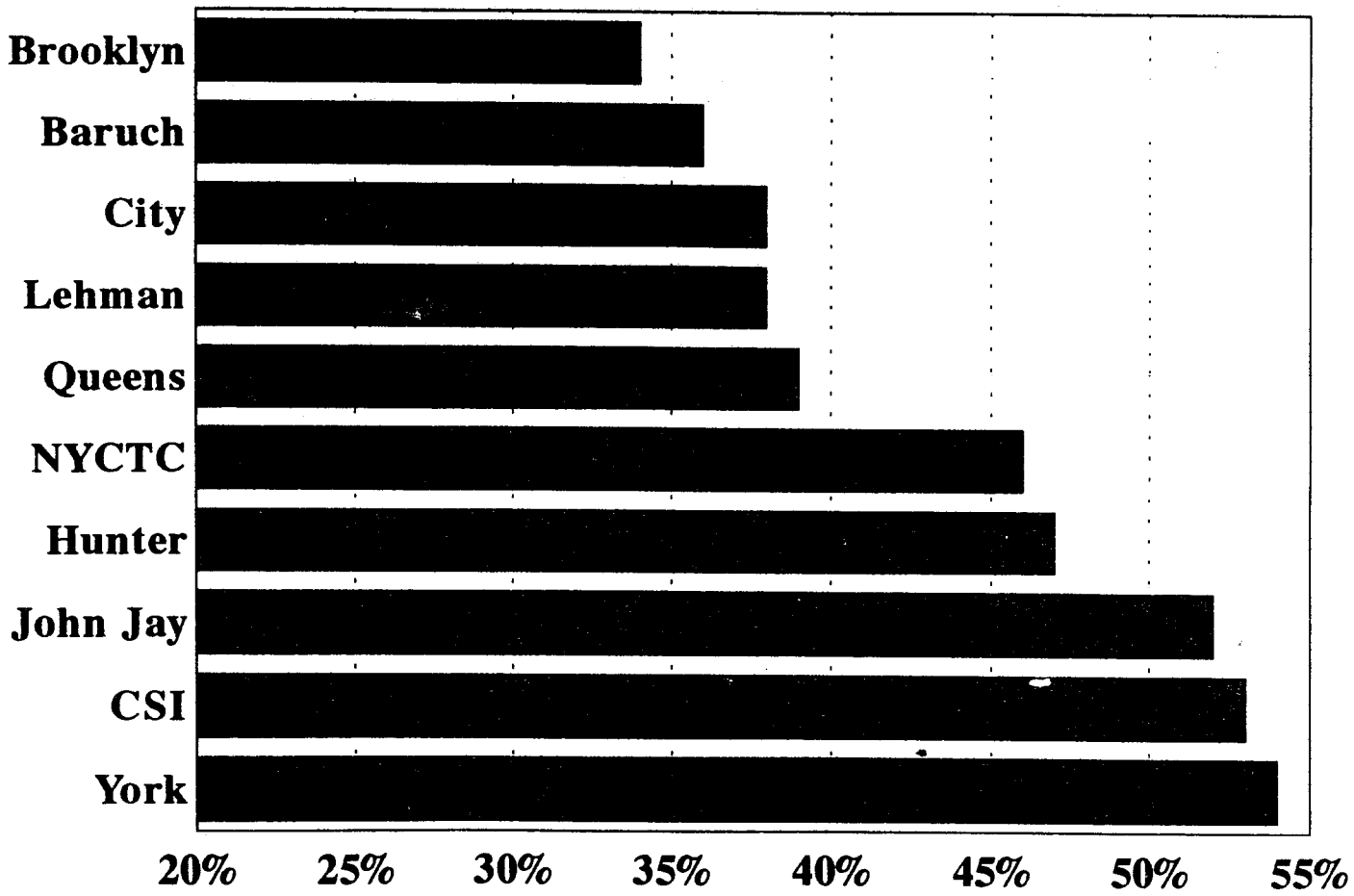
CITY UNIVERSITY OF NEW YORK

SENIOR COLLEGES

% TAUGHT BY ADJUNCTS

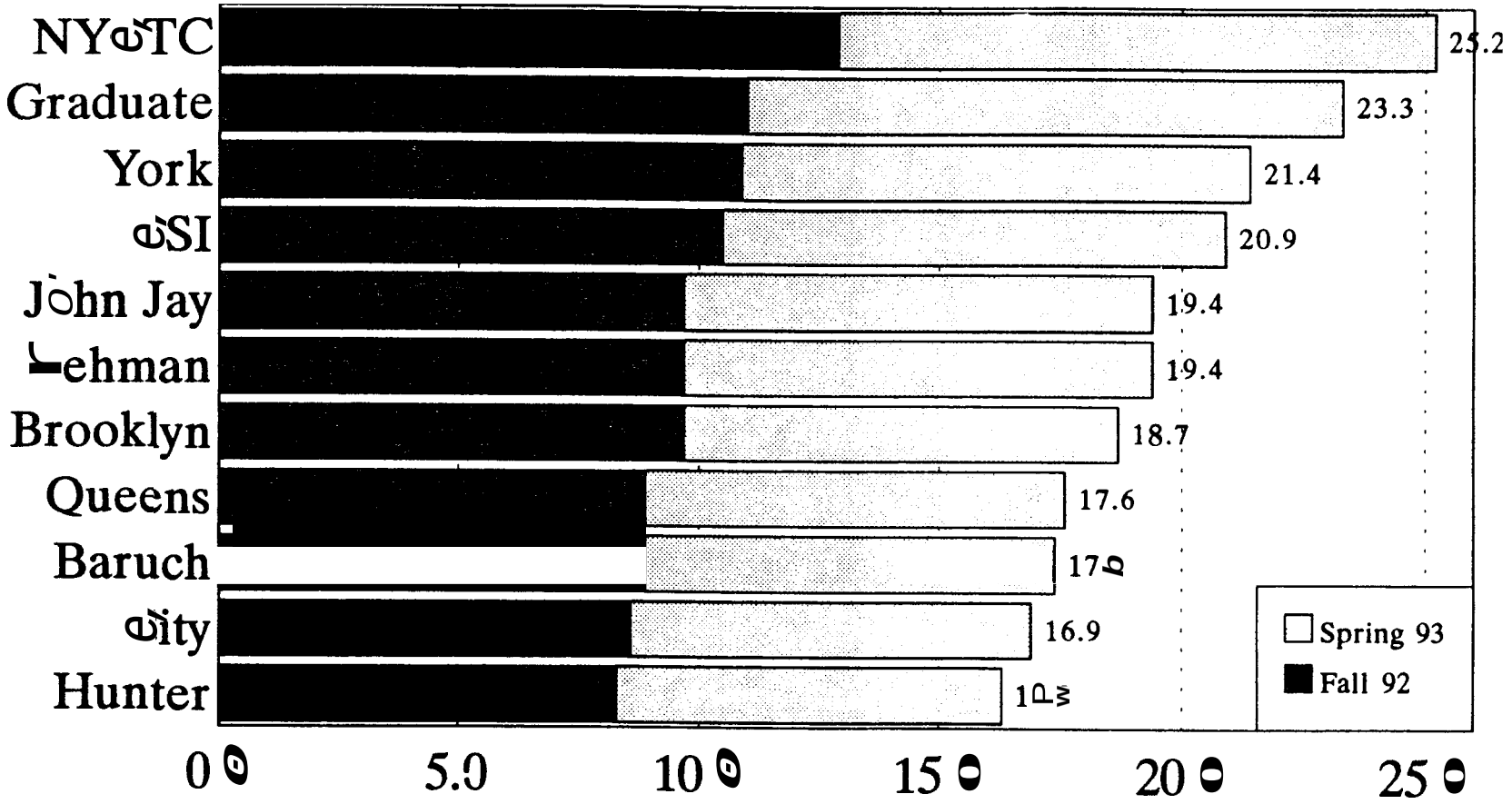
UNDERGRADUATE TEACHING HOURS

SPRING 93



Source: CUNY Teaching Load Report

The City University of New York
Senior Colleges
Average Teaching Load (Full Time Faculty), Fall 92 and Spring 93

