

Draft: Subject to Senate Approval

MINUTES OF THE ONE HUNDRED AND EIGHTY-EIGHTH PLENARY SESSION OF  
THE UNIVERSITY FACULTY SENATE OF THE CITY UNIVERSITY OF NEW YORK

January 29, 1991

Chair Picken called the session to order at 7:00 p.m. in room 1700 of the Graduate School and University Center. Present were Senators Barbanel, Baumrin, Baxter, Beaton, Bleyman, Brenner, Bronars, Buianouckas, Bushler, Cooper, Danziger, Davis E., Davis R., Donleavy, Donoghue, Edwards, Eisenberg, Frisz, Galub, Gordon, Greenbaum, Grossman, Gura, Henderson, Hill, Hough, Jaffe, Kaufman, Koepfer, Koshi, Krashinsky, Lidov, Magid, Markoe, Matthews, McCullers, Meier, Moore, O'Malley, Otte, Reynolds (ex-officio), Schuyler, Shaffer, Sherrill, Simor, Sohmer, Speidel, Squitieri, Stern, Svitak, Tenenbaum, Walters, Washburn, Wedeen, Weiss, Westrem, Zades, Zarin, and Zinberg and Alternate Senators Alsop, Blanks, Brady, Hernandez-Miyares, and Kibbee. Senators Allarie, Cantwell, Davidson, MacLennan, Plissner, Riley, Rodriguez, Selvadurai, Sullivan, Trefousse, Umolu, and Yousef were excused. Heads of Faculty Governance Bodies Bird (Baruch), Chabora (Graduate School), Galub (Bronx), Gura (Brooklyn), Kaplowitz (John Jay), Sohmer (City), and Zades (CSI) attended. Senate Executive Director Hoffacker and Administrative Assistant Pasela also attended.

I. Adoption of the Agenda: Chair Picken asked for a motion to adopt the tentative Agenda. The motion was made, seconded and approved.

II. Acceptance of the Minutes of the 187th (December 4, 1990) Plenary Session: The minutes were moved, seconded and accepted.

III. Reports: Professor Picken noted that the Chancellor had another engagement and asked that she be allowed to make her report first.

b. Chancellor: Thank you very much Chair Picken. I appreciate being able to speak first this evening. I am heading on to President Bassin's retirement dinner which is also scheduled for this evening.

It is a pleasure to be with you all. How many of your campuses restart either today or tomorrow? Or yesterday? It is really kind of a three-day phase in this week. I have been on two or three campuses this week and they were getting ready to go. I did the campus visit at the Law School this afternoon. I have now spent a day on every campus except for LaGuardia, the last half of the visit at Borough of Manhattan, Hostos, and Sophie Davis. It has been an awfully useful experience.

I want to talk again about a couple of things that keep coming up: the budget, and then I want to spend a couple of minutes on the college preparatory requirement because that has been very much in the newspapers. Why don't I take the latter one, which is properly a faculty

senate issue, first. You have all been very very helpful and responsive. It has been a pleasure to work with your Chair in addressing the charge for defining appropriate course preparation for coming to CUNY. It is my understanding that your committee worked on the Martin Luther King, Jr. holiday, and that that is moving along most appropriately. You were agreeable to an April 1st deadline for this important effort, and it is very clear that you will meet it. At the same time, it was important to bring along our Board of Trustees. We had decided to start talking with the Board of Trustees on this initiative so that the item, as an item of intent, could properly come up in the regular affairs of the Board at their February meeting. To this end, we took the item to the Committee on Long Range Planning which is chaired by Chair Murphy and whose membership consists of the chairs of the various committees. Dr. Picken also serves on that Board Committee. That meeting occurred about two weeks ago. We had a long and full discussion of the concept of better preparation for coming to CUNY. Dr. Picken was very helpful and positive in those discussions and the Committee voted unanimously to send forward the intent to proceed to the Board. It is understood, of course, that this is a very long process and that this is one that probably would not be moved into implementation much before the fall of 1992.

Someone in attendance at the Committee on Long Range Planning sent the entire agenda, and the work item, to reporter Sam Weiss of The New York Times. It doesn't matter particularly -- it was an open meeting, there are no secrets on this kind of issue. I mention this simply because it had been my intention to move to hopefully much greater newspaper coverage in late February when we would have touched more bases in the process. Mr. Weiss had asked to meet me that Friday afternoon and the reason he asked to meet me was measles. Back in November, we had been informed by the State Department of Health that we were not in compliance with the legislated measles policy. We had probably 10,000 students who had not been vaccinated. Mr. Weiss was eagerly tracking this story because we were not in compliance and it was going to be a very good newspaper story. At the same time though, we were working on it. We were all very concerned, the presidents and I, and I appealed to Dr. Axelrod in the State Department of Health and they became very very helpful in helping us get the vaccine. There was a vaccine shortage during the fall because of the law, and top priority had been given to vaccination for five year-olds and very young children. We were second in the queue. Our campuses near health centers had not had much of a problem, but some of our campuses had had a real problem in making access to an inexpensive vaccine a reality. To make a long complicated story short, we have been able to get free vaccination centers on our campuses where we needed them, and I believe we have solved the measles compliance problem. So we switched quickly from measles to the college preparatory requirements with the result you saw in The New York Times. Parts of that article were accurate, parts were not. There is always the attempt to try to color something or make it unusual or lively and I think the gist of the story was accurate. I repeated to Mr. Weiss over and over again that the actual designation of the courses and what they should consist of, the expectations, are in the hands of our very able senate and their deadline is April 1st, and I think he did refer to this. There will be other deadlines, other approaches moving along. The Board Chair and I are going to be meeting with the Board of Education on this issue. We have many other meetings set up around the city as this progresses. I'll be glad to take questions on this topic.

