INTERVIEW 3
PRESIDENT BAHAR
APRIL 7, 1986
SMALL BOARD ROOM AT COLLEGE

David Fuller: Maybe one way to ask the question is the President has always..., seems the place the buck stops here and he's the leader and major administrator of the institution. What is it like to be president, and what are the things you find critical to being president? And by the way, I always felt that you enjoyed being president.

Hushang Bahar: I don't know whether I enjoyed being a president but I enjoyed the job. You know you can't train people for presidency of anything, any organization. I guess the presidents of the United States have always been either vice presidents someplace or senator or congressman or whatever, including me, college professor somewhere as you remember. To say that presidency is something that has a formula and you could write a formula for it and then you have a training process, a training program and send somebody to such college somewhere to be trained, to be college president, to be an industrial and business president, to be president of anything. No such thing exists. I think probably no leadership really is a kind of a taught system. We either have ingredients of leadership as an individual, talents for it or you don't. Those who have ingredients or
the talent for leadership, they can receive training in management and in human relationships and so on which would enhance that talent, the talent which they have. And if they don't have that talent you could train them until cows come home and just nothing is going to happen.

I happen to have enjoyed being an administrator and manager. I discovered a long time ago when I was working for the Florida Prison System that it was easy, things on management issues, solution to management problems, dealing with human beings with critical problems, and issues of management of an organization whether it was a prison system or whatever it was. It came to me easier. I would come up with ideas and I had ways of dealing with it that were effective and I discovered that I had that ability but that was all. But at no time was I ever trained for it, although you have programs in higher education administration. As a matter of fact, when I applied for that program, a Ph.D. program for higher education administration at Cornell University many years ago in the 50's, the man, one of the people, as a matter of fact Bob Bruce, who is a member of our Board of Trustees, was on the faculty of Cornell University at the time when I applied for administration to Cornell University to be admitted in to graduate school for higher education administration studies. And I was turned down because my Miller Analogy wasn't correct or something else. So they felt, told me, no that's not there, no graduate school here
at Cornell. OK, I went to Michigan and I went into my doctoral program in anthropology there. And ironically I came back to the same community, and the same university, in the shadow. In whatever, partnership with the same university that told me I couldn't run a college. We all from time to time eat our words, and that was one of things that I was going to go to Cornell someday and bring to them and say, "Let me show you what I did." Our testing and so on proves not generally very effective in really measuring the people's really innate abilities. They just don't test it. To answer your question, David and also Nancy, about the presidency - I enjoyed the position. I enjoyed the challenges that the job has offered. I also enjoyed the challenges that the job offered at Ithaca College, I enjoyed the challenges offered at Corning Community College as director of Continuing Education. I enjoyed the jobs, challenges at the prison systems in Florida. To be able to accomplish something is that which is meaningful to me. Not necessarily as a leader, or not necessarily as a president of a college, not necessarily as something else. I like to get things done. I build things. Some people play with tinker toys, I play with thoughts and ideas and put them together. I try to see an idea be developed into three-dimensional forms. I don't like to deal with two-dimensions. I like to deal with three-dimensions. I like to get things that I would hold in my hands, I could see. I'm not a very good learner by one way or another. I've got
to have things around me where I could, tangible evidence what's there. You know I get very bored and simply tired of people who talk too much and they don't get things done. So I like to see things happen. And wherever I have been I've seen things happen because I wanted to put the things together in order to see it operate. Some people like engines, I like colleges. Some people like to put houses together, I like to put thoughts together into something that works and functions. We are all builders of something or another.

