<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Richard Arin</td>
<td>Indiana University</td>
</tr>
<tr>
<td>Tim Lamerz</td>
<td>Business School</td>
</tr>
<tr>
<td>Judith Bossi</td>
<td>J.S. Uppal</td>
</tr>
<tr>
<td>Dick Furman</td>
<td>Economics</td>
</tr>
<tr>
<td>Gloria DeBell</td>
<td>Steve Reil</td>
</tr>
<tr>
<td>John Delance</td>
<td>Brain Sci/Publi H</td>
</tr>
<tr>
<td>Carol Anderson</td>
<td>Dev Shafeek</td>
</tr>
<tr>
<td>Helmut V.B. Hirsch</td>
<td>Jason Kass</td>
</tr>
<tr>
<td>Roger Stump</td>
<td>Eric Bierman</td>
</tr>
<tr>
<td>Bob Myerson</td>
<td>Sheila Nair</td>
</tr>
<tr>
<td>Greg Allen</td>
<td>Bill McCandless</td>
</tr>
<tr>
<td>Michael Castelli</td>
<td>Philip Epple</td>
</tr>
<tr>
<td>Landslide Larry Kaufman</td>
<td>Steve Messer</td>
</tr>
<tr>
<td>David Strogatz</td>
<td>Brennen Taylor</td>
</tr>
<tr>
<td>Katherine Trent</td>
<td>Wm. Lauter</td>
</tr>
<tr>
<td>Warren Berger</td>
<td>Peter Bloniarz</td>
</tr>
<tr>
<td>Sue Faerman</td>
<td>Jeff Klymentz</td>
</tr>
<tr>
<td>John Montgomery</td>
<td>J.J. Volkmann</td>
</tr>
<tr>
<td>Eleanor Gossel</td>
<td>Donnis Gellerston</td>
</tr>
<tr>
<td>John Welch</td>
<td>Chris Kersten</td>
</tr>
<tr>
<td>Caroline Cahill</td>
<td>James Pasquill</td>
</tr>
<tr>
<td>Carl Carducci</td>
<td></td>
</tr>
<tr>
<td>Judy Genshaft</td>
<td></td>
</tr>
<tr>
<td>S. M. Zuck</td>
<td></td>
</tr>
<tr>
<td>Benita Fraser</td>
<td></td>
</tr>
<tr>
<td>Jeanna Sullivan</td>
<td></td>
</tr>
</tbody>
</table>
UNIVERSITY AT ALBANY
STATE UNIVERSITY OF NEW YORK

UNIVERSITY SENATE
Monday, October 2, 1995
3:30 p.m. -- Campus Center Assembly Hall

AGENDA

1. Approval of Minutes: May 8, 1995 for 1994-95 University Senate Meeting
   May 8, 1995 for 1995-96 University Senate Meeting
   (To be distributed at the Meeting)

2. President's Report

3. SUNY-wide Senate Report Richard Collier
   Shirley Jones

4. Chair's Report

5. Council Reports
   a. CPCA Jon Jacklet
   b. EPC Sue Faerman
   c. GAC David Strogatz
   d. UAC John Delano
   e. RES Steven Rich
   f. LISC Timothy Lance
   g. CAFE InduShobha Chengalur-Smith
   h. SAC Peter Bloniarz
   i. UCC James Pasquill

6. Old Business

7. New Business
   a. Council Changes
   b. Senate Bill No. 9596-01: De-Registration of the Major in Greek
   c. David Cullen, EAP Coordinator

8. Adjournment
The meeting was called to order at 3:35 p.m. by Chair Baskin.

1. **Approval of Minutes**
   The University Senate Minutes of May 8, 1995, for the 1994-95 University Senate were approved as distributed. The University Senate Minutes of May 8, 1995, for the 1995-96 University Senate were approved as distributed.

2. **President’s Report**
   Chair Baskin noted Vice Presidents Carlucci and Genshaft will report for President Hitchcock.

Vice President Carlucci distributed information on the budget issues. He noted that the SUNY System experienced a reduction of $6.5 million last year and there is a possibility of a mid-year reduction for 1995-96. It is also estimated that the 1996-97 State budget will reflect a $3 billion gap, $130-150 million of which will be a reduction for the SUNY System. He also noted that the SUNY System and the University at Albany must make positive investments in technology, innovation and repairs, and renovations.
The University at Albany’s budget includes $100 million that is generated on campus and stays here, Vice President Carlucci said.

Vice President Genshaft reported that President Hitchcock’s speech from the Fall Meeting of the Voting Faculty was printed in the Update. She noted that the new members of the Board of Trustees have a new vision and charge. The Board has divided itself into four committees: Mission/Vision, Operations, Structure, and Operating Revenue/Tuition. The Board is focusing on regionalization, the mission of SUNY, duplication of programs, student demand, and placement in related fields, reported Vice President Genshaft. The Board is working on a master plan for 1995-2000. The University at Albany is looking at how we can do things more efficiently and meet budgetary demands, Vice President Genshaft said.

Vice President Genshaft noted that the comments on the “Rethinking SUNY” document are due to the University Faculty Senate on October 6. She also noted that responses from the school/college meetings were directed through the department chairs to the Deans. These responses are due her by October 6. She will forward recommendations to President Hitchcock.

3. SUNY-wide Senate Report
Senator Collier noted that a report from the first SUNY-wide Senate Meeting is available at the information table. The goal of “Rethinking SUNY” is to receive as much feedback as possible and show a strength of numbers. The forms will be collated by topic. In his report, he noted UUP has formally withdrawn its opposition to Campus Governance Representatives to a College Council having voting membership on the Council. He also noted that two reports from the meeting were available in the Senate Office for review.

4. Chair’s Report
Chair Baskin applauded the efforts of President Hitchcock for giving faculty the opportunity to air their views at the school/college meetings. She suggested the Senate reflect on its role and activities during this transitional year. She reported on her meetings with Senate Council Chairs to discuss agenda items. One item is the possibility of combining UCC and SAC. Chair Baskin is working with the University attorney to define the role of CAFE.

Chair Baskin announced the Faculty Forum will be held on October 24 at Noon in the Campus Center Assembly Hall. She is soliciting ideas for topics.

Chair Baskin reported on the Presidential Search Advisory Committee. The University Council has the authority to appoint an advisory committee for the
search. She read a description of the University Council and gave a history of previous searches. She then reported that in June she was asked for a list of 22 teaching faculty of whom 11 would be chosen to serve on the Search Advisory Committee. Instead, a smaller Search Advisory Committee was selected, she reported. The Senate Executive Committee drafted a resolution which was sent to Judge Holt-Harris, Chair of the University Council, asking that at least three more faculty members be selected. The University Council met on September 28 and unanimously voted to keep the Committee membership as it is, Chair Baskin reported. Open hearings are being held to hear views on the qualities of the new president, she said.

Chair Baskin also reported an ad for the position of President has been placed in the *Chronicle of Higher Education* and a management firm has been hired to assist in the search.

Senators expressed their views on consultation with the Senate and the hiring of a management firm. Senator Jones noted that there is going to be change and our energy ought to be about influencing that change. The new president will inherit decisions that are being made now, she said.

5. Council Reports  

a. CPCA: Senator Jacklet had nothing to report.

b. EPC: Senator Faerman reported EPC will meet on October 11.

c. GAC: Senator Strogatz had nothing to report.

d. UAC: Senator Delano has discussed a tentative agenda with UAC. He reported on his service on a selection committee for the Dean of Undergraduate Studies. Four candidates were referred to Vice President Genshaft. He also noted that Committee Chairs were selected.

e. RES: Senator Rich reported RES will meet on October 11.

f. LISC: Senator Lance reported on the new library fees. The new technology fee will help landscaping for the future as well as pose a challenge to inform the University community.

g. CAFE: Senator Chengalur-Smith had nothing to report.

h. SAC: Senator Bloniarz had nothing to report.
i. **UCC:** Senator Pasquill reported that the Smoking Policy has been forwarded to President Hitchcock. UCC will continue to promote a non-smoking campus. UCC and SAC are discussing safety issues, specifically those related to rollerblading and skateboarding, he reported. He asked for input on these issues. UCC will continue to discuss the parking situation.

6. **Old Business**
There was no Old Business.

7. **New Business**
   a. **Council Changes.** The Council changes were approved as distributed.
   
   b. **Senate Bill No. 9596-01: De-Registration of the Major in Greek.** Senator Delano noted that the Department of Classics requested this de-registration. Senator Messner, 1994-95 UAC Chair, reported on the background of the de-registration and that this was reported last year to the Executive Committee. Senator Messner noted there has been no interest in the program for some time. The motion to de-register was approved.
   
   c. **David Cullen, EAP Coordinator.** Mr. Cullen invited all Senators to the EAP Open House in the Health Center. He explained the primary purpose of EAP as an assessment and referral service and is available to all employees, students and family members. EAP is best known for the Wellness Center and the health screenings, he said.