*Professor Donleavy (Special Services in Education, Lehman) -- "I have had a long history in teacher education. I have had a good bit of experience on the elementary and secondary levels. I have an idea of what our high schools are like. I am rather distressed by this approach to the creation of curriculum. In a way, I think teachers, parents, and students*

should be involved in the making of curriculum. There doesn't seem to any provision for that. I think that the Board of Education should be intimately involved in the making of their own curriculum, and we are making a demand. The issue is really an organizational one -- of how CUNY relates to the organization of the schools. For instance, I went over the last set of minutes and the excellent program on ESL in the University. I see that as related to the creation of curriculum at the high school level where so many of our students have difficulty with language or may speak a foreign language. In that report it said we have very little data about our students. We don't know the percentage of students who don't speak English as their first language. We don't know their ages, we don't know their family commitments -- it is as if there is some fantasy student someplace that we are serving. That is the way I am responding to this article. I would suggest that we should have a University-wide meeting, much like the articulation meeting that we had which was excellent, and call upon people who have had experience in the schools over the last 20 years and who are very skilled in working not only with the students but with the organizations -- the specialists in bringing about change."/

Professor Donleavy, exactly what you are suggesting is in the charge to Dr. Picken. We are not setting forth a curriculum for the public schools. I wouldn't dream of doing that. We have charged the Faculty Senate to determine what the intellectual preparation should be in order to go to college. I strongly believe that it is within the purview of the Faculty Senate to say, "to be successful in CUNY one needs to know this level of English literature, science, and so forth." That is the charge. The summer work consists of putting together our faculty who wish to participate with public school faculty to further define the competencies that should be there and to work very very closely with public schools. Furthermore, we have already had one substantial meeting with Board Chair Murphy, Vice Chair Everett, myself, and Chancellor Fernandez. We had another long working session scheduled, but Chancellor Fernandez had to cancel it because of collective bargaining issues. That has been rescheduled. Chair Murphy and I are going down to meet with the entire Board. We're also meeting with many other constituents. So I think you can rest assured, I would not dream of trying to suggest that we impose a curriculum on the public schools. We are, instead, working to define what it is we really expect. I think the faculty agrees, we no longer want to carp and complain about the extensive remediation our students need. We would like to work with the public schools to try to get better prepared students coming to CUNY. I think you'll be pleased with the way this is unfolding. Professor Donleavy continued -- "I certainly will. One of the important factors in all of this is the emotional, spiritual, and moral preparation of our students to come and pursue learning for learning's sake, or pursue knowledge for knowledge's sake -- The idea of Mark Hopkins; the student on one end of the log and the teacher on the other -- that is what I am talking about. I think there is going to be tremendous emphasis on the content and no attention to the process or to the differences that really exist in City University in terms of different cultures and how people respond differently." /I think we are very sensitive and we will be very mindful. Chair Picken -- "I just wanted to respond to another point that Professor Donleavy brought up and that was the idea of a conference. Obviously great minds think alike because we are studying the possibility of holding a conference similar to the articulation conference later this spring. We hope to make an announcement soon. /Excellent. Thank you. Professor Bronars (Elementary Education, Queens) -- "I am also in teacher education and I brought up a point in connection with the articulation preliminary report which I would like to raise in connection with this activity. That is, it seems to me that we are talking about a program requiring the students who do not measure up as they enter to take additional college courses.../ No sir. "...No. Okay, then the article in the Times was incorrect." /It was incorrect. Professor Bronars -- "Regardless, it seems to me that the reformers of education nationally are talking about the necessity of beginning at the kindergarten level and we can't

expect a quick fix at the secondary level, even less at the college level. Secondly, it seems to me, this does touch on admissions requirements and other aspects of college policy which do belong to the faculty to decide -- not the faculty in the University Faculty Senate, the faculty on campuses through the governance institutions. A couple of year ago, the Board released a report on teacher education which called for the abolition of all elementary education majors. The faculty, the University Faculty Senate, stood up and said, 'You don't have the right to do this.' I am saying, in anticipation of whatever the report says -- I might agree with the report 100% -- I think it has to be the judgement and the action and the decision of the faculty on each campus." /I think we are very mindful of that. *Chair Picken* -- "We are having a meeting with the heads of the governance bodies in mid-February and we are going to try to achieve some consensus on the process." /I should also add that the implementation of expectations for what the body of knowledge is that students should have before coming to college has now proceeded through, I think, 32 different states. My most recent experience with it was in California. Virtually all of them insure that the student does not have to take longer to go through college. He or she may be required to take some of these courses as part of their general education preparation. This is the top intellectual body of CUNY and we are talking about agreement on what the intellectual preparation is to go to college. It is a diverse intellectual preparation. We know it should include science and math and english and those good things. I think, though, there is a real view that these competencies should be possessed by students who go to college and that is what we are asking this body to ponder. *Professor O'Malley (English, Kingsborough)* -- "I am the liaison person to the committee, and I am working as hard as I can to make this a good program. However, I am in a community college, and I am extremely concerned about access in community colleges and so I would say to the people here who are from community colleges, if you have fears and worries do come and talk to me because I want to make sure that this does not limit access to the University." /Let me just add there again, from California and the experience in other states, what happened was to make sure that we leveled the playing field, most particularly for black and Hispanic students who, in any study or on any measure, had not taken college preparatory courses nearly as much as their white counterparts. As this started to improve in California, the enrollment markedly increased, most particularly of black and Hispanic students who were better prepared for college, became more confident about their chances in going on to college, and did much better. So it resulted in increased access, an increased college-going rate, better retention rates, and less remediation. So those are the things that are behind all of this, and I believe this will really enhance the community college efforts. *Professor Donoghue (Social Science, NYCTC)* -- "A few years back, this body passed a resolution advocating that the students early in their college career pass the CUNY Assessment tests. There are colleges now in the system which do not require CUNY certification before they graduate. We advocated that this should be done early in the student's academic career. Something should be done about that." /We have a committee chaired by President Fernandez looking at the first year in college, most particularly at those examinations. You do have a member of the Senate serving on that committee. I would urge you to contact that individual and make that concern known. *Chair Picken* -- "That is Professor Hunte at Borough of Manhattan Community College." *Professor Danziger (English, Hunter)* -- "I just want to say, and I speak not only for myself but for a good many other people, that we are very pleased that there is some sort of leadership in this and that you have taken the initiative to start this kind of discussion going." /Thank you. I appreciate that. *Professor Walters (Educational Services, Brooklyn)* -- "My basic concern is the access of black and Hispanic youngsters who want to gain access to City University. At this time, we find that a lot of students have a very poor background from many of the inner city schools within the Board of Education. I am assuming that we will do an excellent job of developing the type of courses that we need for a