But to build a college and to run a college are two different things, I think. Building a college is simple. You could get an architect. You could sit around, you give him some ideas of what you want, you get ideas of other people put together and then you have a building. But have the building function as a living organism is a different story. Here is were all of your talents, your integrity, your thoughts, your ideas, your ideals, your ways of life, whatever it is that you have will be taxed to the limits. Here is were you become somebody that people look up to or look down at depending on you. Here is somewhere where you can't shirk duties or blame somebody else. Here is where you can't let, can't allow to be gooded, to be argued with, to be pushed, to be saddled, to be ridden. Here is where you can't... "the buck stops," here is were you're the only person answerable for whatever goes on. Even though the
blame should be assigned to some member of the staff someplace or the student someplace, but who is in charge. You remember during the Nixon days or anybody? If you go back there, all of the problems, somebody had to pay, an the only... The person that really paid was Nixon, as a leader. He allowed things to happen under his jurisdiction. So although sometimes, a President of a college, this guy anyway, needs to make a decision and that decision is not particularly a very popular one, it is based on several things - were people come from, what their biases are as far as whatever the decision was that was made is concerned. Information that they have about the field knowing the issue, knowing what went on, what is the background on that and why that decision was made. I have never been able to make a decision without enough information. I've got to have all the information in front of me before I could make a decision. I have made decisions that have not been popular and/or have been wrong, but those decisions were based on the information that was given to me. And if that information was not good and I accepted that information and did, then I made a wrong decision. Unfortunately, these things happen in a man's life, but fortunately in my life there haven't been too many. And I could really be very proud of the record that I have as far as management is concerned. I haven't really goofed that many times, although I've goofed several times. One of the major goofs was accepting a job as President of the College. That was a major goof.
Nancy Craft: It must take a great leap of faith to be in a position and apply for the presidency of a College.

Hushang Bahar: It takes personal security. You've got to be a secure individual. I have worked with presidents of colleges who have not been secure and as a result all of everything suffers. I don't care who says what, but once you are the president of the college, president of anything, that organization will follow, the pattern of behavior that you have one way or the other. An insecure president will make an insecure organization. I have to tell you this thing without a shadow of doubt, and as a rule of thumb. You accept it. Leadership will leave its imprint on those who follow. If it is a secure, sound, safe, fair concerned, loving, caring, warm, comfortable individual, the organization follows that, because these attitudes and these feelings permeate throughout the organization and people will begin to feel it. Sometime they take it for granted, until they see a change and then they don't appreciate what they had before, but nevertheless this is the case. Now you get somebody whose unfair, cruel, arbitrary and use insecure, you will see an organization under that individual become very much that same way. I think we have here experienced that concern and know what I am talking about.

Nancy Craft: And in neighboring institutions.
Hushang Bahar: And in other institutions as well. It is a very important task for the Trustees of an institution of higher learning, because in an institution of higher learning you don't deal with tangible three-dimensional products, you deal with human beings, and you deal with learning and you deal with teaching. In an organization like that, the person who is in charge of that organization has got to be safe and secure and have a great deal of integrity and consistency in his behavior or her behavior, otherwise the organization will fall apart. This is the most important job for the trustees of an organization, especially this one, to be able to bring a person and put a person in charge who has ideas and ideals, who is fair and understanding, who is well-educated and trained, who understands and knows people, who cares for people, who cares for what happens to the organization and people under him, and who loves his profession and enjoys his profession as whether profession, this is, this is management of human beings and lives. When you as a person are dealing with lives of human beings, and I dare anybody say in this organization that we are not influencing those lives, I dare anybody to say at all that any teacher, any educator is not influencing the lives of those people who go through his life or through her life in classes, lectures and whatever, I challenge that thought and I prove it a failure, I prove it a wrong statement. So if you are dealing with an organization whose sole existence
depends on working with human beings, teaching and learning, influencing lives and influencing souls, and then dealing with that terribly important issue on a precarious, arbitrary, fearful, insecure way, I pray for that organization and I pray that that organization survive. And who's ever in charge of that organization or people who are in charge of the organization would see the light and get rid of whatever the plague is and get somebody in there to take care of that organization. So this is why I say, as a message to the Board of Trustees of this College, whoever you bring in here don't bring that person in here because that individual appeals to you. That individual should appeal to the college, appeal to the people, appeal to the community, which this stands for and about.

David Fuller: We were talking one day out here in the hallway about integrity and I made a comment to you that I thought one of the characteristics of your presidency was the integrity of it. I thought we had some nice comments about that. Do you remember some of what you said?

Hushang Bahar: I don't know what I said because I always talk extemporaneously and then forget what I said and people hold me responsible for that. I think integrity is important to have. Integrity in knowing, integrity means pieces and ingredients are held together and all kinds of various fields of experiences are brought together and held
together. Of attracting individuals who are good, keeping them there so they can work together. This is integrity, this is basics, identification.