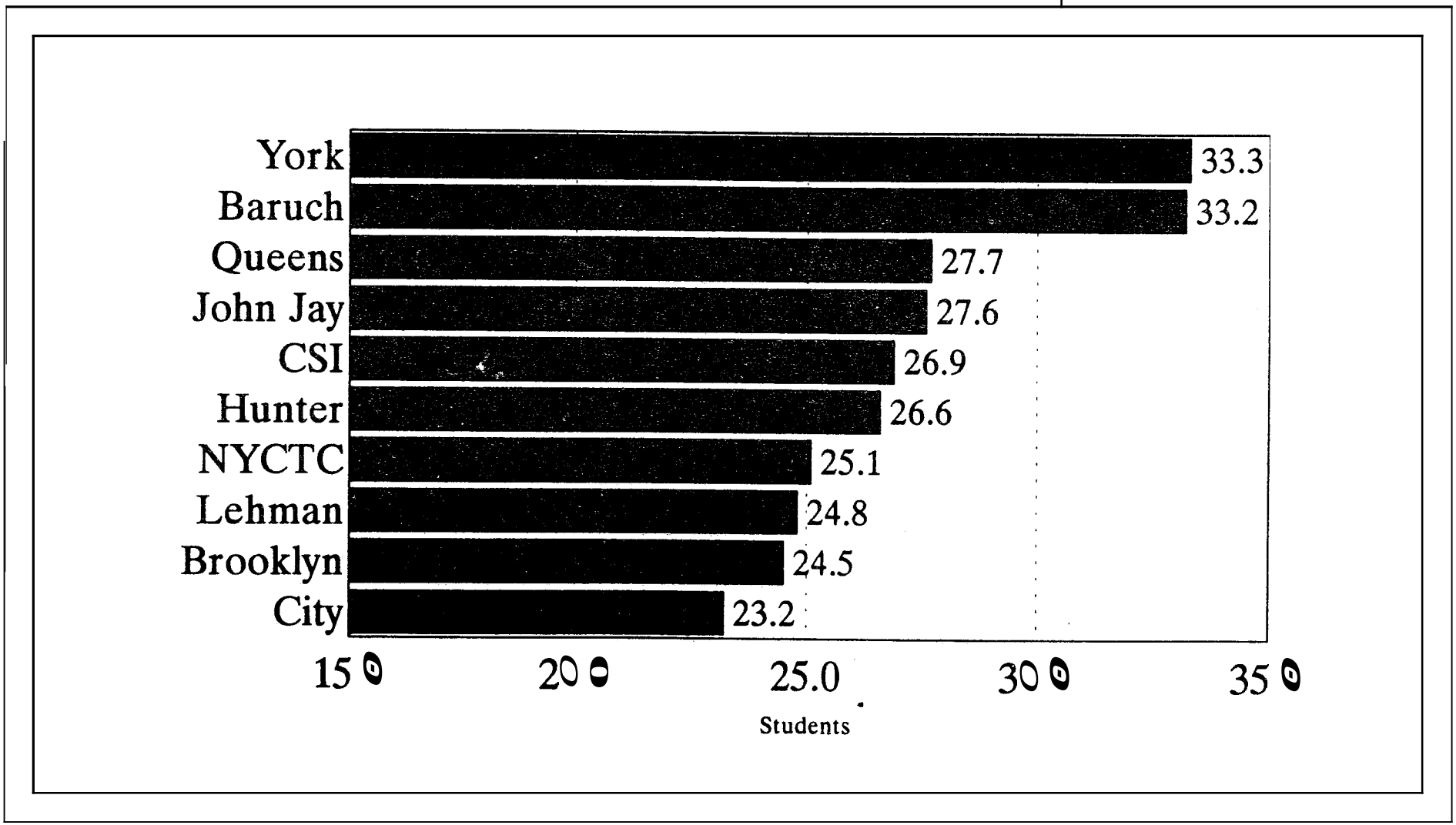


Spring 93	12.3	12.3	10.5	10.4	9.7	9.7	9.0	8.7	8.5	8.3	8.0
Fall 92	12.9	11.0	10.9	10.5	9.7	9.7	9.7	8.9	8.9	8.6	8.3

Source: CUNY Teaching Load Report.