*student to come into college. But as you know, a student starts to work toward college from a very early age. A lot of the schools within the inner city do not provide those basic skills that those youngsters need to go through elementary, junior high school, and high school. So I think we are going to have to work with Mr. Fernandez to make sure he does his job after we identify those competencies. There needs to be a fusion between the two systems in order to make sure the thing works well. I would hate to see this be developed, come to fruition, and all these youngsters kept out of the system.* /You articulate that very well. That is exactly the intent. There is an distinct difference -- if you take the Board of Education's own data -- between the numbers of courses, the solid academic courses, taken by young people before coming to CUNY. There is a marked difference between those taken by white and Asian youngsters and those taken by black and Hispanic youngsters, for just the reasons you state. They are not being offered in inner city schools. No, it is not budget. It is simply the lack of determination and will to offer those courses because there is the expectation that those are kids who won't want to go to college. You and I know that that is absolutely wrong. One of the most beautiful things I learned from the California experience was to start early; because you have to. A really pivotal course is ninth grade mathematics and you need to have young people going into that critical course, which is often offered at the middle school level. So we prepared a single page announcement of what the college preparatory curriculum would be as designated by the Academic Senate. There were 15 courses, 3 of which were elective. We got that handout to every school child in the eighth grade in the State of California on a given date. I had forgotten that eighth graders still carry things home. They think their mother needs to have it. They carried that home and one of the most beautiful things that has ever happened in my experience in education was the incredible number of parents that schools had never seen before, many of whom did not speak English, who went right to the school the next day carrying that sheet of paper saying "this is what I want for my child." The Academic Senate in California gave the words to the parents to tell the school what it was they wanted. I call it "driving the process." People asked if this will cost a lot of money. Not in a real sense because what we will be saying is that you have to have science to come to CUNY. So when a high school gets ready to tool up with teachers for next fall, they are going to have to hire a science teacher and offer a chemistry course because there is going to be a demand for the first time. What is terribly important is that all of this comes together. You all are playing a very major role in it. I've got to play a very major role working with the School Board and the school superintendents and the borough presidents and both the junior high principals that report to a different entity and the senior high principals that report to the Central Board. There are a large number of steps to make sure this process occurs and that we enable, if you will, these children to get the courses they need so that this situation does not continue. *Professor Walters continues -- "I am very concerned that the needed funds are available in the various districts throughout the city to offer the courses we will be recommending."* /Yes, and monitoring the changes that occur. Interestingly enough, there is a good data base here because we are able to draw off the Board of Education's own computer bank and we have been tracking students as they come into CUNY. We will not only be able to monitor what is happening out there, we will be able to monitor how students start to move into this and phase it in in a sensitive fashion. We're not talking about something that is all over and done in 1992. We are talking about a phase in and a process that is going to take six, seven, or eight years to give people time to work this through. Your points are very good. *Professor Speidel (Earth and Environmental Science, Queens) -- "Chancellor, in response to Professor Bronars's question, you referred to the newspaper article and portions of it being correct and portions not correct, but you did not take the opportunity to state what indeed was not correct and what was correct. Would you please do so?"* /Yes. One of the statements that was incorrect was the one on more time. If you notice

the way it is phrased, it doesn't say that I said that. Mr. Weiss somehow reached the conclusion that it would take more time. What has worked well in other locations is to indicate -- let's say a student coming in has 13 of the 15 units. He or she does not have an arts course and he or she lacks a second science course. That student would be able to take a fine arts course during the first year of college and to take a science course during the first year of college. They would count towards graduation, college-level courses, but they would not count toward a major. That was one kind of solution chosen by the Academic Senate in California. There are other solutions. There are many ways open academically to make sure that this intellectual content is mastered, but to also make sure that students don't lose time and don't lose access. *Professor Speidel continued -- "So an interpretation that could be presented is that things ought to be covered in high school and may have to be covered in college when they are not covered in high school."* /Exactly. But the other experiences are beneficial. Tennessee has gone into this in elaborate detail. If you remember, the current education secretary is the former Governor of Tennessee and he presided over this kind of implementation when he was Governor. There are two things happening here. First of all, we forget how smart young people are. If you confront them with, "You are going to have to take chemistry and math and english and so forth in high school or else you are going to have to come a campus, to Brooklyn College, and take what is a really hard course, Chemistry 101, at Brooklyn College. Where do you want to take it? In high school? Or do you want to take it when you start at Brooklyn College?" We found that it helps a lot. The other thing, as many of you as parents know, young people have an interesting pattern of ditching the senior year, especially if they already pretty well know what they are going to do after they are a high school senior. They will take much less solid courses during that senior year. We have found that behavior changing a lot in California with the specter that when they would go on to college they would have to take courses they could have taken in their senior year in high school. We found a lot more solid course taking in the senior year.

Why don't we go on to the issue of top priority. I got a call this morning and a fax asking me to come up to Albany tomorrow. Governor Cuomo has called a cabinet meeting for 2:00 p.m. to announce the general dimensions of the budget for 1991-92. Until this point, the budget has been closely embargoed, it is still embargoed. We really have been able to obtain no information on it. Eileen Kouyoumijian, our Albany representative, will be given the budget on Thursday, in the afternoon, and will race to our office late Thursday. We have all the presidents on call. We will be briefing them on the budget first thing Friday morning. It is not going to be a good budget. The state's revenues are down 20%. You may have seen the Governor's press release earlier, or I guess it was toward the end of last week, when he announced the \$900 million shortfall for the rest of this year. Remember, the state's budget this year only has two more months to run. The decision was made not to budget cut more in this year but to deal with that \$900 million in the next year's budget. There were some interesting things in the press release. There were about six bullets featured of things that would be cut. They were things, in my opinion, that the public cares deeply about: CUNY and SUNY; do you remember the part about 650 highway patrolmen that were listed; and a variety of things that were really to make people know how serious this is. Perhaps you noted in today's paper that there are intimations that the Governor will recommend an increase in the gasoline tax to deal with part of this. People have been trying, Dr. Dullea and others, on our behalf in Albany to try to make sure we are protected in so far as possible, but it is still going to be a very serious budget and with serious cuts for us. I have been making the point very strongly as I have indicated to you that a university is a living, breathing organism. It is not something that you can simply remove a large chunk of funding from this year and then quickly restore it and have