David Fuller: I remember part of it too, that the agenda was always pretty well carved out. We knew who was what, and you let us know what you believed, where you were coming from.

Hushang Bahar: I think this has a great deal to do with also consistency. I think I'm consistent in what I think and what I say. You know turning hot and cold, turning off and on constantly, it drives the people crazy, they don't know what you're doing. A president of an institution of higher learning cannot be inconsistent. Now you may be, your ideas or thoughts may or may not be acceptable or be popular among all people, but if people who work for you understand where you're coming from, why you're coming from there, where you're going and that is a predictable behavior, then things will begin to happen because people will begin to adjust into your style. If you behave in a certain manner, no matter how strongly you will behave and believe in that thing, if you change that, if you flip-flop, if you weaken and strengthen and go up and come down, and you're hot or you're cold, people underneath, people who work with you, and they are reporting to you, and they are employees of you, they will become confused, they wouldn't know where you
stand. Now we have had some substantial debates in this institution in its formative days about thoughts and ideas. Some people very very strongly disagreed with me but, nevertheless, those ideas have prevailed regardless of the disagreements we have had. There is one more point in here which is terribly important, terribly important - that you are able to see the mistakes you make, be able to do something about them, and be able to accept criticism which is constructive, which is based on friendship, which is on the "loyal opposition" kind. It is not a.... If one can accept that, one is willing to say, I goofed, and be able to correct himself, then that's important issue. We have people, I have worked with people in charge of institutions of higher learning who are not at all willing to accept mistakes. Infallibility is a sign of, acting or feeling infallible is a sign of weakness of any individual because, we are just simply not infallible. Now maintaining that integrity, maintaining that consistency, maintaining that attitude, I think, is probably there are some of the major ingredients of success, my success anyway, and successes of many of the people I've worked with.

But when we built this college I really wanted an institution in here, just more than an institution of higher learning. I wanted a place, because I had suffered as a result of having been a teacher in the classroom, I had suffered when I things were not happening or people were not
helping me get my job done. I was hired to get a job done. If I
wanted something copied it would be six weeks before I
got it, or if I asked for more copies they said, what are
you trying to do with it, or if my students in the class
were successful somebody said are you watering the courses
done — these shady, shabby, paranoid ideas, inconsistencies
in the behavior of management, lack of support for my
teaching, wouldn't make me feel secure in the classroom to
be able to do the job for which I was hired, the job that I
felt was extremely important not only to me but to those who
were my classes. I wanted to create a institution were
those mistakes, if not eliminated would be at least at the
lowest, and I feel I succeeded in that. We have tried in
here to tell the management of this institution, the
administrators of this college, you are not the bosses, none
of us are the bosses here, nobody is really the boss here.
We are a team of people trying to teach. Those who are
teaching are on the front lines, and as Joe Cambridge calls
them are in the ditches, and he's right, perfectly correct
in that analogy. We've got to be able to supply these
people with the tools that they need, the best we possibly
can to be able to do the job to the best of their abilities
and talents. Make certain and evaluate that this talent is,
that they are doing the job, if they are not talented, not
interested, if they are not desirous, if they are lazy, they
do not want to do the job, if they are unhappy with it, then
help them leave. Help them leave, and get somebody else who
is willing to do the job because unless you can really deliver the knowledge, deliver that which you are hired for and paid for then go do it. You see once again, it's a matter of integrity comes in here. Probably I am one of the lowest paid college presidents in New York State, I think I am. In thinking about the time I haven't missed it, being the most senior president in the State University, I am among the lowest paid, probably the lowest paid in that comparative level. Now somebody who was just hired last year is going to be paid less than I do, but I have been here 18 years in the State University and 25 years in the university system. But that wasn't the issue for which I came in here. I came in here to do a job and I agreed to that salary and I signed a little note every year to the Trustees that I agreed to do so and by God, I agreed to do so and I'm going to do it to the best of my ability. When the day came that I was no longer able to it, or willing to do it, I said I would retire. I think that is something that we all as teachers owe it, all as employees of this institution owe to those who pay us. We are not going to get rich. We may not like the pay, but we signed an agreement for it and if we do it's only best that we provide the college, the people, the taxpayers, and above all the students in our classes with the best that's in us. It's not a good idea for me to be using the college as a forum for my political achievements. I would see to it probably that, and I have tried my best, that the classroom is not
used by the professors for political purposes or their own personal achievements, whatever they may be, and I've complained about that. These are the kinds of things I am talking about integrity. The student must know all issues and the evaluation, be helped toward evaluating the systems before the student understands. Professors should know, members of the staff should know all the issues, help to understand and evaluate and then whatever judgements they have about the issue, the situation, then its a fair one, it's going to have to be a fair one. These are what I am referring to about integrity of a college president. Nancy, you have a question?