8. **Adjournment**
There being no further business, the meeting adjourned at 4:50 p.m.

Respectfully submitted,

Bonnie Spanier
Secretary
Major Budget Issues

Distribution of 1995-96 New York State General Fund

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>$33 billion</td>
<td>100%</td>
<td>Total</td>
</tr>
<tr>
<td>23 billion</td>
<td>69%</td>
<td>Aid to Localities</td>
</tr>
<tr>
<td>10 billion</td>
<td>31%</td>
<td>State Government; General State Charges; Debt Service</td>
</tr>
</tbody>
</table>

1996-97 Projection

- $3 billion estimated potential gap in projected 1996-97 revenue v. expenditures
- 9% of base

Possible impact on SUNY’s budgets

- $130 million to $150 million range after adjusting for inflationary costs/wage requirements
Range of Possible Actions to Close a Potential $150 Million Gap
(Continued)

1996-97
Cost Reduction Estimates
(Millions)

- Restructure Hospital Operations $25.0
  - Allow SUNY hospitals to compete in changing health care delivery system

- Productivity and Innovation in Academic Programming $20.0
  - Expanded use of technology (distance learning)
  - Increased faculty productivity
  - Academic program specialization

The potential 1996-97 savings from cost reduction actions listed above sums to $70 million leaving $80 million to be attained by:

- Program Restructuring
  - Health Sciences programs
  - Consolidating and reducing enrollments in professional programs
  - Other consolidations

  OR

- Increases in University revenues
  - Sale of services
  - Use of facilities
  - Tuition and fees

  OR

- Changes to SUNY structure
Range of Possible Actions to Close a Potential $150 Million Gap

1996-97
Cost Reduction Estimates
(Millions)

Administrative Productivity and Management Initiatives $25.0

- Possible cost savings from restructuring administrative and support services
  - System office restructuring
  - Reorganizing business, academic and student support services on all campuses
  - Using new technologies to handle library, payroll, financial aid, and purchasing services
  - Expanding regional services and consolidating activities
  - Developing common administrative systems

- Consider outsourcing certain services such as fleet management, printing and duplicating, etc.

- Expand SUNY management responsibility
  - Further delegation of purchasing authority
  - Assign payroll responsibility to SUNY
  - Allow for sale of receivables
  - Allow carryover of appropriations
  - Establish all funds budget/management approach
  - Simplify position classification structures

- Innovative management practices
  - Utilities cogeneration and energy conservation
  - Year-round academic calendar
  - Academic year appointments for support staff
• Investment in High Priority Initiatives

• Technology $10 Million
  • Infrastructure
  • Student and Faculty Access
  • Investment for Long-Term Savings

• Innovation $10 Million
  • Productivity
  • New Instructional Delivery Methods
  • Enhanced Collaboration

• Repairs and Renovations $10 Million
  • Aging Facilities
  • Up-to-date Equipment
## State Operated and Statutory Campuses
### 1995-96 Budget Actions
(Millions of Dollars)

<table>
<thead>
<tr>
<th>University Operating Budget</th>
<th>1994-95 Base</th>
<th>1995-96 Appropriation</th>
<th>Change vs. Base</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Amount</td>
<td>Percent Distribution</td>
<td>Amount</td>
</tr>
<tr>
<td>University Operating Budget</td>
<td>$1,518.8</td>
<td>100.0%</td>
<td>$1,494.7</td>
</tr>
<tr>
<td></td>
<td>$1,494.7</td>
<td>100.0%</td>
<td>($24.1)</td>
</tr>
<tr>
<td>State Tax Dollars</td>
<td>$918.7</td>
<td>60.5%</td>
<td>$733.1</td>
</tr>
<tr>
<td>Income Fund Support</td>
<td>$600.1</td>
<td>39.5%</td>
<td>$761.6</td>
</tr>
</tbody>
</table>

### State Tax Dollar Loss Met By:
($185.6)

- Funded Inflationary Costs: 16.3
- EOP Reduction: (3.8)
- Additional Tuition Revenue: (111.6)
- Other Miscellaneous Revenue: (26.5)
- Expenditure Reduction: (60.0)

09/01/95
UNIVERSITY FACULTY SENATE

Fall Assembly -- September 21-23, 1995

Senators Richard Collier and Shirley Jones present

PRESIDENT VINCENT ACETO'S REPORT:

- All members of the faculty are strongly encouraged to respond to the “Rethinking SUNY” document. If responses are sent to the University Faculty Senate office [State University Plaza, Albany 12246; FAX: 518-443-5327; EMAIL: ACETOVJ@CA.SUNYCENTRAL.EDU] by October 6th, the responses will be organized by topic (“not filtered”) and presented to the trustees by October 12th. No “global” responses are desired; rather, it is hoped each member of the faculty will provide a response or two or three on those topics of greatest concern and interest. The “response form” is designed to accommodate one topic or issue per form. [All members of University at Albany’s voting faculty should have received a memo marked “IMPORTANT -- RESPONSE REQUESTED BY OCTOBER 6. Please note that the response form (final page) is intended to be duplicated, allowing multiple responses.]

- UUP President William Scheuerman was introduced. The two indicated various ways that they and their groups are working together, recognizing their “common cause.” UUP has withdrawn its opposition to Campus Governance Representatives to a College Council having voting membership on the council.

SPEAKERS:

Dr. Candace deRussy, Member, Board of Trustees
“Raising the Question of Academic Quality”

- Although “distance learning” is important, it should not be viewed as a cure-all, and there is little evidence that it results in any immediate financial savings.
- The system and the campuses need to discover “how best to simplify SUNY’s gen ed requirements.”
- “Need to correlate input with output.” [in context of “value added” to student]
- Need to “phase in more challenging admissions standards.”
- Community colleges might be viewed as “testing grounds” for some students.
- National data suggest SUNY professors teach “more hours but fewer students.”
- Other miscellaneous quotes: “humane education,” “reward for teaching as well as research”

Roderick Chu, Member, Board of Trustees and Chair, Mission/Vision Committee
“Some Initial Thoughts on Mission/Vision”

- SUNY needs to be “recast as an integrated mosaic of differentiated institutions.”
- “Distance learning” is a key “enabling technology” for such a mosaic, with other campuses connecting with various “centers of excellence” for specific disciplines.
- This “might best be achieved regionally.”
- The SUNY system should assist in defining integrated missions and set “five-year directions” rather than annually “micromanaging the campuses.”
- “Clinics and hospitals” are not “within SUNY’s core education mission.”
- Need to reduce “impediments to public/private” educational partnerships.
- SUNY must be “more nimble” than the private sector in meeting students’ and state’s education needs; can no longer use “same old, same old” answers and approaches.

[Two copies of Mr. Chu’s “Initial Thoughts” summary are available for your perusal in the University Senate Office, AD 259.]
Chancellor Thomas Bartlett

- Need to find "efficiencies": cutting administration, increase "productivity," concern for "output."
- "What lines of business shouldn't we be in?....Hospitals?"
- More "partnerships" needed: among campuses, among programs, with "public and others."
- "Decision-making devolution"
- "For awhile, the budget-cutting decisions seemed to be ahead of planning," but now there is no specific target number.
- In 40 years, many "barnacles" have attached themselves to the system.

"SHARING OF CONCERNS" (University Faculty Senators by "sector type")

Four-Year Colleges: concerned about remediation stereotypes, failure to recognize that all sorts of students may need some remediation some of the time.

Specialized Colleges: too heavy an emphasis on technology solutions, especially when much of the technology may be obsolete

Ag and Tech Colleges: morale concerns

Health Sciences Centers: rising costs driving away quality students; students taking out loans from out of state sources (i.e., repayment therefore leaves state)

University Centers:

- Danger that duplication will be confused with unnecessary duplication (i.e., certain disciplines necessary for a university environment, ) importance of distribution requirements to help students find majors and to accommodate transfers from community colleges.
- "Educational technologies" (including but not limited to those involving distance learning) are important tools in a teaching faculty member's repertoire, not an end in themselves. Danger of gimmickry, fads, application to marginal aspects of students' education.
- Measuring "faculty productivity" by hours simplistic.
- Flexibility, differential types within a mosaic, etc., are all desirable, probably within a regional plan.
  [General consensus of university center reps, not reported to plenary session, was that differential tuition would be a good thing if and only if campuses could keep the money.]
- SUNY, in stressing the importance of graduate education and research, should more heavily and regularly emphasize the public contributions of that research.
- Within the suggested set of solutions, the Research Foundation (however and wherever staffed) has an even greater importance.
- On-going concern that libraries will be slighted.
- Continuing and perhaps accelerating concerns that, in times of budget crisis, campus administrations tend to circumvent the established and appropriate decision-making procedures through fiat, "ad hoc" committees, "emergency" responses, etc.
- The system and state need to consider that in a few years there will be an increase in student demand [based on number of grade school students in New York State].
BUDGET UPDATE

William Anslow, Senior Vice Chancellor for Finance and Management

- "Early retirement more successful than expected": ca. 1200, including 600 teaching faculty, 300 professional staff. Also 50-60 layoffs, 50 non renewals of term
- "Expanded SUNY management responsibility" in meeting reductions also devolves from SUNY to "campuses and thence to departments and divisions."
- To close $150 million gap:
  - $25 million administrative productivity and management initiatives
  - $25 million restructure hospital operations
  - $20 million productivity and innovation in academic programming
  - remaining $80 million:
    - program restructuring (health sci, consolidations) or
    - increase revenues (sale of services, use of facilities, tuition and fees) or
    - change to SUNY structure (mergers, closings, regionalization)
- Need for long term investments in technology, innovation, repairs/renovations

[Two copies of the Board of Trustees Budget Overview, 9/5/95 version hand-updated by Anslow, are available for your perusal in the University Senate Office, AD 259.]