it be the same university again. One of the buzz words in Albany is structural changes; the notion that maybe you can do some private contracting, you can change the way something is reported, and create enormous savings. We have pointed out that is not realistic for CUNY. We are, after all, an organization of faculty teaching students. For us, structural changes mean very simply altering our faculty and our students and basically turning away students. In the midst of all of this, we see a very major enrollment increase in the community colleges, once again during the winter -- something that I can only brag about to all of you who are community college faculty. It means you are doing an excellent job. It means also that students who perhaps have been laid-off or found it difficult to get into a first-time job are using this opportunity just the way you would want them to -- to gain skills, to begin on a college degree, to start readying themselves to really have a productive, educated life. This is something that I think is a real bargain for this state and for this city. We will continue to be very very vigorous. Remember there are more acts to play because this budget is a recommended budget to the legislature. I am spending three days out of the next six in Albany. I am meeting with Senators Marino and LaValle, Mr. Forsythe and Mr. Dullea. We are really keeping up a lot of communication and a lot of pressure on behalf of CUNY. We will be very open and frank about this and just as soon as we have a complete run down on this we will share it with Dr. Picken. *Chair Picken -- "There is a matter that I really hate to bring up because I thought we had put it behind us. It is a matter that I haven't had a chance to report on to the Senate yet because you asked to speak first. So I will seize the opportunity to ask the first question. It is an old budgetary matter. As you know, the UFS has been very worried in the past five years, at least, about the declining number of full-time faculty and the increase in student enrollment as contrasted with an increase in administrative personnel, which is very troubling. On March 20, at our plenary meeting last spring, Chancellor Murphy made a commitment to the Senate to reduce the number of personnel covered by the Executive Compensation Plan by 10% during the academic year 1990-91; that is this year. I assumed this was being carried out and I discovered quite recently, just by chance, that apparently, no instructions were ever given in the Chancellor's office for this to happen and that the cut is not, in fact, being carried out this year.*

*I know you did not make the commitment. I know you are not responsible for it, but I am sure the Senate would appreciate hearing your views on the matter."* Yes. In the spring of 1989, back two years ago, a commitment was made by Chancellor Murphy as a part of the ongoing budget negotiations with the state, addressing the 1989-90 budget, to reduce Executive Compensation Plan staff by 10% by August 31, 1990. That commitment was indeed met. The total Executive Compensation Plan staff within the University was reduced from 342 in October of 1989 to 305 in January of 1991 a reduction, incidentally, of 10.8%. Although on a few occasions there was discussion of a possible second 10% reduction, and I presume that is what you are referring to ... *Chair Picken -- "No. It was a firm commitment, made on tape."/*Okay. I was not there and no instructions were given to people to do it in the Chancellor's office. I would indicate, though, under the current budget pressures, and as you see we have gone beyond the 10% percent number, the number of executive staff throughout the University will continue to decline. I have personally reduced executive staff in the Chancellor's office over the next three or four months as a personal commitment and to save dollars in order to try to do everything we can to help our campuses. As to REM staff. There were discussions at the September and October meetings of the Board of Trustees in which your good servant, Dr. Picken, brought this issue up. A decision was made to establish caps for the REM staff at each of the colleges and the central office and to reduce the number of staff within REM titles within the University by 10% as of August 31, 1991. The number of REM staff at the time of this commitment was 141 and our goal for August 31, is 127. Each college has now submitted a plan to accomplish this 10% reduction. Then I will go on with HEOs. Higher Education



Officer series staff, and those are the titles of Higher Education Officer, Higher Education Associate, Assistant and so forth, -- some of those titles are being phased out -- the vast majority of staff holding appointments in those titles are within the instructional staff collective bargaining unit and are represented by the PSC. Issues raised by the Faculty Senate involve the growth of employees within the HEO series during the past decade, a period during which HEO staff has grown from 1,399 in 1980 to 2,250 as of November 15, 1990. The growth in the HEO series has been driven in considerable part by a series of initiatives undertaken by the University with the endorsement and encouragement of the Board of Trustees during the 1980s. These include student financial aid staff, placement staff, student advisement staff, security, childcare centers, and other student service initiatives, all of which involve the addition of HEO series staff. In addition, there have been increasing federal regulatory requirements to which we have been subject, occupational safety and health, internal controls and generally accepted accounting principals, the immigration reform and control act, the fair labor standards act, student immunization requirements, and many other regulatory requirements have required the appointment of HEO staff in order to satisfy those mandates. Also during the decade of the 80s, the number of full-time faculty within the University declined slightly. This was because of the lack of enrollment growth during this period and the concomitant view by the New York State Division of the Budget that the number of full-time faculty positions within the University was high when considered in the light of student enrollment patterns. Within the last two years, enrollment growth within the University has spurted and it has come at a time of increasingly serious budgetary problems. They have limited the University's ability to respond to enrollment increases with the addition of more faculty positions. We have converted 25 FTE adjunct faculty position positions to full-time faculty ones. Incidentally, I have talked about this before to this body and it is a real commitment of mine, I believe we must do much more conversion into full-time faculty position in the years ahead. I do not have agreement on that with all the presidents. But, I believe, the retirement incentive initiative is going to let us redress these imbalances. It is going to take us a while. We do have many more faculty recruitment spots in the years ahead and we are entitled to more as the budget situation improves in the years ahead based on our enrollment growth. Basically what I am saying is that the faculty recruitment patterns are to increase over the years ahead. The administrative pattern atrophied some more this year and will remain constant in so far as we are able in accordance with our mandates. We think that we will then be able to bring an appropriate balance to the work force in each of the colleges in the University. *Professor Sohmer (Mathematics, City) -- "When tuition was increased, one of the statements about the tuition increase was that it was incidental to the enhancement of part-time TAP. I made a phone call to my financial aid office and I discovered, to my dismay, that that increase is largely spurious to students who are going onto part-time TAP. Let me explain my statement. Students, first of all, have not been informed on some campuses. Second of all, informed means that they are still in the system and they have to apply, which means well after registration, so they don't know what their awards are going to be. We have lured some students from becoming full-time students because they got TAP into becoming part-time students because they heard the things that were said in the press and from the Board of Trustees. My understanding is, I believe it is correct, that the students who are going to go on the system as part-time TAP students this spring, who have been lured by us into that, are going to get \$13.00 a credit at the senior colleges, \$16.00 a credit, or thereabouts, at the community colleges which is not anything close to full tuition or what they thought they would get if they are indigent and eligible, as they probably are. What do we say to students who we have lured into this and who will probably be deregistered as a result of not being able to pay their tuition? They don't even know that this is happening." /We just reviewed this and I'm sorry I don't have Mr. Proto or Mr. Rothbard here tonight. We have worked, and we have*