Nancy Craft: Yes. We've had three different forms of governance. Have you, your interaction with them, has one form been easier than the other or better than the other? We started with the town forum concept.

Hushang Bahar: Nancy, that's the three style, and you very well remember them, because you've been through all three of them. They are quite different than each other.

Nancy Craft: Very much so.

Hushang Bahar: My style of working with people is the town council, the town meeting way of doing it. If I have made a substantial mistake ever in my life, in my management, this
is probably one of the mistakes I've made of letting that system change into a more representative system. I work better when everybody's opinion is heard rather than a representative's opinion is heard. I have discovered time and again, in the United States Government and when my father was a member of the parliament in the Middle East, in Iran, that he really didn't represent all of his constituents. That what a representative in the Congress of the United States is trying to say that I represent the taxpayers in my district, no way. The individual's opinion, the individual's feelings, the individual's biases are involved probably a great deal more than the constituents feelings are involved. I have seen some, but not very many, who really are submitting to the constituent's desires, against their feelings and against their own preferences. So I feel better when I deal with people, and we are not that large an organization. I would have felt so much better with an organization that I would hear everyone's voice everytime we met, and heard opinions and criticisms right on the spot, right there where everybody else could hear those criticisms, and then did something about it.

When that system was changed, and I was participant in that change, into a more representative organization, and we had the College Senate, then my own preferences and involvement and my own personality, whatever it was, good or bad, but nevertheless that's the way, my style was gone out of it.
The college became a little bit less, little bit more removed from me. The Senate did a good job, in spite of every criticism that we heard about and I think it was a marvelous organization again, and unfortunately that got torpedoed very badly by some of the staff and destroyed as well.

This Governance System that we have right now here is a bad one, is a terrible one, is not something that that I would even advocate. Somebody in here fell for Middle States bologna, and just because the Middle States people said that you have to have some Governance system, we rush like hell to have a governance system - as if Middle State was the prophet, as if the Middle State was Messiah, as if the Middle State was the Savior of higher education in America, as if its credentials were really that great. I have doubted the Middle States credentials, I have criticized the Middle States credentials, and I have letters and material to prove they are people of very little integrity. This organization that is supposed to be the source of all credibility for higher education, and question it very very heavily and strongly, I question the people who are involved in it, very heavily and strongly. Until that is changed completely, and I have no time to change it any more, so you may have to do so, I doubt it. So we rushed into having a Governance organization, Governance group that's doing very, very little to do anything that can make any difference in
this institution. First of all, the term governance is wrong. It is mistaken for governing and what bunch of people or organization or human beings who feel that they are governing an organization and indeed they are not because they no powers to govern an organization, which is powered, governed by a Board of Trustees, a statutory Board of Trustees and their representative, the President of the College, how could then the staff govern that institution when they are not powered or empowered to govern? And should they begin to govern the institution, then I would challenge the union's existence by saying to them that if you are a governing group and management, then you cannot be also at the same time be concurrently the labor, Yeshiva University's case notwithstanding. OK, so we have made a rather giant mistake in my absence to put these governance groups together. People are meeting are all over the place, or not meeting all over the place, and they are talking all over the place, very lethargic probably. But nothing's happening. I haven't had any policies, any changes referred to me to take to the Board of Trustees. The only part of this whole thing that's working is the Curriculum Committee we used to have, we used to call. Others are just stumbling over each other, we don't even have a Student Governance group yet.

