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by **Granville Ganter**

Cuts for Students, Raises for Administrators!

At a time of severe budget crisis, many CUNY administrators are getting substantial pay raises. Some 20 senior-level administrators in the past two months have been given modified job positions and raises of up to \$28,000 per year. The CUNY Central Office claims the raises are justified on the grounds that some administrators will have increased responsibility.

At the September 30th meeting of the CUNY Board of Trustees, Dr. Robert Picken, Chair of the University Faculty Senate, expressed his belief that in the face of such disastrous conditions on so many campuses, the administrative raises were "ill-timed and ill-considered."

At the Board meeting Picken gave a concise summary of the cumulative effects of the budget cuts on teaching conditions at the campuses. He reported increases in class size, retrenchment of faculty, and the general deterioration of the CUNY learning environment. Class size has forced many teachers to abandon collaborative learning techniques in favor of more lectures, multiple-choice tests and fewer writing assignments.

He cited nursing classes of 60 students and composition classes that have grown 50% larger than recommended. *Reliance on adjunct teaching has become so great that students in one Economics department stood a chance of graduating without studying with one tenured faculty member.*

The ex-officio Board member then criticized the decision to increase the incomes of nearly 20 senior level administrators, some salaries increasing by an additional \$28,000 a year. He felt that the raises were often being hidden by the manipulation of administrative appointments and job titles.

Although Picken said the university could "scarcely function" without the administrators, he was "appalled" at the extent of the pay hikes. He stated "the point is rapidly approaching ... when the faculty who are asked to bear ever heavier burdens in keeping this University and its instructional program going, will look at the favoritism shown senior-level administrators and say no!"

At the request of Chancellor Reynolds, Don Glickman, Executive Assistant to (Acting) Vice Chancellor Bronstein, responded. Glickman said the pay raises were in accordance with the rules, policies and procedures of the Executive Compensation Plan, approved by many state committees and the Board of Trustees. He also stated that the overall number of administrators had decreased by a substantial number (20%), and many of the administrators sometimes teach a class.

Dr. Picken responded that the Board had asked for a reduction of the Executive Compensation staff in order to realize a savings, not to redistribute the savings among the remaining.

Chancellor Reynolds ended the discussion by stating that the appointments (raises) were few "to keep the administrative ranks where they fundamentally need to be."

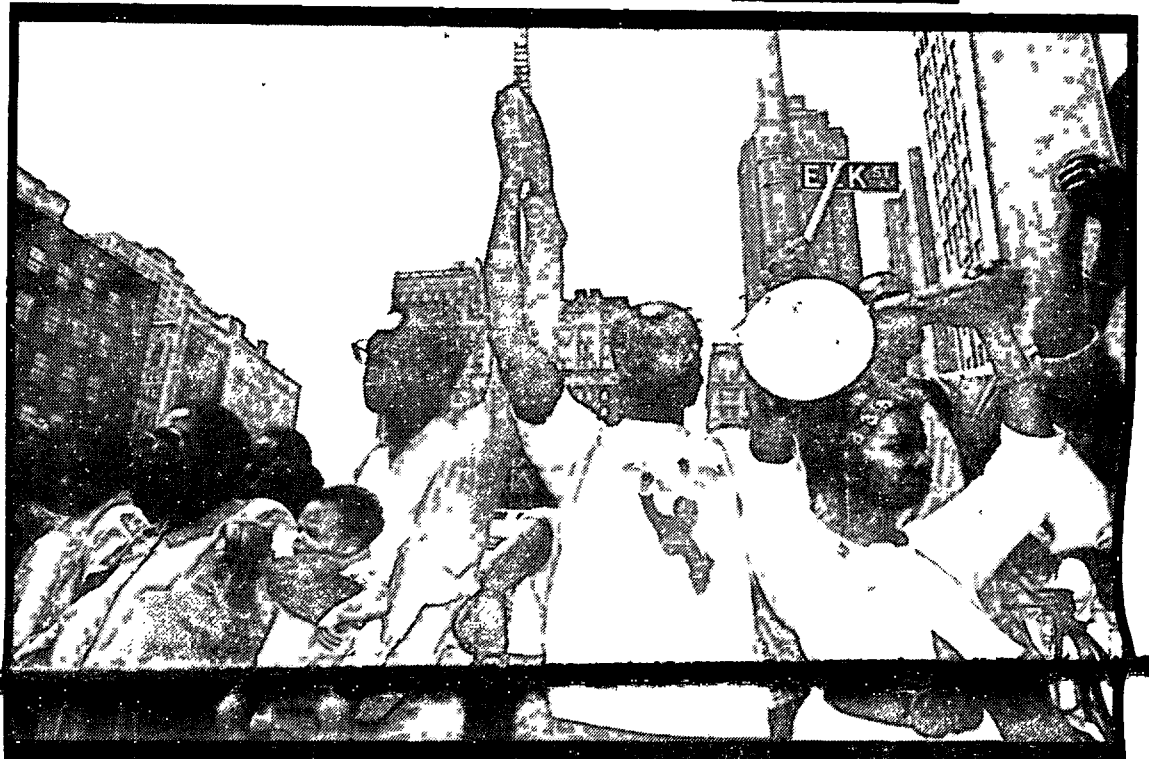
The Board, on which Dr. Picken is a non-voting member, then approved the University Report which contained the pay raises, many of which became effective retroactive to this past September.