monitored very carefully, to make sure, first of all, that the student financial aid officers were all properly educated and that we were moving ahead. It is very technical and very arcane. Here is what I would propose to do because I could mislead you. Apparently we are moving along pretty well on it. What I will do is have Mr. Proto prepare a summary of the situation. What you are basically asking, and Dr. Spatt will get it down, is first of all the amount of dollars that will be coming per credit hour to part-time students. Secondly, we will endeavor to indicate the way we did educate the financial aid officers. Thirdly, we will invite any faculty member who hears of a problem to please contact us -- and we will make a listing of the financial aid officers and their phone numbers available. *Professor Sohmer adds -- "I have already contacted the financial aid officer. There is a problem. It is very serious and we are going to lose a lot of students."* /Well, I truly don't believe that that is so. I am offering all I can offer you tonight. I am very available if you think there is a real emergency here -- contact me and we will do a full red alert in the Chancellor's office and we will make sure that Mr. Proto gets a response for you tomorrow. I share your concern and I have been constantly asking, "Do the financial aid officers understand this? Are they moving on it?" I invite any of you, if you come up with horror stories, to make sure we find out about them quickly. *Professor Baumrin (Philosophy, Graduate School) -- "Luckily, you are new. There is some evidence that we are going to have another fiscal crisis. Since you are untainted by a relationship with the last one and your knowledge of the University is not yet poisoned, you might be able to bring a fresh approach to how we deal with it. I raise in that context, this point. In the last fiscal crisis, the thing that was most apparent was the lack of faculty involvement in the decision making process as to how to distribute the cuts or the pain and a lack, for the most part, of any academically respectable theory of how to do that. So I would like to hear your comments about it and I would like also to recommend that there be such a faculty committee involved at every stage of the process."* /A couple of things -- and I appreciate your concern. I think we all share it very intimately. The fiscal crisis; it is like an antibody/antigen response, which makes it additionally difficult. On the other hand, it may give you some wisdom and some insights that will help us through all of this. We just had a review team that we met with yesterday and today. One of the comments that came from them was for a system, there was unusual fiscal flexibility campus by campus which is true in CUNY. Albany has tried very hard to not constrain us, even though the budget is cut, they have not indicated that there are sacred cows in that budget that cannot be cut nor have they dictated the cuts for us. Now we are taking a lot of hits because of this. For example, at the city level, we levied a cut for the first time in the adult literacy programs. We felt we could handle some of things that were being done there in a more efficient manner and one gets into the choices between 18-year olds and adults and you get in some very interesting dilemmas through this kind of process. Similarly, we have had a sacred cow in the past of our child care centers. Our child care centers are, I think, the only University entity this year that got more money than the year before. We did hold back, I think, \$180,000 of construction funds for them. We have had an immense amount of pressure -- letters and complaints and so forth -- because it was felt that those funds should go directly to the child care centers. But when you are dealing with an entity in the University that got more money this year than last, I think you can see where we are coming from. I use those two as kind of wonderful entities that we feel terrible about, but to point out that no part of this University can be sacrosanct through all of this. That is just some of the discretion we have at the Central Office. The way that the individual funds within the child care categories and within the adult literacy programs are spent is done on the campuses. So that is the reason we are meeting with the presidents. When we went through the initial budget cut for this fiscal year and we had the 3%, 5%, 7% targets which I talked to this body about, we asked each campus how they would do it and they are doing it in the way proposed

to us. We are trying to make sure that there is nothing in there that is absolutely suicidal or really hampers the educational program. So I assure you that we plan to continue in that vein. It will be important that the campus consultative processes work well. I charge you and the individual campus senates to make sure that all of you participate in the budget advisory efforts that go on on the campuses. If there are concerns that these aren't working well they should come up through Professor Picken to my attention. I promise you that that point will be made clearly to the presidents Friday when they come in. I feel charged to do so. *Professor Bleyman (Natural Science, Baruch) -- "I would like to bring to your attention the fact that the current CUNY Bylaws do not allow for joint appointments; that is, appointments across two departments. At the lower levels this is, of course, to avoid problems about reappointment and tenure and promotion decisions. On the other hand, they are not allowed even when senior appointments would be involved. It seems to me and to several of my colleagues, that the lack of CUNY flexibility on this matter means that there is some diversity, both in possible discipline and of persons, sacrificed. I really would like you to think about this in terms of a possible change in policy."* /I have heard this, particularly in reference to interdisciplinary programs, especially women's studies. I will ask Vice Chancellor Bloom to look into the issue. *Professor Jaffe (Science, BMCC) "I was wondering if you have received a report about class size?"* /Thank you. I am to tell you from Vice Chancellor Bloom, who I asked about that, that they have had a problem in getting the data as quickly as they had thought and they intend to have the data the end of March. I would appreciate it if you would all send postcards or what have you to Vice Chancellor Bloom. I have nagged. *Professor Jaffe continued -- "This was the person that said it was going to be ready by November of last year?"* /We are holding feet to the fire on the March date. *Professor Jaffe further asked -- "Don't we need this information for state auditors each semester?"* /I am sorry, I truly don't remember the reason for the difficulty, but there is a complicated reason that Ira told me and I have blanked out on it. It has to do with a data collection problem, but he promises us it will be out in March. If not, we will send him here as a human sacrifice. *Professor Jaffe -- "That is acceptable."* *Professor Greenbaum (History, Queensborough) -- "To return the question of REMs and executive compensation, I find that there is a marked disparity between many of the units as to the numbers of people on the Executive Compensation Plan and with REMs in relation to the student body and to full-time faculty. Now if some schools can manage to run with fewer people on REMs and fewer people on executive compensation and fewer HEOs, somehow there seems to be a possible savings there. It may not be huge, but there seems to be a possible savings."* /There is a basic difference also between the community colleges and the senior colleges on that issue. We have talked with the presidents once about it. I have also talked in the context of the full-time versus part-time faculty issue which I alluded to earlier. *Professor Greenbaum -- "They are usually related."* /Yes. The way I am trying to work on those issues, and it takes a while but I think it is the right way to work, is to present to the presidents and the campuses the data so they see where their own campuses are. If one thinks that the central tendency is appropriate, which is sometimes not true -- you may think it is skewed too much to one direction or another -- *Professor Greenbaum interjected -- "My feeling is the smallest number of administrators is usually the right one."* /It depends a little -- I think the need for certain types of student personnel people and so forth, for example, at Hostos and Medgar Evers is very great, frankly, greater than other institutions. The security needs differ widely between campuses. So we have to have flexibility and I think you have to look at those with those prisms. We are trying to review these. We are spending a lot more time in the Council of President's meetings on some of these issues to encourage presidents to bring their campuses more in line with the central tendency, or where we think the central tendency should be. *Professor Kaplowitz (English, John Jay) -- "I was at yesterday's Board meeting and I was dismayed to hear Vice Chair Everett*