VARIOUS COMMITTEE REPORTS/BILLS:

GRADUATE ACADEMIC PROGRAMS AND RESEARCH COMMITTEE introduced a bill endorsing a telecommunications project to assist junior faculty and graduate students seeking research awards, "grant-writing videocourse" throughout SUNY. The bill was passed unanimously.

OPERATIONS COMMITTEE is concerned about and will explore the proliferation of fees, which are unaidable, make some disciplines more expensive than others, are sometimes "unapproved," and whose use is "sometimes unclear."

STUDENT LIFE COMMITTEE is concerned that too great a concentration on academic programs may ignore "services, programs, and other activities that shape the student's 'total college experience.'"

UNDERGRADUATE ACADEMIC PROGRAMS AND POLICIES COMMITTEE is concerned that downsizing issues not forget the impact of diminished library holdings and hours, lab equipment, out-of-class support services, etc., or the move to larger classes and increased use of adjuncts. The committee also continues to work with the senate and the Faculty Council of Community Colleges on improving transfer articulation.

CAMPUS GOVERNANCE LEADERS introduced a bill that any plan to change or refocus SUNY's mission and energies document the consequential reduction in student enrollments, including profile and characteristics of students affected, and that these be addressed in a series of public hearing to be held through the various regions of the state. It was further resolved that the process of consultation and deliberation be established "at a pace reasonable to ensure a prudent, constructive and cooperative discussion." The bill was approved.

Respectfully submitted,

Dick Collier, University Faculty Senator
TO: Faculty and Staff of SUNY

FROM: Executive Committee of the University Faculty Senate

RE: "Rethinking SUNY"

DATE: September 19, 1995

This past spring the New York State Legislature charged the Board of Trustees to "develop a multi-year comprehensive, system-wide plan to increase cost-efficiency in the continuing pursuit of the highest quality and broadest possible access consistent with the State University mission" with the "participation and contribution of the university community in its entirety". The Board established four committees: mission/vision, operations, structure, tuition and operating revenue/tuition, to accomplish this task by December 1, 1995.

The University Faculty Senate was asked by several of these committees to provide specific data and to offer "suggestions as to other data and information [the Senate] think(s) would be relevant to our work". The Executive Committee decided to enlarge the potential respondents by including all the faculty and staff in SUNY that we represent on the Senate. To that end, we are encouraging you to provide thoughtful and reasoned responses to the Board's request for participation in this critical evaluation process.

In order to provide an effective way of communicating with the Board committees, we have assigned three to four University Faculty Senators to each of the committees to serve as our representatives at all meetings. These Senators will receive your responses and carefully edit them as a final document for presentation to the Board committees.

We plan to cover the entire spectrum of responses and note significant minority positions where appropriate. The collected individual responses will be placed on file in the Senate office for your perusal. A second set of responses will also be sent to the Board committee chairs. A copy of the final document will also be sent to all respondents.
Attached is a summary of topics and issues to be addressed by the Board committees, a memo from two Board committee chairs requesting input from the Senate, and a response format. We invite you to respond to topics or issues about which you believe you can contribute best. Whatever your choice, you may want to think about it on one or more levels of abstraction, including: (1) SUNY as a system, its mission, philosophy, or vision, value to the state, etc.; (2) commentary keyed to specific areas of Board committee concerns such as duplication of programs, regionalization, faculty productivity, and; (3) faculty observations on the processes of education and change, including the effects of changes in policy and/or restructuring of SUNY on student learning and faculty performance.

We believe that faculty governance can respond quickly and prudently to the critical issues before us. However, if we are to make a significant impact on the Trustees' December 1 report, we must act now. Time is really our greatest enemy. A final report will be completed by the Board, with or without our input. We will consider all responses received BEFORE 5:00 PM, FRIDAY, OCTOBER 6 and begin writing our final documents immediately thereafter.

We look forward to receiving your responses.
Questions and Issues: What do you think the Board of Trustees should know, contemplate, or decide in relation to the following issues (the list is not intended to be exhaustive; add items as necessary) that you wish to address? Issues are organized by committee likely to have the major interest in that issue.

Mission/Vision Committee
SUNY’s vision
The current situation as opportunity for positive change
Significance of preparing students for meaningful, remunerative employment
SUNY’s accessibility to citizens of New York
Graduate and professional education
Distance learning in relation to access, innovation, and efficiency
SUNY opportunities for all people in all places
Undergraduate education as (a?) (the?) top priority
The faculty’s governance role in a changing SUNY

Operations Committee
System guidance: the role of the system (SUNY Central)
Regionalization
Management flexibility for individual campuses
Various meanings of quality for SUNY
Maintaining quality during this time of change
Effects of “downsizing” and budget reductions on quality of SUNY and SUNY programs
The “corporate/entrepreneurial” management model for SUNY
Opportunities from “privatization” and entrepreneurialism
Dangers of “privatization” and entrepreneurialism
Measurement of faculty productivity
Management of faculty productivity
Efficiency as a criterion for evaluating performance
Distance learning in relation to access, innovations, and efficiency
Self-paced and guided independent learning in relation to access, innovations, and efficiency
Technology for communication, research, and accessing information
Accountability for faculty responsibility (teaching, research, service)
Accountability for student outcomes, retention, time to graduation
Accountability for innovations, and for implementing and evaluating innovations
Ways to generate revenue

Structure Committee
Opportunities from “privatization” and entrepreneurialism
Program elimination
Program and/or campus mergers
Weight of student interest and student demand in curriculum design
Faculty role and authority in curriculum design
SUNY’s commitment to medical education and medical service in local communities
Graduate and professional education
SUNY differentiating opportunities for people at various sites

Operating Revenue/Tuition Committee
Tuition policy
We want and need to draw on the perception and wisdom of the many "stake holders" in SUNY. As a starting point, our committees are developing an initial list of data requests. We do not want to overlook any information which might be important to our review. The lists or our committee charges and our initial requests for information follow. The committees would welcome your suggestions as to other data and information you think would be relevant to our work.

The Committee on Operations will examine issues relating to the areas below:

**Re-engineering System-wide Administration**

- Administrative staff and costs by campus and functional area (General Administration, Student Affairs, Academic, etc.)
- Trends in institutional support staff and costs
- Comparison of Administration staff and costs to peers
- Re-engineering initiatives/programs implemented at other university systems and colleges
- Cost for processing administrative transactions (i.e., purchase order, vouchers/student application/appointments/registration/financial aid, etc.)
- Management program audits (System Administration/Office of the State Comptroller)

**Faculty Productivity**

- Number of classes taught per week by program/discipline/campus type
- Number of teaching contact hours by program/discipline/campus type
- Number of credit hours produced by program/discipline/campus type
- Percent of classes taught by graduate students
- Comparison with peer institutions
- Percent of workload distribution by instruction/research/administration
- Campus workload policy

**Learning Productivity, Time-to-Degree**

- Graduation rates by campus (affected by gender/race/age/income/high school average/number of different majors)
- Graduate rates of peer institutions
- Percent of graduates receiving baccalaureate degree within four years/comparison to peer institutions
- Baccalaureate program length
- Frequency of course offerings
Studies on redesign of academic calendar (i.e., year-round learning/flexible lengths of time modules)

Career/graduate school placements

Quality indicators of undergraduate admissions

Graduate degrees awarded

Management Flexibility

Constitutional autonomy - various peer institution models

Public benefit corporation - benefits received by structure

Statutory revisions--success to date - what can be accomplished by legislation (purchasing, classification, unitary fund, carry-over reserves, capital projects)

Utilization of Academic and Administrative Technology

SUNY’s technology infrastructure (current capacity/adequacy; projected growth and required investment

Shared/common vs. Local/diverse information systems (current SUNY status; pros/cons of various models)

Training/support for users and systems (current assigned personnel; alternative models)

Changes in teaching/learning (i.e., instructional materials beyond textbook; redesigning courses (distance learning)/how students and faculty spend their time)

Campus funds/allocation and staffing for computing

Industry trends in technology

Office of the State Comptroller management program audit: “Further Standardization of Administrative Computing Systems at the Campuses Could Produce Substantial Savings.”