Chancellor Reynolds had been forced to resign from her position as Chancellor of the California State University system in June 1990 when it was revealed that she authorized 25% raises for 6 of her vice-chancellors and gave herself a \$58,000 yearly raise. She was hired by the CUNY Board of Trustees 3 months later.

The October University and Chancellor's Reports for the Central Office contain the pay hike of another administrator under the Executive Compensation Plan to \$88,000, and the discontinuance of 5 or 6 lower paid staff members.

HISTORIC MARGINALIZATION & THE MARGINALIZATION OF A HISTORY

Diana Agosta



Meryl Levin/Impact Visuals

Vigil at African Burial Ground, August 1992

In July, 1992, Congress passed a Resolution halting further excavation or destruction of the colonial-era African Burial Ground discovered during construction of federal office buildings in lower Manhattan. By September, 1992, the Center for Cultural Studies had organized a Symposium to review the conflict and present community and academic views on future use of the site for scientific research, preservation and public education and memorialization. In many ways, the panel was a opportunity for the Center for Cultural Studies to continue to explore themes such as the use of social space and the involvement of the academic community in ongoing cultural struggle.

Moderated by Professor Leith Mullings (Anthropology) and organized primarily by Andrew Long and Tara McCann, the Symposium featured presentations by many of the key players in the fight for the site's preservation and in its future development. The panelists included Dr. Michael Blakey, the Howard University anthropologist hired only two weeks previously as Scientific Director by the GSA to develop the research plan for the site; Daniel Pagano, the archeologist for the City of New York who had been coordinating the excavation until July; Joan Maynard, Director of the Weeksville

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Ideological Hegemony Inside a "Living Museum"

Michael Scott Weinstein

Many students and readers of the Advocate would argue that the History Program at the Graduate Center is undoubtedly one of the most ideologically rigid in the school. Its hard-right agenda which features Arthur Schlesinger's attack on multi-culturalism, John Diggins' denigration of the American left, and Abraham Ascher's attack on European Marxist-Leninist formations, is sadly alive and well. While some of their critiques even from a leftist perspective have some validity, their neo-conservative systematic attack on the left and their advocacy of a garrison-state mentality, is largely outdated. A *de facto* "cold-war" atmosphere reminiscent of the '50s exists, and threatens to remain in place from academic research to faculty appointments. The case of Prof. Hobart Spalding is a telling example of how structurally and politically entrenched the reactionary forces at CUNY have become.