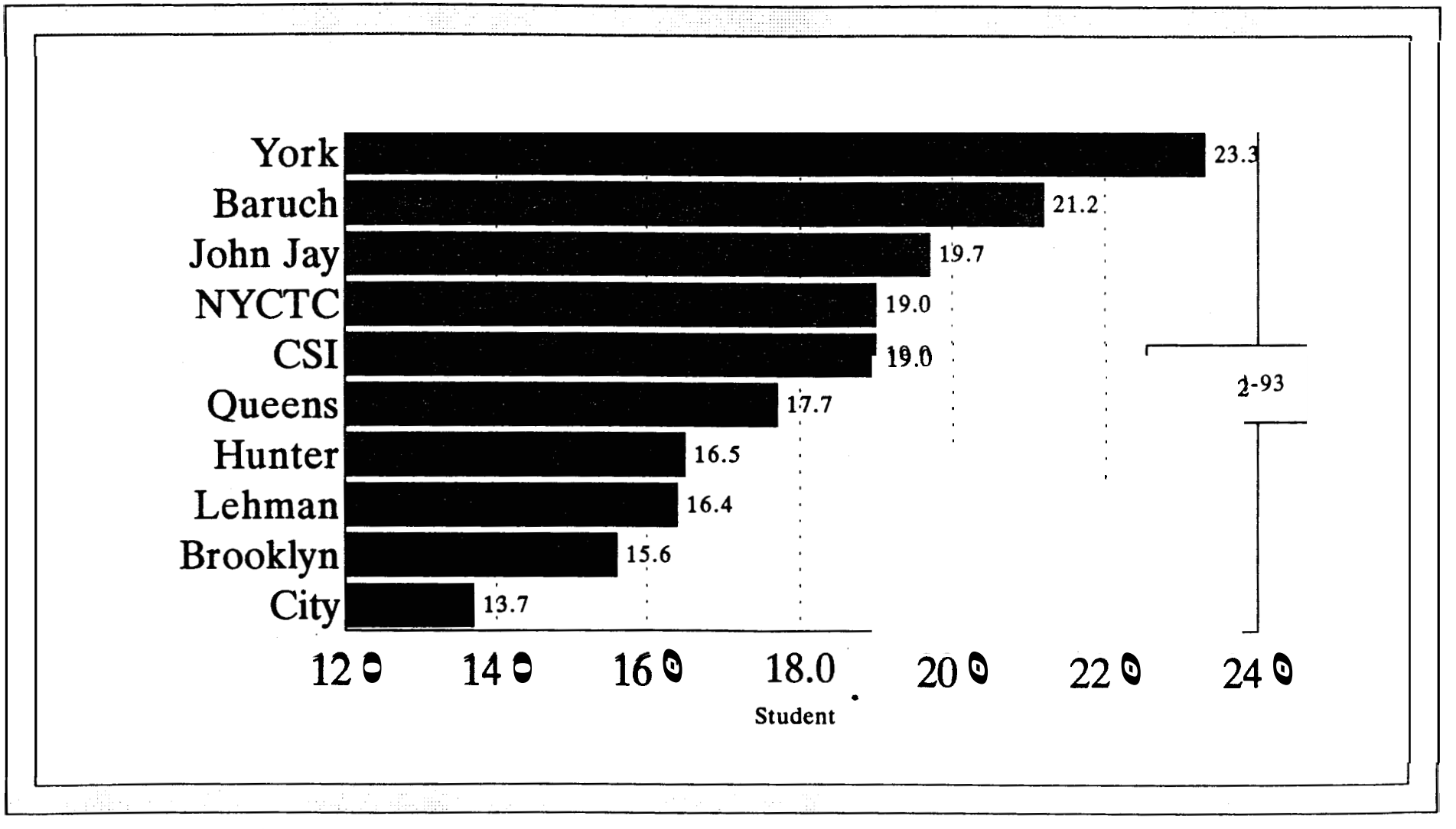
File: tea. .3S

The City University of New York
Senior Colleges
Average Section Size, 1992-93



Source: CUNY Testing
File: scsize3 .2.

The City University of New York
Senior Colleges
Student Faculty Ratio, 1992-93



Source: CUNY Teaching Load Report.

File: : 3.s.v1.

ATTACHMENT G

John Jay College of Criminal Justice
Lloyd Sealy Library

October 10, 1993

Memorandum to: Dean Mary Rothlein

From: Bonnie Nelson
Peter Barnett
Mary Koonmen

Re: Ad Hoc Computing Committee's response to Middle States' Evaluation Team's Report

An Ad Hoc Committee consisting of Peter Barnett of the Computer Center, Mary Koonmen of the Microcomputer Lab, Doug Salane of the Mathematics Department and Bonnie Nelson of the Library has been meeting for the past year to develop a plan for a college-wide network linked to the City University of New York network (CUNYNet) and the Internet.