remark, an impromptu remark, that if the budget crisis for CUNY is as critical as expected, some of the colleges of CUNY may have to be closed. As Professor Baumrin remarked, and as someone who lived through as a member of the faculty the '75-76 crisis when three of the colleges were targeted for closing, I remember that that targeting created tremendous demoralization and disruption although ultimately none were closed. Could you tell us whether there are any such plans and if there are, what are your reactions? Especially in light of your view of the University as a living organism?" /I have to say, and you were there Professor Picken, I don't remember her saying that. *Chair Picken* -- "I am afraid I do, yes." /Did she say campus closings? I thought it was more general than that. *Chair Picken clarifies* -- "College closings." /There has been no discussion, in Fiscal Affairs or in the full Board, of closing campuses, except in the kind of off-hand comment you mentioned. To be quite blunt about it, the targets most usually out there are John Jay and the Law School. I just came from the Law School today. I will tell you exactly what I told them. If we were to close both John Jay and the Law School tomorrow, the total savings would be well under \$20 million a year. Further, we would not accrue any of the savings, because of the faculty lay-off procedures, for three years. By that time, I anticipate the fiscal situation of the state is going to be markedly different and those kinds of so called "structural changes" will not impact on our budget in a significant way. We have been dealing with \$50 million, \$26 million, and \$100 million dollar problems. I have tried to make it very very clear in Albany that when you talk about massive cuts like that, you are talking about severe enrollment curtailment. We are talking about turning away students because closing a campus by itself will not save a lot of money. You still have to maintain the campus and keep security there. The notion, as people say it, sounds like there are instant savings. When you start to analyze it, there are not. It takes years. You have to stop heating plants, build huge fences, find a buyer -- as you read about when anyone tries to close a plant -- and then we have contractual agreements with faculty and many others. We are talking about two to three years. As you can tell, I am not an advocate of the closing of campuses in this kind of situation. *Professor Kaplowitz remarks* -- "I am very pleased to hear that." /You should also know that the Governor was asked a question at his press conference three days ago. It was in reference to SUNY -- "Are you talking about closing campuses?" His response was a curt "no."

a. Chair: In addition to the items contained in my written report, there are a number of matters I would like to bring to the Senate's attention at this time.

I am pleased to announce that at its meeting of December 18, the Executive Committee appointed Mr. Bruce Hoffacker to the position of Executive Director of the University Faculty Senate, in succession to Dr. Jean Ellis. The appointment came after an extensive search which the Executive Committee initiated in September, as previously reported. I know I speak for every Senator when I tell Mr. Hoffacker that we have all much appreciated the skill and dedication he brought to his duties as Acting Executive Director and the effectiveness with which he has accomplished his many tasks. We wish him all the best in his new capacity.

Members of the Senate will have noted the advertisement for the Presidency of York College which appeared in The New York Times on January 20 and has been or will be published in a number of other papers. Nominations for the post are invited. I would strongly urge all Senators who know of suitably qualified candidates to submit their recommendations to the Chair of the Committee, Trustee William R. Howard. The Executive Committee regularly submits a list of nominees for vacant presidencies. In the recent past, we have limited ourselves to recommending present or former members of CUNY faculties, but this does not preclude

other Senators from making nominations. Indeed, we all have an interest in seeing that the widest possible pool is constituted. Senators may also have noted that the first of the qualifications listed for the post is the "ability to provide leadership in an environment of shared governance so as to foster excellence in teaching, learning, and scholarly/creative endeavor." To my knowledge, this is the first time our system of governance, which we struggle so hard to defend, is clearly spelled out in a presidential search. Let us hope that it will not be the last.

Last night's meeting of the Board of Trustees was a long and drawn-out affair, despite a rather slim agenda, mainly because the Student Senate Chair lectured the Trustees at considerable length on the notion of moral responsibility and a number of other items. There were, however, a number of policy issues addressed.

As you know, on December 6, at a special meeting, the Board passed a resolution authorizing the Chancellor to raise tuition if certain conditions were met. One of these conditions was changing the eligibility standards for aid to part-time students. The Chancellor's Report approved last night contained the actual tuition increase, and I took the opportunity of commending the Board, the Chancellor and her staff for the University's success in expanding the financial aid opportunities to part-time students. I did however pose certain questions about the program, since it is my sense that there is considerable confusion about it. Are these modified standards in place for this semester? If so, how is the information made available to students? Do we know the number of students who will benefit from the initiative and the extend of that benefit? The answers I received were unfortunately very similar to those Professor Sohmer received when he looked into the matter and to which he alluded earlier in his question to the Chancellor. The information concerning increased benefits only went out to financial aid officers during the middle of last week, and it is up to the individual officers and colleges to inform students. It is not at all clear that this has yet been done. Since this program is dependent on a fixed sum of money allocated to the University, the sum being \$3.45 million, and it is not an entitlement like the Tuition Assistance Program, the amount of aid each student will receive can only be calculated after the total number of eligible applicants is known. The University central administration thinks there will be enough money to go round, but this too is unclear. Obviously a system whereby students have to sign up for courses without knowing whether or not they will be able to pay for them is far from satisfactory. It is apparent that there is something wrong and the Executive Committee will continue to pursue the matter. I think at this point the best we can do for our part-time students is make sure they know that the possibility of increased benefits exists and advise them to talk to a financial aid counselor as soon as possible.