Spring 1992 saw an effort on the department's part in modernizing and restructuring the program. In

anticipation of a broad based mobilization that would force change throughout the program (i.e. multi-cultural in orientation), attempts were made to diversify course offerings and the professional staff. In fact, Stuart Prall, the Executive Program director, has recently made serious, good faith efforts at trying to develop a Latin American History concentration. Evidence of this was his *active* solicitation of CUNY faculty members to teach at the school, such as the internationally-known labor historian, Hobart Spalding of Brooklyn College.

In February 1992, a meeting was convened of the Program's Faculty Membership Committee to consider the admission of multiple candidates to the history faculty. This small, male-dominated group met clandestinely during the month (neither the time they met, location, or minutes are public record) and

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Janet Finello is the new Director of Financial Aid at the Graduate Center. She comes to the Graduate Center after having worked for the past 4 years as Associate Director of Admissions and Financial Aid at Brooklyn College. The following interview was conducted by the DSC to give students a better idea of how financial aid works.

Financial Aid: an Overview

When we talk about financial aid (FA) at the Graduate Center, we should really talk about 2 areas of FA: state and federal aid. Most state aid is university administered and that covers fellowships, grad asst's, and tuition fellowships. The money for all those kinds of aid is basically divided by the dept's and the dept's select the people who they want to support through fellowships, tuition waivers, etc. [Federal aid, which includes College Work Study (CWS) and loans, is handled by the Graduate Center Financial Aid Office.]

Q: How much state money do we get each year?

A: This year we had 5 1/2 million dollars [\$4.8 million exclusive of TAP, grants, etc.], and 928 students awarded, for an average of \$6010 per student. This is all exclusive of loans, and this money gets divided by the departments. They decide who's coming, who they want to accept, and then who they're going to support. For that kind of FA the student only needs to file the Graduate Center FA form, which is a one page application form; it's very simple.

Q: I know it's the state that gives out Tuition Assistance Program awards, but do you know how do they decide TAP eligibility?

A: It's a state formula and they decide

TAP according to the net taxable balance on your NY state tax form and...they used to publish in the TAP application what the cut-offs were, but for grad students it's extremely low. I guess they feel the majority of the money ought to go to the undergraduates.

Federal Aid:

A totally different process involves any kind of Federal aid. With Federal aid, of course, there are all kinds of rules and regulations. The Federal aid process is the

one that involves filing the City University application form (FAF) and that involves also getting back the Student Aid Report (SAR). Federal aid at the GC includes loans and College Work Study (WS). Federal aid is based strictly on need.

The GC does not get a specific allocation from Federal aid, we are part of City University (CU) and CU gets the money from Federal aid for all of the CU.

The problem that the GC historically had was that, unlike the undergraduate divisions of CUNY, the GC wanted to be able to make FA awards much earlier than the undergraduate campuses. So in the past for WS and Perkins Loans, the GC would agree with the CU 31st street office as to how much money it could have during a given year to make awards. And that created problems because they were running two different systems.

So this past year, we decided we didn't want to be a separate process anymore; we

wanted to be a part of the whole awarding structure of the University and we'd see how that would work for us.

And what worked for us in WS was that the GC ended up with more money in student awards, and they went to a different category of students. In the past, the WS award had been treated somewhat like the state money and the dept's would tell us who they wanted on WS, and then it was up to us to try to figure out if that student would be eligible according to federal guidelines.

The Real Deal at Financial Aid

Interview with Janet Finello

G. Ganter

And so this year the college WS was done strictly based on need, who applied for it and asked for it, and wanted it regardless of any departmental recommendations, and that's the way it should be in my opinion because it's a need based award. As it happened, there were a lot more students who applied and who were eligible for WS than I think anyone had anticipated. As a result of that we were only able to run one packaging cycle. We had hoped there would be another cycle.

Q: What are those cycles?