Over the course of this year the need for this network has become even more apparent. Interest in the Internet has grown among faculty and students at John Jay, as it has among the public at large, and, very significantly, the Federal government. The information available over the Internet has also grown, particularly information from the U.S. government and from international agencies. (see the attached "Academic Rationale for a John Jay Network")

At the same time, the City University Computer Center (CUNY/UCC) has been urging colleges to develop their own networking plans. The academic computing world has been moving away from mainframes towards distributed computing on smaller computers linked by networks. CUNY/UCC is moving toward this type of plan, and colleges will need to modify their own computing systems and develop their own networks in order to access both the academic and administrative systems they have been using at UCC. This affects everything from registration to electronic mail to the University Library system (CUNY+).

The Ad Hoc Computing Committee has been working to develop a plan to help the John Jay community move towards this networked future. Our emphasis is on developing high-speed connections, both between the two buildings and to the University Computer Center. Speed is critical, since every future application (and many present ones) of CUNYNet and the Internet will require very fast connections--from moving large registration files, to faculty and students moving large data files, to the Library system transferring image files of journal articles.

Every expert we have consulted, and every document we have read, points to the need for a fiber-optic connection between the two John Jay College buildings. Fiber would provide the speed we need, would be reliable and secure, and could easily provide redundancy in case of failure. Using existing copper connections between the buildings would be non-standard and

of doubtful reliability in providing the necessary speed. The University Computer Center will provide a Cisco router and has already upgraded our telecommunications lines to provide high-speed transmission of data.

The Ad Hoc Committee has drawn up a tentative plan for networking the College in stages. Details are attached. Hardware costs in the initial stages are relatively modest, and might continue modest if the Rolm phone wiring is tested and found to be adequate for Ethernet-speed transmission of data. However, we have found that it will be absolutely necessary to have a network manager in place to plan and implement the network. This must be a person who will be devoted solely to this project, and will have both high-level technical knowledge of the details of networking as well as some understanding of how networking *can* change an organization.

We need to begin implementation of the network as soon as possible, for both administrative and academic reasons. In the immediate (within six months) future: the new registration system needs high-speed network connections between the two buildings; CUNY is planning on implementing Schedule 25, a class scheduling system that John Jay wishes to use, which will require networking connectivity; and NOTIS, the company that provides the software for the integrated library system, is migrating towards a network environment--the first implementation at CUNY, an interlibrary loan system, is expected in January. Right now, Mathematics and Public Administration classes held in the Microcomputer Center require Internet access.

What is needed is the College's willingness to commit itself to the project.

Bernie R. Hoch

Peter Barnett

Mary Flannery

ACADEMIC RATIONALE FOR A JOHN JAY NETWORK

I. Why the Internet is important

--Internet provides international exchange of information (just came from conference in Siracusa, Italy where this was major topic of discussion for sharing of criminal justice information)

--scholars exchange information via e-mail and discussion groups; these vary in utility but at best provide, 24-hours a day, the type of information exchange formerly available only at annual face-to-face conferences

--increasingly primary and secondary documents of great utility to scholars in all fields is becoming available over the Internet:

- electronic books
- electronic journals
- legal documents like constitutions and laws of U.S. and other countries
- statistical information
- U.S. government documents from an information-savvy White House (news releases, speeches, etc.)
- other U.S. government information because of pressure from White House and the public (General Accounting Office reports, Commerce Department Information, grants information, etc.)
- scientific databases such as the Human Genome Project
- computer programs

--new software such as gopher is making the Internet easier to use and even more popular; there is now a criminal justice gopher maintained by UNCJIN at SUNY Albany

II. Why our connection to the Internet should be through our own network

--primarily speed in dealing with large document or statistical files, graphics files, voice files; what takes seconds to transfer from one Internet computer to another takes minutes to transfer from the CUNY mainframe *to* our personal computers via our existing connections; what takes minutes *can* take hours or be impossible

--also ease of use: downloading twice is a problem, printing is a problem, etc. with our present connections; when dealing with a mainframe, commands are too complex and hard to explain

--some things simply can't be done with our present Internet connection through CUNYVM; e.g., displaying graphics files, using sophisticated searching engines such as World Wide Web, and WAIS

--this is the direction CUNY is going; we could connect easily to other CUNY networks--share data on CD-ROMs etc.