Conditions for Encouraging Entrepreneurship

Privatization (i.e., residence halls, auxiliary services)

Maximization of use of campus facilities (i.e., intersession, summer, weekends, nights)

SUNYCard

Distance learning

Marketing and recruitment of clients

Trends in fundraising/comparison to peers
The Committee on Structure will, among other things, focus on three specific areas. Those areas and the initial data requests pertaining to each category appear below.

**Strengthening Academic Specialization**

- Number and locations of degree program offerings by discipline across the System
- Criteria for Program Decisions
- “Inventory of Registered Degree Programs” maintained by the State Education Department
- Program Enrollments, F.T.E. Workload, Student/Faculty Ratios, and Cost per F.T.E.

**Hospitals**

- Budget comparisons, revenue and expense trends and patterns, and
- Financial indicators

**System Configuration**

- Comparison of campus budgeted and actual F.T.E. enrollment trends compared to F.T.E. cost - Five-Year Trend
- Geographic origins of students for each campus (local, regional and state-wide)
- Expenditure patterns (1992-93 and possibly 1993-94) for each campus in total and by function:
  - Per F.T.E. Student
  - As compared to peer institutions
  - In rank order of campuses by function
- Space utilization by campus
- Average campus size compared to institutions nationally
- Expenditures for operations and maintenance
- Other expenditures
- Revenue per F.T.E. by source for each campus
- Rank order of revenue source for each campus
- Comparative peer revenue data (1992-93 only)
- Physical Plant Condition Survey (SUCF/DASNY)
- Capital Master Plan
Please do NOT use this sheet for submitting your response(s)
Make a COPY of this format and add sheets as needed

RESPONSE FORMAT FOR "RETHINKING SUNY"

Board of Trustee Committee: ____________________________________________
Topic or Issue: _______________________________________________________
(Please limit response to one topic or issue per response form)

Response:
(Whenever possible, support your response with relevant data and/or research)

Remember - do NOT use this sheet. Make a COPY of this format and add pages as needed

Your name: ___________________________ Rank or Title: _______________________
Campus Address: ____________________________ Telephone: _______ FAX: _______
E-Mail: __________________________________

SEND RESPONSES TO:
FAX: 518 443 5327 E-MAIL: ACETOVJ@CA.SUNYCENTRAL.EDU
Resolution passed by the Senate Executive Committee, August 30, 1995 and sent to Judge John E. Holt-Harris, Jr., Chairman, University Council.

The Presidential Search Advisory Committee consists of only three members of the university teaching faculty. Although the faculty members selected are esteemed colleagues, there is a clear underrepresentation of faculty on the committee when weighed against the unique and central responsibility that we hold in carrying out the mission of the University. This relative underrepresentation is contrary to past practice and prevents the full participation of a major constituency of this University in this important process. The Executive Committee respectfully requests that at least three additional faculty members be selected to participate in the deliberations of the Presidential Search Advisory Committee, particularly faculty engaged in graduate education and funded research, in order that the diversity of the University’s faculty may be more fully represented on this crucial committee.
**UNIVERSITY SENATE COUNCIL CHANGES**

<table>
<thead>
<tr>
<th>Remove from Council</th>
<th>Propose to Council</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Robert Frost, LISC</td>
<td>Stewart Tolnay, LISC</td>
</tr>
<tr>
<td>Philip Eppard, EPC</td>
<td>Frederick Dembowski, EPC</td>
</tr>
<tr>
<td>James Fleming, EPC</td>
<td>Laurie Feldman, EPC</td>
</tr>
<tr>
<td></td>
<td>Chris Pace, GAC</td>
</tr>
<tr>
<td></td>
<td>Mohamed Rahman, GAC</td>
</tr>
</tbody>
</table>

*Senator*
IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:

1. That the major in Greek, leading to a Bachelor of Arts degree, be eliminated.

2. That the Bill be forwarded to the President for approval and implementation.
TO: Karen R. Hitchcock,  
   Vice President for Academic Affairs

FROM: Sung Bok Kim, Dean

SUBJECT: DE-REGISTRATION OF THE MAJOR IN GREEK

The Undergraduate Academic Council, at its April 18 meeting, voted unanimously to recommend de-registration of the major in Greek. The College of Arts & Sciences indicates that the Classics Department has requested the de-registration, since there have been no enrollments in the program in recent years.

attachment
MEMORANDUM

To: Associate Dean Cy Knoblauch and College Curriculum Committee

From: Lou Roberts, Chair, Department of Classics

Date: February 6, 1995

Subject: Curriculum Change

Enclosed are course action forms for two new courses and a slew of deletions. They represent the first phase of a major revision in departmental curriculum. In addition to action on these course changes, the Department requests that the major (undergraduate) and graduate in Greek be deregistered. No students have followed this option in recent years and it is unlikely that there will be such in the future. Thank you.

[Signature]

Deregistration approved by Academic Program

John C. [Signature]

7/10/95
EMPLOYEE ASSISTANCE PROGRAM

UNIVERSITY AT ALBANY

Provides Confidential Help With Personal Problems, Wellness Programming, and Community Service to the University Community
Dear Colleague,

I am pleased to introduce you to the University's Employee Assistance Program (EAP). Through EAP, the University helps meet its commitment of providing a community-oriented work environment which supports its employees and promotes a healthy state of mind, both in and out of the workplace.

As many of you are aware, EAP has been a positive force at the University for more than a decade. EAP provides quality health, wellness, and self enhancement programs to our valued employees and their families. In addition, the program provides personal help and referral, so that individuals do not have to face their difficulties alone.

The EAP Coordinator is available to all faculty, staff, retirees, and their family members to discuss the types of services readily available within our community. I strongly encourage each of you to review the contents of this brochure and to avail yourselves of the programs and services available through EAP.

Sincerely,

H. Patrick Swygert
President

EAP COORDINATOR OFFERS HELP

At the University at Albany, EAP is based upon a belief that a person’s health and well-being directly impact their work performance and that anything which enhances a person’s growth benefits not only the individual but the University as well.

This University Program provides numerous services to staff and faculty, family members, and retirees of the University. EAP employs a Coordinator who is available (at the convenience of the person seeking assistance) to discuss whatever problems or difficulties a person is experiencing. This service is free and provides an opportunity to obtain assistance on a specific issue or to just talk.

People come to EAP to address a variety of circumstances. Sometimes there are small problems, a request for information, or just a chance to talk or bounce ideas off someone else. More difficult issues may include mental health concerns, chemical dependency, family problems, financial difficulties, or a desire for formal counseling. In these situations, the Coordinator offers at least two referrals to individuals or organizations that are known to be excellent service providers. The Coordinator also provides information on what services are covered by your health insurance program and how to best arrange for payment.

A crucial aspect of EAP is its commitment to confidentiality. Only the Coordinator knows who comes to EAP and why. Supervisors in the University Administration, even EAP Committee Members don't know who uses the service. Also, if you call the EAP office and leave a message, know that only the Coordinator will hear it.

EAP is not supervised by any management function of the University. Rather, it is run by a Committee of University employees who represent the unions, other employee groups, and management. A list of the current members of the EAP Committee is enclosed with this brochure.

EAP OFFERS WELLNESS PROGRAMMING

The Employee Assistance Program offers numerous wellness programs and activities to the staff of the University.

Brown Bag Lunch Seminars

All wellness programs are advertised through the EAP Newsletter, Flyers, and on bulletin boards across the campus. They are also listed in the Calendar in the Update, electronically in UAINFO, and on the Rockefeller College Bulletin Board. At least four times each semester luncheon brown bag presentations are sponsored by EAP. Speakers from on campus and from the Capital District area come in to talk about topics such as retirement, health, investing, relationships, time management, and stress. Topics chosen are usually suggested by members of the University.

Self Enhancement Programs

EAP also sponsors ongoing programs that serve the needs and interests of the staff. Among these are a T'ai Chi program, various NYS Education Department Healthy State programs, Health Screenings, a Step Aerobics program, Defensive Driving
Dear Colleague,

I am pleased to introduce you to the University's Employee Assistance Program (EAP). Through EAP, the University helps meet its commitment of providing a community-oriented work environment which supports its employees and promotes a healthy state of mind, both in and out of the workplace.

As many of you are aware, EAP has been a positive force at the University for more than a decade. EAP provides quality health, wellness, and self enhancement programs to our valued employees and their families. In addition, the program provides personal help and referral, so that individuals do not have to face their difficulties alone.