The first of the variances to the Trustees' "F" grade policy proposed by an individual college came before the Board, in accordance with the compromise worked out last fall between the Senate and the Chancellor. It was a proposal from Medgar Evers which in essence extends the "F" policy to the grade of "D." It received the support of the Medgar Evers faculty, and therefore I supported it on behalf of the University Faculty Senate. I did, however, take the occasion to point out to the Trustees that the dangers inherent in the proposal serve to illustrate the extreme complexity of the issues involved in grading questions and the folly of trying to impose a simplistic, uniform policy, no matter how well-intentioned. I further stated that the University Faculty Senate will continue to monitor the progress of the other college grading proposals now pending, with the hope that it will eventually be possible to rescind the faculty's censure of the Board in this matter and so inform the American Association of University Professors. I also thanked the Acting Vice Chancellor for Academic Affairs for his vigorous

efforts to find solutions for difficult questions and for his sympathetic concern, and noted that I was particularly pleased that in two instances he has determined that college proposals do not involve University policy and has referred the proposals back to the faculties concerned for implementation as they see fit. This is as it should be.

The last item on the calendar for the public meeting was a Policy Resolution on Law Enforcement Intervention. This resolution in various forms has been under consideration since last spring, and at each stage, every effort has been made to engage the Student Senate in deliberations. The Resolution provides that a college president shall consult with the Chancellor prior to involving law enforcement agencies during a campus protest, except in cases of immediate danger to personal safety or to property. It also provides that the Chancellor shall develop a process to be followed by the colleges and the central office prior to calling the police. The Resolution was vehemently opposed by the Chair of the University Student Senate because the "process" referred to in the last clause of the resolution has not yet been completely spelled out and for other considerations which were not entirely clear. The resolution passed the Board with the Student Trustee casting the single negative vote.

After the public session, the Board met in executive session and approved the appointment of Dr. Stephen M. Cahn as Acting President of the Graduate School and University Center. Also in the executive session, action was taken to withdraw the recommendation for appointment of an acting dean of administration at York. This appointment had originally been included in the University Report Addendum and had been objected to by the Chair of the University Student Senate.

Finally, if you will allow me, I should like to say a few words about what we are facing in the near future. It appears that thanks to the lagged payroll in the senior colleges, the tuition increase, and the concessions that the Chancellor has managed to wring from the city as regards the community colleges, the University will limp through the spring semester without layoffs and without additional catastrophic dislocations of the academic program. The same certainly cannot be of 1991-92. Cuts in the University's operating budget on the order of at least 10% seem likely. I have heard the figures of from \$80 to \$100 mentioned by knowledgeable people. We will have a better picture on Thursday when the Governor presents his budget message. Of course, during the coming budget battle, there will be, if the faculty and students protest loudly enough, something in the way of restorations, reallocations, and accommodations, but in the end, with the state facing a deficit of from \$4 to \$6 billion -- I hear the people in Albany are today saying \$7 billion -- and with the city in no better shape, the University cannot expect to be held harmless. There will be cuts, they will be massive, and they will be very painful.

Difficult choices are going to have to be made. The budgetary shortfall will be of a magnitude that it cannot be made up by an additional increase in tuition, or another lagged payroll, or more across-the-board cuts in OTPS. Inevitably, certain services, certain programs, certain categories of employees, perhaps even certain institutions will be hard hit. What will be essential, if the University is not to undergo a trauma similar to that of 1975-76, is that choices be made on the basis of agreed upon academic considerations with the goal of maintaining, to the greatest extent possible, the teaching power of the University. The budget reductions carried out during the 1975-76 crisis were characterized by an almost total absence of planning. Cuts were, for the most part, required of the colleges on a percentage basis. At the colleges, frightened administrators mainly made expedient or political decisions, not academic ones.

If CUNY is to weather the coming storm, the faculty must play a large role in setting priorities and in making the painful decisions. Faculty participation in budgetary planning is mandated by the University's Bylaws and by Board policy. The Bylaws provide that the college P&B Committee be asked for its recommendations on the college's budget before it is transmitted to the Chancellor (section 8.10). The Chancellor, in her budget "call letter" to each of the Presidents, annually asks for faculty participation in the elaboration of the college's budget request. Although one does not like to envisage the prospect, the Board's Retrenchment Guidelines provide for an ad hoc committee on each campus which is to include wide faculty participation.

Despite these provisions, I get the sense that on many campuses consultation by the administration is non-existent or at best perfunctory, and faculty are not given a significant voice in budgetary planning. I would urge all colleagues, in the strongest possible terms, to demand to exercise the rights they have under the Bylaws, to make their voices be heard on campus and to participate in decisions which will affect, in the most basic ways, the future of each one of our colleges. Of most immediate importance is the constitution of mechanisms, on those campuses where they do not exist, which will permit for broad faculty consultation. And in every instance, there must be provision for consultation on an emergency basis and during the summer. If 1975-76 is any guide, some decisions quite possibly will have to be made very quickly or at time when classes are not in session.

At the University level, the faculty is, of course, represented in budgetary matters by the officers of the Senate. Professors Sohmer and Jaffe make our views known to the Board Committee on Fiscal Affairs. I have frequently had occasion to address the Board, as well as various Board Committees, on budgetary questions. The Executive Committee spends endless hours on the University budget. There is a Budget Advisory Group composed of representatives from each of the colleges, which, under our auspices, advises the Vice Chancellor for Budget and Finance. But the fact remains that our mandate is for University-wide questions, and most of the really important budgetary questions, when it comes to cutting programs and personnel, as we all know, are campus ones.

The Executive Committee will be meeting with the college governance heads on February 15 to discuss just this question of faculty participation in budgetary decision making. We hope to be able to give each other some help. Indeed we must do so. And there is a great deal each of you can do by sensitizing colleagues to what is at stake and what their rights are. Most of us here tonight went through the events of 1975-76. I fear 1991-92 is going to look a lot like that year. However, if experience is the best teacher, we are well schooled. We have the knowledge to get through this crisis in much better shape than the last one. Let's make sure we do it.