111. Other advantages of having our own college-wide network

--share information within college; e.g., college-wide e-mail, shared databases

--share expensive laser printers

--maintain college-wide data
  --John Jay calendar of events
  --College Council minutes
  --Curriculum Committee minutes
  --student newspaper
  --master calendar of meetings
  --courses being offered

--could have John Jay gopher providing information about John Jay to outside world and guiding our users to the most significant information useful to them; e.g., direct connection to UNCJIN gopher or to Law Library gophers and search engines

B.Nelson 6/16/93

ATTACHMENT H

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

The City University of New York
445 West 59th Street, New York, N.Y. 10019
212 237-8000 / 8724

January 1994

To: **All John Jay Faculty (Full-time and Adjunct}**

From: **Professor Robert Crozier**
Chair, Council of Chairs

Professor Karen Kaplowitz
President, Faculty Senate

We receive many questions from our colleagues on the faculty about the academic rights and responsibilities of students at John Jay. Because we have been receiving these questions with increasing frequency, especially questions about students' obligations in the classroom, we have decided to write to all our colleagues.

We thought it would be of interest and assistance to you to know what your students are officially informed as to what is required of them in the classroom. Also, we want you to be aware that the extent to which the students in your classroom abide or fail to abide by the College's rules is and has always been a legitimate subject for comment in both peer evaluations and student evaluations of your teaching.

The following statement is from the Student Handbook of John Jay College of Criminal Justice, an official publication of John Jay College, published under the auspices of the Vice President for Student Development. Each student receives a copy of the Student Handbook. Faculty can obtain a copy of the Student Handbook from the Department of Counseling and Student Life. You may wish to distribute copies of the following statement to your students or append it to your syllabi.

The following is the verbatim text from page 60 of the Student Handbook of John Jay College of Criminal Justice:

> Your obligations in the classroom: Many college students seem to feel that because going to college is voluntary rather than required by law, they do not have to abide by any rules in the classroom. This is far from the case. The following rules are set by the College, and if you break them, you will be penalized by your individual professor and/or the College administration. You are expected to:
>
> (1) attend all classes. Legitimate medical excuses will be honored, but if you miss many

(over)

classes for reasons of illness, your professor may recommend that you resign from the course, No one has the power to excuse you from class to see another professor or counselor, to attend a meeting, to go to a job, or for any other reason. If you are excessively absent, your professor may lower your grade or disqualify you from taking the final examination. Your professors will explain their regulations to you at the beginning of the semester. Make sure you receive a copy of the professor's syllabus for the course at the beginning of the semester.

(2) arrive in class on time. In many courses lateness counts the same as an absence and may affect your grade. Certainly, entering a classroom late is a disruption to the other students and causes you to miss important assignments and other material. You should take only those courses you know you can get to on time. If your job or family obligations will often make you late, take a different section or course.

(3) remain in the classroom for the entire period. Leaving and returning to class interrupts the concentration of the professor and the other students. It is inexcusable to leave class to make a telephone call, feed a parking meter, grab a cup of coffee/snack, say hello to a fellow student, and so forth. You should take care of your personal business before or after, <u>not</u> <u>during</u>, class.

(4) pay attention to the lecture or discussion going on in the classroom. Having private conversations with other students, falling asleep, reading the newspaper, doing homework, writing letters, cracking jokes at the expense of other students or the instructor, and similar activities are disturbing to the instructor and the class, and may jeopardize your grade.

(5) wait until after class to discuss your personal needs with the professor. You may speak to your professor after class, visit with him/her during office hours, or make a special appointment to discuss your interests and concerns. Do not take up class time for personal consultations.

(6) do your assignments on time, and bring your textbook and other items to class when required to do so. If in doubt, bring the textbooks.

(7) confine eating to the College's cafeteria and lounges and smoking to designated areas only. Smoking and eating are <u>not</u> permitted in classrooms.

(John Jay <u>Student Handbook,</u> p. 60)

The other section of the chapter on Academic Rights and Responsibilities (pp. 58-60) of the <u>Student Handbook</u> includes information about such topics as plagiarism, cheating, penalties for academic dishonesty, and student appeals in questions of academic dishonesty. You might want to provide your students with the text of those pages as well.