The EAP Coordinator is available to all faculty, staff, retirees, and their family members to discuss the types of services readily available within our community. I strongly encourage each of you to review the contents of this brochure and to avail yourselves of the programs and services available through EAP.

Sincerely,

H. Patrick Swygert
President

**EAP COORDINATOR OFFERS HELP**

At the University at Albany, EAP is based upon a belief that a person's health and well-being directly impact their work performance and that anything which enhances a person's growth benefits not only the individual but the University as well.

This University Program provides numerous services to staff and faculty, family members, and retirees of the University. EAP employs a Coordinator who is available (at the convenience of the person seeking assistance) to discuss whatever problems or difficulties a person is experiencing. This service is free and provides an opportunity to obtain assistance on a specific issue or to just talk.

People come to EAP to address a variety of circumstances. Sometimes there are small problems, a request for information, or just a chance to talk or bounce ideas off someone else. More difficult issues may include mental health concerns, chemical dependency, family problems, financial difficulties, or a desire for formal counseling. In these situations, the Coordinator offers at least two referrals to individuals or organizations that are known to be excellent service providers. The Coordinator also provides information on what services are covered by your health insurance program and how to best arrange for payment.

A crucial aspect of EAP is its commitment to confidentiality. Only the Coordinator knows who comes to EAP and why. Supervisors are the University Administration, even EAP Committee Members don’t know who uses the service. Also, if you call the EAP office and leave a message, know that only the Coordinator will hear it.

EAP is not supervised by any management function of the University. Rather, it is run by a Committee of University employees who represent the unions, other employee groups, and management. A list of the current members of the EAP Committee is enclosed with this brochure.

**EAP OFFERS WELLNESS PROGRAMMING**

The Employee Assistance Program offers numerous wellness programs and activities to the staff of the University.

**Brown Bag Lunch Seminars**

All wellness programs are advertised through the EAP Newsletter, Flyers, and on bulletin boards across the campus. They are also listed in the Calendar in the *Update*, electronically in UAINFO, and on the Rockefeller College Bulletin Board. At least four times each semester luncheon brown bag presentations are sponsored by EAP. Speakers from on campus and from the Capital District area come in to talk about topics such as retirement, health, investing, relationships, time management, and stress. Topics chosen are usually suggested by members of the University.

**Self Enhancement Programs**

EAP also sponsors ongoing programs that serve the needs and interests of the staff. Among these are a T'ai Chi program, various NYS Education Department Healthy State programs, Health Screenings, a Step Aerobics program, Defensive Driving
EAP COMMITTEE
MEMBERS

David Cullen (Coord) 442-5483
Carson Carr (Mgt) 442-5180
Linda Currie (GSEU) 442-4645
Randy Fine (C-82) 442-3131
Holly Hawkes (Mgt) 442-3155
Bruce Kosakoski (CSEA) 442-3423
Ellen Krzykowski (CSEA) 442-5996
Michele Lennon (PEF) 442-5454
Lana Neveu (Al Fnd) 442-3350
Alisa Mathis (UAS) 442-5970
Stephen Russell (Res Fnd) 442-6146
Eileen Scanlan (Mgt) 442-3195
Stephen Schafer (Mgt) 442-3110
Lynn Videka-Sherman (Mgt) 442-5324
Kathie Winchester (UUP) 442-5140
BOARD OF TRL

Budget Overview

1995-96 Status and 1996-97
BOARD OF TRUSTEES

Budget Overview

1995-96 Status and 1996-97 Initial Review

September 5, 1995
State-Operated and Statutory Campuses
All Funds Summary
Millions of Dollars

<table>
<thead>
<tr>
<th>Description</th>
<th>1993-94</th>
<th>1994-95</th>
<th>1995-96</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Board of Trustees Management</td>
<td>$3,352.7</td>
<td>$3,590.2</td>
<td>$3,661.1</td>
</tr>
<tr>
<td>General Operations - University Operating Budget</td>
<td>1,433.3</td>
<td>1,518.8</td>
<td>1,494.7</td>
</tr>
<tr>
<td>State Tax Dollars</td>
<td>873.2</td>
<td>918.7</td>
<td>733.1</td>
</tr>
<tr>
<td>University Tuition &amp; Fees, interest income, etc</td>
<td>560.1</td>
<td>600.1</td>
<td>761.6</td>
</tr>
<tr>
<td>General Operations - Special Program Funds</td>
<td>345.1</td>
<td>360.6</td>
<td>357.0</td>
</tr>
<tr>
<td>Self-supporting activities and donated funds</td>
<td>345.1</td>
<td>360.6</td>
<td>357.0</td>
</tr>
<tr>
<td>Hospital Operations and Long Island Vet. Home</td>
<td>641.4</td>
<td>701.8</td>
<td>746.0</td>
</tr>
<tr>
<td>State Tax Dollars</td>
<td>77.3</td>
<td>47.4</td>
<td>74.3</td>
</tr>
<tr>
<td>Patient Fees and Other Hospital income</td>
<td>564.1</td>
<td>654.4</td>
<td>671.7</td>
</tr>
<tr>
<td>Auxiliary Services</td>
<td>328.0</td>
<td>355.1</td>
<td>377.0</td>
</tr>
<tr>
<td>Residence Halls, Room Rentals</td>
<td>160.3</td>
<td>173.7</td>
<td>182.9</td>
</tr>
<tr>
<td>Auxiliary Service Corporations</td>
<td>167.7</td>
<td>181.4</td>
<td>194.1</td>
</tr>
<tr>
<td>Debt Service</td>
<td>285.7</td>
<td>313.8</td>
<td>313.8</td>
</tr>
<tr>
<td>State Tax Dollars (Academic)</td>
<td>248.0</td>
<td>277.0</td>
<td>277.0</td>
</tr>
<tr>
<td>University Current Income (Residence Halls)</td>
<td>37.7</td>
<td>36.8</td>
<td>36.8</td>
</tr>
<tr>
<td>Sponsored Programs and Research</td>
<td>319.2</td>
<td>340.1</td>
<td>372.6</td>
</tr>
<tr>
<td>Research Foundation</td>
<td>319.2</td>
<td>340.1</td>
<td>372.6</td>
</tr>
</tbody>
</table>

Indirect Board of Trustees Impact

<table>
<thead>
<tr>
<th>Description</th>
<th>1993-94</th>
<th>1994-95</th>
<th>1995-96</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Operations-Fringe Benefits</td>
<td>330.3</td>
<td>353.2</td>
<td>337.3</td>
</tr>
<tr>
<td>State Tax Dollars</td>
<td>330.3</td>
<td>353.2</td>
<td>337.3</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>241.5</td>
<td>232.1</td>
<td>228.8</td>
</tr>
<tr>
<td>State Tax Dollars (TAP)</td>
<td>91.7</td>
<td>92.2</td>
<td>103.9</td>
</tr>
<tr>
<td>Fiduciary (Donated) Funds</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Federal Programs</td>
<td>148.8</td>
<td>138.9</td>
<td>123.9</td>
</tr>
</tbody>
</table>
## State Operated and Statutory Campuses

### 1995-96 Budget Actions
(Millions of Dollars)

<table>
<thead>
<tr>
<th></th>
<th>1994-95 Base</th>
<th></th>
<th>1995-96 Appropriation</th>
<th>Change vs. Base</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Amount</td>
<td>Percent</td>
<td>Amount</td>
<td>Percent</td>
<td></td>
</tr>
<tr>
<td>University Operating Budget</td>
<td>$1,518.8</td>
<td>100.0%</td>
<td>$1,494.7</td>
<td>($24.1)</td>
<td>-1.6%</td>
</tr>
<tr>
<td>State Tax Dollars</td>
<td>918.7</td>
<td>60.5%</td>
<td>733.1</td>
<td>(185.6)</td>
<td>-20.2%</td>
</tr>
<tr>
<td>Income Fund Support</td>
<td>600.1</td>
<td>39.5%</td>
<td>761.6</td>
<td>161.5</td>
<td>26.9%</td>
</tr>
</tbody>
</table>

**State Tax Dollar Loss Met By:**

- Funded Inflationary Costs: 16.3
- EOP Reduction: 3.8
- Additional Tuition Revenue: (111.6)
- Other Miscellaneous Revenue: 26.5
- Expenditure Reduction: 60.0

09/01/95
State Operated and Statutory Campuses
Now Campuses Achieved the $60 Million Reduction