A: Well, it means that we group up all the eligible applicants and make awards. We ran WS awards only one time because that used up all the money we had. We still ended up much better off than we had in the past which was to negotiate for a dollar figure, so that is why WS is different this year.

Q: In terms of qualifying for something like WS, how do we read our SAR—what does that 4 digit number up at the top stand for?

A: It's the FC number which stands for "family contribution" and that is a number that is calculated according to a Congressional formula as to what that family can contribute for educational costs, with the minimum amount being \$1,200 dollars and going up from that point. There are numbers lower than that for families, be those married students with children or students who are still dependent on their parents, but assume for a moment that single, independent students are the most common at the GC.

Q: For the WS criteria, how is our federal need computed?

A: That's federal money and it's computed strictly on the basis of need by a Congressionally mandated formula. I don't like the analogy much but just as there is a way to determine the eligibility for federal benefits like food stamps or something there's the same thing for financial need.

Q: Are there any clues on our SAR which would indicate our eligibility?

A: Yes, the FC number and what happens with federal aid is that we begin with the cost of attendance for a particular student at a particular school (tuition and fees) plus what we call here a block budget of costs (room board, personal transportation, etc.); we publish the block budget figure every year.

You add the two together to get the total "cost" of attendance, and from that you subtract the family contribution (FC) and the remainder, if any, is the amount of federal aid that you're eligible for. And we're required to look at other types of FA that you might be getting to see if there is still any remaining eligibility for loans,

etc..

Q: Are the block budget costs of attendance, aside from tuition, etc, fixed each year?

A: Yes, CUNY wide. In the annual application [for new students] there is the [block budget] cost of attendance to which we add the tuition expenses to come up with the total student "cost" for a given year. And from that we subtract the "family contribution" and the remainder is called financial need. Which would be made up for in WS, dept awards, Perkins loans, TAP...

Q: What about these Perkins loans? I've never had one here.

A: The Perkins is like WS except that you qualify for it on the basis of need. It's the old NDSL.

Q: OK. I assume I didn't qualify for that for the same reason that I didn't qualify for the last round of WS.

A: Right. And for that one we no longer get any money from the federal government to operate that program. We're using payments to run that, but we only have maybe a couple hundred of those loans. It's a small program.

The Financial Aid Office:

Q: Do those FC numbers reflect the way the Financial Aid office here computes our need? I've heard we're rated between a 1 and a 5 for need.

A: No, That's different. The categories 1-5 are what we call here "priorities," with 1 being the neediest, going through to 5, the ones we would fund last, and those categories are not based on the SAR but the one page FA application that is turned in directly to us. The "1-5 rankings" are really used as an informational item to give departments a sense of who has the most need. Unfortunately, there is always more need than there are funds.

Category 1 is the most common category, unfortunately, and we try to see that that ranking system will closely parallel the federal system so that the departments have an idea which students would be eligible for loans or WS, but it's not anything that is so scientific or perfect that those categories are the same.

Q: As specifically as you can tell us, what's the difference between a 1,2,3,4,5?

A: It's really just a rough category. A 1 is really someone who is just desperate—there's no question they need support—and it just moves in a gradation upwards from that to a 5 (probably someone who has their own resources and is going to be able to attend school no matter what.)

Q: Are we ever told what our number is? Does that ever come out on a FA aid document? I paid taxes on \$10-12,000 gross income and I never knew my number.

A: I don't know if that is something that is routinely given out, but I'd be happy to tell you what you are...[She looks me up on the computer] You're a 1.

Q: Well, that's great but it certainly didn't help me much.

A: Well, I'm telling you that's the overwhelming number here, it seems to me. I haven't been here for a full cycle, but I've been coding these things myself...and there are more needy students than we're able to fund and the funding here is very limited. You know the average award being \$6000 is not a biggie considering you're going to school full time, and this is NYC.

Loans:

Q: That brings me to loans. In my recent

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