That concludes my report. I would be happy to answer questions either on the written or the oral parts of it. *Professor Speidel -- "Bob, not a particular question, but just something that came up recently that gives another justification for being a member of the University Faculty Senate. I was unaware till this month that the Board of Trustees' Bylaws explicitly call for the University Faculty Senate members from a particular institution be the faculty that are interviewed during presidential review. Professor Frisz (Student Personnel, Queens) -- "I would like to get some further insight and clarification on the "F" grade variances. Queens was one of the colleges, and I believe Staten Island also, that did not have its "F" grade policy reviewed by the Academic Affairs Committee because it was supposedly not in the spirit of the "F" grade*

policy presented by the Board. I would like you to reiterate -- what was the agreement made with the Chancellor? I thought that we would get at least due process and what I understand happened is it didn't even get beyond a certain small group." The understanding was that the proposals would be presented to the Office of Academic Affairs for transmission to the Board Committee. I discussed the matter of Queens and Staten Island with Vice Chancellor Goldstein approximately 10 days ago and he said he was going to confer with the two colleges. Professor Frisz -- "He did write to our president and I have written to her and she has written back to him. But what concerns me is reports about discussions of our policies in meetings without ever our being consulted -- remarks about what the purpose of our policy was, or why it was implemented. That really disturbs me. It doesn't sound like our proposal got a fair hearing up to this point." /Well, I am about to call on Professor Cooper, who is the faculty member of the Committee on Academic Policy, Program, and Research, but I would recommend to you, Professor Frisz, ask Vice Chancellor Goldstein for an appointment and discuss the matter directly with him. Professor Cooper (History, Staten Island) -- "Just a point of information. The Queens proposal was not discussed at the January 7 meeting of the Academic Affairs Committee which I have reported on in writing. If there were other meetings, I don't know about them. I actually got up to add a small piece of information. Sometime during the Chancellor's presentation, somebody referred to '75 and '76 and indicated that there had been a proposal to close three colleges. It was five colleges and one, in fact, did disappear. There was a merger on Staten Island of a senior and a community college with the thought of reducing administrative expenses. In the first two years of that merger, the actual expense of administration was 10% higher than any year before that of either or both of them put together; when they had two separate presidents. A colleague and I testified before the Board on this. Professor Weiss (Queensborough) -- "With regard to the financial circumstances that we have made reference to quite a bit at this meeting, correct me if I am wrong, but aren't there retrenchment guidelines in existence?" /Yes there are. "Why did no one make reference to this since there are specific actions that would involve faculty input at various levels when, and if, that ever has to occur?" /Yes, retrenchment guidelines do exist. There is supposed to be broad-based faculty representation. The ad hoc committee on retrenchment is to be constituted after a financial emergency has been declared by the Board. This has not happened yet. We assume that if a financial emergency is declared then the retrenchment ad hoc committee will be constituted.

- c. Faculty members of Board of Trustees' Committees: (written).

#### IV. Committee Reports:

a. Research Committee: Professor Danziger reported for the committee on its activities over the past few months. It has participated in a review of the PSC/CUNY Research Award Application and made a number of recommendations for improvement. The Committee has also examined the Bylaws of the University Committee on Research Awards (UCRA) which have been reorganized for clarity and it has worked with Dean Giammona to streamline the nomination procedures. The Committee is extremely interested in increasing the number of nominations to fill UCRA vacancies. Members on the UCRA are responsible for establishing the review panels that consider PSC/CUNY proposals. Nominees should have evidence of scholarship and familiarity with the forefront of their field and experience in receiving and administering grants. In addition, the Committee is eager to encourage substantial diversity with regard to race, ethnicity, and gender. At the present time, nominees are being sought in the



following areas: Art History, Visual Arts; Comparative Literature, Romance Languages and Literature; Computer Science; Economics, Finance, Accounting; Health Science; History; Interdisciplinary; Musicology and Music Composition; Physiological Psychology, Psychology; Sociology, Communication Arts and Sciences; and Women's Studies. Distribution of members among the CUNY colleges is also taken into account during the selection process. The deadline for application is February 22, 1991.

b. Articulation, Curriculum Policy, and Undergraduate Affairs: Professor Donoghue reported briefly on the articulation conference held December 7 at BMCC. He noted the success of the plenary/workshop format and the many positive suggestions that resulted from the workshop discussions. The record of the conference is being prepared and will be available in March. Three resolutions were ready for Senate consideration at this time and the Committee would be considering additional initiatives over the next few months.

i. Resolution calling for a Directory of Faculty (text appended to these Minutes): Professor Donoghue presented the proposed resolution. After corrections to the text, the resolution was adopted without dissent. Chair Picken then reported that he had discussed the Directory with Acting Vice Chancellor Goldstein who was very supportive and indicated that he would move ahead, with Senate assistance, on preparing and publishing a new edition.

ii. Resolution regarding the formation of a task force on articulation of general education (text appended to these Minutes): Professor Donoghue presented the proposed resolution which included two resolves: the first calling for the formation of a task force; and the second detailing how the results of the task force deliberations should be disseminated. Discussion focused on the second resolved. An amendment was offered and seconded to recognize the authority of local governance bodies to approve articulation agreements. A secondary amendment was offered and seconded which would delete the entire second resolved. The secondary amendment passed. The resolution as amended then passed.

Professor Zinberg (Speech, Queensborough) then asked, as a point of clarification, what a general education course was. Senators responded that general education was a "delightfully vague term" usually referring to non-major, non-remedial courses.

iii. Resolution regarding a University-wide course numbering system: Professor Donoghue presented the proposed resolution. He noted that articulation processes would benefit from a University numbering system which would serve as an adjunct to college systems. Many Senators rose in opposition to the proposal fearing that it represented a step toward standardization of curriculum across the University and that administrative designation of course numbers would replace faculty authority. Concerns about transferability of courses were voiced with Senators suggesting that relating courses to a University number might not be the same as the individual courses being equivalent. Chair Picken noted that the Chancellory was beginning to move ahead on developing a University-wide system. A motion to table the proposed resolution was made and seconded. The motion to table passed.

There being no further business, the meeting was adjourned at 9:10 p.m.

Respectfully submitted,

Bruce Hoffacker  
Executive Director