Millions of Dollars

- Funding for Positions $50.4 (84.0%)
- Equipment $0.9
- Contractual Services $2.8
- Supplies $5.9
State Operated and Statutory Campuses
Impact of the 1995-96 Budget Reductions
Operating Budget FTE Positions

| By Function                              | 1995-96 | 1994-95 | Change | Percent
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>23,156</td>
<td>24,271</td>
<td>(1,115)</td>
<td>-4.6%</td>
</tr>
<tr>
<td>I&amp;DR Faculty</td>
<td>8,291</td>
<td>8,790</td>
<td>(499)</td>
<td>-5.7%</td>
</tr>
<tr>
<td>I&amp;DR Support</td>
<td>3,043</td>
<td>3,129</td>
<td>(86)</td>
<td>-2.7%</td>
</tr>
<tr>
<td>Organized Activities</td>
<td>528</td>
<td>552</td>
<td>(24)</td>
<td>-4.3%</td>
</tr>
<tr>
<td>Organized Research</td>
<td>860</td>
<td>891</td>
<td>(31)</td>
<td>-3.5%</td>
</tr>
<tr>
<td>Extension and Public Service</td>
<td>288</td>
<td>297</td>
<td>(9)</td>
<td>-3.0%</td>
</tr>
<tr>
<td>Library</td>
<td>1,088</td>
<td>1,122</td>
<td>(34)</td>
<td>-3.0%</td>
</tr>
<tr>
<td>Student Services</td>
<td>1,783</td>
<td>1,836</td>
<td>(53)</td>
<td>-2.9%</td>
</tr>
<tr>
<td>Maintenance &amp; Operations</td>
<td>3,401</td>
<td>3,555</td>
<td>(154)</td>
<td>-4.3%</td>
</tr>
<tr>
<td>General Administration</td>
<td>1,787</td>
<td>1,919</td>
<td>(132)</td>
<td>-6.9%</td>
</tr>
<tr>
<td>General Institutional Services</td>
<td>1,913</td>
<td>2,005</td>
<td>(92)</td>
<td>-4.6%</td>
</tr>
<tr>
<td>Clinics</td>
<td>174</td>
<td>175</td>
<td>(1)</td>
<td>-0.6%</td>
</tr>
</tbody>
</table>

Note: 1,200 took early retirement
600 faculty
300 professional staff
500 layoffs
50 non-renewal term
### State Operated and Statutory Campuses

**Impact of the 1995-96 Budget Reductions**

*Operating Budget FTE Positions*

<table>
<thead>
<tr>
<th>By Campus Group</th>
<th>1995-96</th>
<th>1994-95</th>
<th>Change</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>23,156</td>
<td>24,271</td>
<td>(1,115)</td>
<td>-4.6%</td>
</tr>
<tr>
<td>University Centers</td>
<td>8,876</td>
<td>9,253</td>
<td>(377)</td>
<td>-4.1%</td>
</tr>
<tr>
<td>Health Science Centers</td>
<td>1,534</td>
<td>1,615</td>
<td>(81)</td>
<td>-5.0%</td>
</tr>
<tr>
<td>University Colleges</td>
<td>7,450</td>
<td>7,697</td>
<td>(247)</td>
<td>-3.2%</td>
</tr>
<tr>
<td>Specialized Colleges</td>
<td>946</td>
<td>988</td>
<td>(42)</td>
<td>-4.3%</td>
</tr>
<tr>
<td>Colleges of Agriculture &amp; Technology</td>
<td>1,947</td>
<td>2,243</td>
<td>(296)</td>
<td>*-13.2%</td>
</tr>
<tr>
<td>Statutory Colleges</td>
<td>1,721</td>
<td>1,767</td>
<td>(46)</td>
<td>-2.6%</td>
</tr>
<tr>
<td>Total Campuses</td>
<td>22,474</td>
<td>23,563</td>
<td>(1,089)</td>
<td>-4.6%</td>
</tr>
<tr>
<td>System Administration</td>
<td>190</td>
<td>216</td>
<td>(26)</td>
<td>-12.0%</td>
</tr>
<tr>
<td>U-Wide Programs</td>
<td>147</td>
<td>147</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Programs for Disadvantaged</td>
<td>345</td>
<td>345</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Total Other</td>
<td>682</td>
<td>708</td>
<td>(26)</td>
<td>-3.7%</td>
</tr>
</tbody>
</table>

* *largely Farmingdale*

09/01/95
• Major Budget Issues

• Distribution of 1995-96 New York State General Fund

<table>
<thead>
<tr>
<th>Amount</th>
<th>Percentage</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>$33 billion</td>
<td>100%</td>
<td>Total</td>
</tr>
<tr>
<td>23 billion</td>
<td>69%</td>
<td>Aid to Localities</td>
</tr>
<tr>
<td>10 billion</td>
<td>31%</td>
<td>State Government; General State Charges; Debt Service</td>
</tr>
</tbody>
</table>

• 1996-97 Projection

• $3 billion estimated potential gap in projected 1996-97 revenue v. expenditures

• 9% of base gap closing money 70/30 split in distribution

• Possible impact on SUNY’s budgets

• $130 million to $150 million range after adjusting for inflationary costs/wage requirements
Range of Possible Actions to Close a Potential $150 Million Gap

1996-97
Cost Reduction Estimates
(Millions)

Administrative Productivity and Management Initiatives

- Possible cost savings from restructuring administrative and support services
  - System office restructuring
  - Reorganizing business, academic and student support services on all campuses
  - Using new technologies to handle library, payroll, financial aid, and purchasing services
  - Expanding regional services and consolidating activities
  - Developing common administrative systems

- Consider outsourcing certain services such as fleet management, printing and duplicating, etc.

- Expand SUNY management responsibility (±18% reduction)
  - Further delegation of purchasing authority
  - Assign payroll responsibility to SUNY
  - Allow for sale of receivables
  - Allow carryover of appropriations
  - Establish all funds budget/management approach
  - Simplify position classification structures

- Innovative management practices
  - Utilities cogeneration and energy conservation
  - Year-round academic calendar
  - Academic year appointments for support staff
Range of Possible Actions to Close a Potential $150 Million Gap
(Continued)

1996-97 Cost Reduction Estimates (Millions)

- Restructure Hospital Operations $25.0
  - Allow SUNY hospitals to compete in changing health care delivery system

- Productivity and Innovation in Academic Programming $20.0
  - Expanded use of technology (distance learning)
  - Increased faculty productivity
  - Academic program specialization

The potential 1996-97 savings from cost reduction actions listed above sums to $70 million leaving $80 million to be attained by:

- Program Restructuring
  - Health Sciences programs
  - Consolidating and reducing enrollments in professional programs
  - Other consolidations

  Total OR

- Increases in University revenues
  - Sale of services
  - Use of facilities
  - Tuition and fees

  OR

- Changes to SUNY structure
  - Merger
  - Closures
  - Reorganization
• **Investment in High Priority Initiatives**
  *Separate from Capital Budget*

  • **Technology**
    • Infrastructure
    • Student and Faculty Access
    • Investment for Long-Term Savings

  • **Innovation**
    • Productivity
    • New Instructional Delivery Methods
    • Enhanced Collaboration

  • **Repairs and Renovations**
    • Aging Facilities
    • Up-to-date Equipment

  • **Investment** $10 Million
  • **Technology** $10 Million
  • **Innovation** $10 Million
  • **Repairs and Renovations** $10 Million
BOARD OF TRUSTEES

Budget Overview

1995-96 Status and 1996-97 Initial Review

September 5, 1995
# State-Operated and Statutory Campuses

## All Funds Summary

**Millions of Dollars**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Direct Board of Trustees Management</strong></td>
<td>$3,352.7</td>
<td>$3,590.2</td>
<td>$3,661.1</td>
</tr>
<tr>
<td><strong>General Operations - University Operating Budget</strong></td>
<td>1,433.3</td>
<td>1,518.8</td>
<td>1,494.7</td>
</tr>
<tr>
<td>State Tax Dollars</td>
<td>873.2</td>
<td>918.7</td>
<td>733.1</td>
</tr>
<tr>
<td>University Tuition &amp; Fees, interest income, etc</td>
<td>560.1</td>
<td>600.1</td>
<td>761.6</td>
</tr>
<tr>
<td><strong>General Operations - Special Program Funds</strong></td>
<td>345.1</td>
<td>360.6</td>
<td>357.0</td>
</tr>
<tr>
<td>Self-supporting activities and donated funds</td>
<td>345.1</td>
<td>360.6</td>
<td>357.0</td>
</tr>
<tr>
<td><strong>Hospital Operations and Long Island Vet. Home</strong></td>
<td>641.4</td>
<td>701.8</td>
<td>746.0</td>
</tr>
<tr>
<td>State Tax Dollars</td>
<td>77.3</td>
<td>47.4</td>
<td>74.3</td>
</tr>
<tr>
<td>Patient Fees and Other Hospital Income</td>
<td>564.1</td>
<td>654.4</td>
<td>671.7</td>
</tr>
<tr>
<td><strong>Auxiliary Services</strong></td>
<td>328.0</td>
<td>355.1</td>
<td>377.0</td>
</tr>
<tr>
<td>Residence Halls, Room Rentals</td>
<td>160.3</td>
<td>173.7</td>
<td>182.9</td>
</tr>
<tr>
<td>Auxiliary Service Corporations</td>
<td>167.7</td>
<td>181.4</td>
<td>194.1</td>
</tr>
<tr>
<td><strong>Debt Service</strong></td>
<td>285.7</td>
<td>313.8</td>
<td>313.8</td>
</tr>
<tr>
<td>State Tax Dollars (Academic)</td>
<td>248.0</td>
<td>277.0</td>
<td>277.0</td>
</tr>
<tr>
<td>University Current Income (Residence Halls)</td>
<td>37.7</td>
<td>36.8</td>
<td>36.8</td>
</tr>
<tr>
<td><strong>Sponsored Programs and Research</strong></td>
<td>319.2</td>
<td>340.1</td>
<td>372.6</td>
</tr>
<tr>
<td>Research Foundation</td>
<td>319.2</td>
<td>340.1</td>
<td>372.6</td>
</tr>
<tr>
<td><strong>Indirect Board of Trustees Impact</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>General Operations-Fringe Benefits</strong></td>
<td>330.3</td>
<td>353.2</td>
<td>337.3</td>
</tr>
<tr>
<td>State Tax Dollars</td>
<td>330.3</td>
<td>353.2</td>
<td>337.3</td>
</tr>
<tr>
<td><strong>Financial Aid</strong></td>
<td>241.5</td>
<td>232.1</td>
<td>228.8</td>
</tr>
<tr>
<td>State Tax Dollars (TAP)</td>
<td>91.7</td>
<td>92.2</td>
<td>103.9</td>
</tr>
<tr>
<td>Fiduciary (Donated) Funds</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Federal Programs</td>
<td>148.8</td>
<td>138.9</td>
<td>123.9</td>
</tr>
</tbody>
</table>
# State Operated and Statutory Campuses

## 1995-96 Budget Actions
(Millions of Dollars)

<table>
<thead>
<tr>
<th></th>
<th>1994-95 Base</th>
<th></th>
<th>1995-96 Appropriation</th>
<th></th>
<th>Change vs. Base</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Amount</td>
<td>Percent Distribution</td>
<td>Amount</td>
<td>Percent Distribution</td>
<td>Amount</td>
<td>Percent</td>
</tr>
<tr>
<td>University Operating Budget</td>
<td>$1,518.8</td>
<td>100.0%</td>
<td>$1,494.7</td>
<td>100.0%</td>
<td>($24.1)</td>
<td>-1.6%</td>
</tr>
<tr>
<td>State Tax Dollars</td>
<td>918.7</td>
<td>60.5%</td>
<td>733.1</td>
<td>49.0%</td>
<td>(185.6)</td>
<td>-20.2%</td>
</tr>
<tr>
<td>Income Fund Support</td>
<td>600.1</td>
<td>39.5%</td>
<td>761.6</td>
<td>51.0%</td>
<td>161.5</td>
<td>26.9%</td>
</tr>
</tbody>
</table>

**State Tax Dollar Loss Met By:**

- Funded Inflationary Costs: 16.3
- EOP Reduction: (3.8)
- Additional Tuition Revenue: (111.6)
- Other Miscellaneous Revenue: (26.5)
- Expenditure Reduction: (60.0)
The operated and statutory campuses now campuses achieved the $60 million reduction.

Millions of Dollars

- Funding for Positions: $50.4
- Equipment: $0.9
- Contractual Services: $2.8
- Supplies: $5.9
# State Operated and Statutory Campuses

## Impact of the 1995-96 Budget Reductions

### Operating Budget FTE Positions

<table>
<thead>
<tr>
<th>By Function</th>
<th>1995-96</th>
<th>1994-95</th>
<th>Change</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td>23.156</td>
<td>24.271</td>
<td>(1.115)</td>
<td>-4.6%</td>
</tr>
<tr>
<td>I&amp;DR Faculty</td>
<td>8,291</td>
<td>8,790</td>
<td>(499)</td>
<td>-5.7%</td>
</tr>
<tr>
<td>I&amp;DR Support</td>
<td>3,043</td>
<td>3,129</td>
<td>(86)</td>
<td>-2.7%</td>
</tr>
<tr>
<td>Organized Activities</td>
<td>528</td>
<td>552</td>
<td>(24)</td>
<td>-4.3%</td>
</tr>
<tr>
<td>Organized Research</td>
<td>860</td>
<td>891</td>
<td>(31)</td>
<td>-3.5%</td>
</tr>
<tr>
<td>Extension and Public Service</td>
<td>288</td>
<td>297</td>
<td>(9)</td>
<td>-3.0%</td>
</tr>
<tr>
<td>Library</td>
<td>1,088</td>
<td>1,122</td>
<td>(34)</td>
<td>-3.0%</td>
</tr>
<tr>
<td>Student Services</td>
<td>1,783</td>
<td>1,836</td>
<td>(53)</td>
<td>-2.9%</td>
</tr>
<tr>
<td>Maintenance &amp; Operations</td>
<td>3,401</td>
<td>3,555</td>
<td>(154)</td>
<td>-4.3%</td>
</tr>
<tr>
<td>General Administration</td>
<td>1,787</td>
<td>1,919</td>
<td>(132)</td>
<td>-6.9%</td>
</tr>
<tr>
<td>General Institutional Services</td>
<td>1,913</td>
<td>2,005</td>
<td>(92)</td>
<td>-4.6%</td>
</tr>
<tr>
<td>Clinics</td>
<td>174</td>
<td>175</td>
<td>(1)</td>
<td>-0.6%</td>
</tr>
</tbody>
</table>

1,200 faculty took early retirement
+608 faculty preferred shift
+508 layoff
50 non-renewal
50 non-renewal

09/01/95
State Operated and Statutory Campuses
Impact of the 1995-96 Budget Reductions
Operating Budget FTE Positions

<table>
<thead>
<tr>
<th>By Campus Group</th>
<th>1995-96</th>
<th>1994-95</th>
<th>Change</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>23,156</td>
<td>24,271</td>
<td>(1,115)</td>
<td>-4.6%</td>
</tr>
<tr>
<td>University Centers</td>
<td>8,876</td>
<td>9,253</td>
<td>(377)</td>
<td>-4.1%</td>
</tr>
<tr>
<td>Health Science Centers</td>
<td>1,534</td>
<td>1,615</td>
<td>(81)</td>
<td>-5.0%</td>
</tr>
<tr>
<td>University Colleges</td>
<td>7,450</td>
<td>7,697</td>
<td>(247)</td>
<td>-3.2%</td>
</tr>
<tr>
<td>Specialized Colleges</td>
<td>946</td>
<td>988</td>
<td>(42)</td>
<td>-4.3%</td>
</tr>
<tr>
<td>Colleges of Agriculture &amp; Technology</td>
<td>1,947</td>
<td>2,243</td>
<td>(296)</td>
<td>-13.2%</td>
</tr>
<tr>
<td>Statutory Colleges</td>
<td>1,721</td>
<td>1,767</td>
<td>(46)</td>
<td>-2.6%</td>
</tr>
<tr>
<td>Total Campuses</td>
<td>22,474</td>
<td>23,563</td>
<td>(1,089)</td>
<td>-4.6%</td>
</tr>
<tr>
<td>System Administration</td>
<td>190</td>
<td>216</td>
<td>(26)</td>
<td>-12.0%</td>
</tr>
<tr>
<td>U-Wide Programs</td>
<td>147</td>
<td>147</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Programs for Disadvantaged</td>
<td>345</td>
<td>345</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Total Other</td>
<td>682</td>
<td>708</td>
<td>(26)</td>
<td>-3.7%</td>
</tr>
</tbody>
</table>

*largely Farmingdale*
• Major Budget Issues

• Distribution of 1995-96 New York State General Fund

<table>
<thead>
<tr>
<th>Amount</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>$33 billion</td>
<td>100%</td>
<td>Total</td>
</tr>
<tr>
<td>23 billion</td>
<td>69%</td>
<td>Aid to Localities</td>
</tr>
<tr>
<td>10 billion</td>
<td>31%</td>
<td>State Government; General State Charges; Debt Service</td>
</tr>
</tbody>
</table>

• 1996-97 Projection

- $3 billion estimated potential gap in projected 1996-97 revenue v. expenditures

- 9% of base gap closing, 70/30 split in distribution

• Possible impact on SUNY’s budgets

- $130 million to $150 million range after adjusting for inflationary costs/wage requirements
Range of Possible Actions to Close a Potential $150 Million Gap

1996-97
Cost Reduction Estimates
(Millions)

Administrative Productivity and Management Initiatives

$25.0

- Possible cost savings from restructuring administrative and support services
  - System office restructuring
  - Reorganizing business, academic and student support services on all campuses
  - Using new technologies to handle library, payroll financial aid, and purchasing services
  - Expanding regional services and consolidating activities
  - Developing common administrative systems

- Consider outsourcing certain services such as fleet management, printing and duplicating, etc.

- Expand SUNY management responsibility

  - Further delegation of purchasing authority
  - Assign payroll responsibility to SUNY
  - Allow for sale of receivables
  - Allow carryover of appropriations
  - Establish all funds budget/management approach
  - Simplify position classification structures

- Innovative management practices
  - Utilities cogeneration and energy conservation
  - Year-round academic calendar
  - Academic year appointments for support staff
Range of Possible Actions to Close a Potential $150 Million Gap
(Continued)

1996-97
Cost Reduction Estimates
(Millions)

- Restructure Hospital Operations $25.0
  - Allow SUNY hospitals to compete in changing health care delivery system

- Productivity and Innovation in Academic Programming $20.0
  - Expanded use of technology (distance learning)
  - Increased faculty productivity
  - Academic program specialization

The potential 1996-97 savings from cost reduction actions listed above sum to $70 million leaving $80 million to be attained by:

- Program Restructuring
  - Health Sciences programs
  - Consolidating and reducing enrollments in professional programs
  - Other consolidations

OR

- Increases in University revenues
  - Sale of services
  - Use of facilities
  - Tuition and fees

OR

- Changes to SUNY structure
• **Investment in High Priority Initiatives**  
  *(Separate from Capital Budget)*

  - **Technology**  
    - Infrastructure
    - Student and Faculty Access
    - Investment for Long-Term Savings

  - **Innovation**  
    - Productivity
    - New Instructional Delivery Methods
    - Enhanced Collaboration

  - **Repairs and Renovations**  
    - Aging Facilities
    - Up-to-date Equipment
Initial Thoughts:
Summary of Discussions from Meetings of August 16 & 22, 1995

Rod Chu                     Trustee Chair
Candace de Russy            Trustee Member
Arnold Gardner             Trustee Member
Diego Muñoz                Trustee Member
Nancy Nielsen              Trustee Member
Neil Foley                 System Liaison
Bill Messner               Presidential Staff (Orange Co. CC President)
Bill Greiner               Discussant: 8/22 (UB President)
Tom Hedrick                Discussant: 8/22 (UB Provost)

Important Note: All of the material presented herein is subject to the Disclaimers presented on Page 2
Disclaimers

- This presentation was developed to convey issues discussed by the Mission/Vision Planning Committee in order to provide input, in a somewhat coherent form, to the other Planning Committees -- and to the Board of Trustees as a whole -- as quickly as possible.
- This presentation represents the recollections of one member of the Mission/Vision Planning Committee: Rod Chu. I have endeavored to provide the sense of the discussion which occurred in our meetings, though restructured into topical areas.
- The Committee’s discussions have, to date, been in the nature of brainstorming, to put issues on the table, rather than to critically assess those issues.
- This material is still in draft form. It has not received adequate review by the Committee members, who have not had the opportunity to provide feedback on this draft. Also, some members were unable to attend both meetings.
- The formality of this presentation should not be read to imply that the statements contained herein have had sufficient dialogue or debate by the Committee to represent consensus. Indeed, there may be statements with which some or most Committee members vigorously disagree.
- Despite these inadequacies, the Committee agrees that it is important to provide some sense as to our deliberations as guidance to the other Planning Committees. Without this input, those committees would necessarily proceed based on their own assumptions as to SUNY’s Mission and Vision.

Important Note: All of the material presented herein is subject to the Disclaimers presented on Page 2.
Committee’s Charge

- Provide a guide to planning SUNY activities for next 5 years
- Articulate underlying philosophies and principles to stimulate full Board discussion and gain Board consensus
- Quickly provide guidance to other Planning Committees
- Despite harsh realities, do not lose the aspirational qualities inherent in our Mission
- Defer “wordsmithing” changes to statutory Mission Statement
- Use this summary presentation format to communicate our planning recommendations to the Board

Important Note: All of the material presented herein is subject to the Disclaimers presented on Page 2
**Background**

- FY96 budget mandates restructuring plan
- FY97 and FY98 budgets likely to result in proposals for further cutbacks in State support for SUNY
- Planning Committees must develop coherent, rational plans for addressing cutbacks, should they occur, albeit at the risk of encouraging further cutbacks
- Must change the image/reality of SUNY being “all things to all people in all places”
- Must amass the will and support to change
- If the Trustees do not develop a practicable plan:
  - Others will define the future of SUNY
  - SUNY may be forced into yet another round of “Across the Board” cuts
Mission

- Government and our education system exist to help all New Yorkers achieve their fullest potential.
- Must consider public education as a public good: a benefit to the public as a whole.
  - Educational investment adds value to individuals, which serves the public good.
- Must determine and articulate priorities to effect rational change in an era of financial constraint.
- Must foster new modes of accountability.
- Must meet the new and changing realities of the workplace: the need for higher education continues to grow—we need more well-educated people.
- Must expand our perspectives to include private institutions.

**Important Note:** All of the material presented herein is subject to the Disclaimers presented on Page 2.
Proposition 1: SUNY exists to provide access to educational services of highest quality

- Access has three major components
  - Unserved/underserved populations
  - Economic availability (encompasses geographic availability)
  - Programmatic availability

- “Highest quality” must relate to meeting students’ expectations of career opportunity and personal fulfillment, as well as to enabling students to meet the needs of their communities

- SUNY must continue to be a great system of public higher education from which students graduate with degrees that have standing in the community of scholars and the world at large

- Must establish realistic financial and time constraints on appropriate remediation activities of the University

Important Note: All of the material presented herein is subject to the Disclaimers presented on Page 2

Mission/Vision Planning Committee

Meetings of August 16 & 22, 1995
Proposition 2: Recast SUNY as an integrated mosaic of differentiated institutions

- Today, no single institution can offer everything
- Providing the total “college experience” will continue to be an important foundation for achieving SUNY’s mission
- Increased campus differentiation, within an integrated SUNY system, is a core strategic initiative required to fulfill our mission in an era of continuing fiscal constraint
- Distance Learning is a key enabling technology that makes an integrated mosaic possible
- Need to create working models of Centers of Excellence enabled by Distance Learning
- The integrated mosaic model might best be achieved regionally
- “Systemness” can be achieved through defining integrated campus missions

Important Note: All of the material presented herein is subject to the Disclaimers presented on Page 2
Mission/Vision Planning Committee
Meetings of August 16 & 22, 1995
Proposition 3: Our top priority is undergraduate education

- Reduced State support and constrained SUNY generated revenues could result in reduced access.
- Must consider and adjust to changing needs of students and the State.
- Must set priorities related to needs and examine the cost-effectiveness of our choices.
- Clinics and hospitals—although valuable and important—are not within SUNY’s core education mission.

Important Note: All of the material presented herein is subject to the Disclaimers presented on Page 2.
Proposition 4: Graduate, professional and research programs are essential parts of SUNY

- Graduate/professional education and research buttress and enhance undergraduate education
- Graduate/professional education and research will become increasingly important
- Must review public support and location of graduate/professional education and research programs
- Must reduce State-imposed impediments to public/private partnership efforts (statutory and regulatory reform)
- Must consider the additional opportunities to structure and fund post-baccalaureate education
- Board’s responsibility is to determine the appropriate balance of State support for undergraduate, graduate/professional and continuing education

Important Note: All of the material presented herein is subject to the Disclaimers presented on Page 2
Mission/Vision-Planning Committee
Meetings of August 16 & 22, 1995
Proposition 5: Redefine the roles of the System Office and campuses

- Board must rationally plan, prioritize, and allocate State support to higher education
- A primary System Office role is determining what to teach and where—to set 5 year direction with campuses, not annually micromanage them
- Campuses, most knowledgeable of their local strengths and needs, must be a full partner in defining campus missions
- Must transfer responsibility for transaction processing out of System Office to campuses, increasing campus self-determination and accountability for meeting performance standards
- Must achieve real accountability, expanding and refining our Performance Indicators initiative

Important Note: All of the material presented herein is subject to the Disclaimers presented on Page 2
Mission/Vision Planning Committee Meetings of August 16 & 22, 1995
Proposition 6: Create a dynamic, new SUNY, not merely "a lesser SUNY"—a serious possibility

- The integrated mosaic model is an important new paradigm in higher education: one SUNY may uniquely be able to achieve
- Must determine how to be even more nimble than the independent sector in meeting the State’s and students’ ever-changing higher education needs
- The opportunities for cost reduction must not overshadow making a vibrant, new SUNY a reality
Next steps

Must consider the following key items in Planning:

- Developing structure, organization and revenue alternatives
- Determining the need for our output
- Evaluating where we teach best
- Assessing the geopolitical realities of the existing system
- Determining the proper scale and scope of activities in each of our campuses (enrollments, programs), consistent with available funding resources

Board’s responsibility: develop and articulate our vision and plans for consideration by SUNY stakeholders and State policy makers

Remember: If we don’t do it, others will do it to us