So what we had even in the Senate form where everybody was represented, which I was not very happy with it anyway to
start with, but nevertheless it was working, that's gone. We haven't replaced it yet. And the Town Council, where I and the faculty and the staff were fully involved with one another and we were working together and dealing with one another in very hot debates on issues that we have had, we used to have, and we could do this thing very beautifully together, that's gone as well. So there is no, nothing in here to hold, to get the organization moving the way it's supposed to be. Were I to remain in here I would just insist on dumping it all, and telling the Middle States to go on a good, nice windy day in Philadelphia and fly a kite. Tell the Middle States why, tell them that they are not particularly welcome on my campus until such time that they clean their own house and then I could respect them and look up to them again as I used to. And at that time I'll come back, dump the grievance, dump the Governance Group and begin the town house system we used to have and have everything voted right there in one spot in the forum, for which I built the forum when we started. People like to see their leader's opinion, people like to hear what he or she has to say, always, and feel free to explain themselves and to criticize in an open meeting. The town meetings are some of the most successful kinds of governance, governing system in New England. And wherever there is a town meeting in America today, either relic of the past, that little community, whatever, God bless it, it's doing well. People are knowing what's happening, everybody's happy, there are

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no complaints about things, because people have had a chance to speak their mind. If they hear gossip about it, they could hold the leader responsible and on the spot. Did you do such and such, did you say such and such, we heard such and such out there. Instead of solving the problems around the water coolers you are solving the problems in a forum where people all can speak to one another and hear each other's views. That is the democracy, that's the way this democratic system works. By representation in a small organization like this, oh if you have a university the size of Cornell, you have 10,000 faculty members, that's a different story, an entirely different story. It's understandable that the only way you can deal with that would be through a confederacy of some kind. But in a small organization like this, we are about 150 people. How could we not sit and talk to each other. And never 150 people would ever be present. You would always have about 60, 70, 80 people, mixed people who are going to talk to each other. And the President then, and the leader, will become the catalyst, the analyst, the organization, the moderator of the whole organization to keep the organization going and everybody knows where everybody stands. At the end of the day, at the end of each meeting you know exactly what's going on in an organization. What do we know right now at this Governance Group, so called Governance Group. What do we know what's happening? How many reports do you see? How often do you know who's meeting with whom? When has your
opinion ever been asked? And so what kind of a governance system is this, and that's not going to work, that really is not going to work. Until such time that we go back, for a small college, and having regular professional or staff meetings, everybody comes in there and their thoughts are heard and decisions are made by vote, by vote, by everybody voting on it, and then you will see that the organization moves on toward a much better thing. There will be no reason for gossiping because the reason for gossip have been removed. So, no, I'm totally unhappy, totally unhappy with the governance system in the College today as it stands today, and I very highly recommend that the faculty and staff of this institution and the Board of Trustees get together, see the flaws in it, and change it.

Nancy Craft: We've lost a great deal of communication by losing that, I think.

Hushang Bahar: That's correct.

David Fuller: On a lighter subject, remember when we used to have those award ceremonies?

Nancy Craft: Yes, I was thinking the same thing.

Hushang Bahar: We used to be laughing at each other and laughing at ourselves.
Nancy Craft: We lost a lot of the social interaction when we lost the town concept.

Hushang Bahar: We lost social interaction, the people who would joke with one another. I would make fun of you and you would make fun of me. The award that I, nobody was above receiving any award for a mistake or goof that he had made, or whatever, she, we got awards. Some of those awards retired in some of those offices, as you very well remember. Those were good days where people could talk to each other, where they did but they were not scared of each other. They would tell each other the truth regardless of whether it hurt or not, and they were not saying things in absence of others, in the absence of others. In the name of, well we cannot discuss this thing publicly because it is management or labor issues. Labor issues are discussed secretly but management issues are discussed openly, better be discussed openly. Those kinds of things would create frictions that are not necessary among a small group of people like us. As a result, everybody suffers, David, everybody suffers.

Nancy Craft: Has your perception of the role changed? You must have had some concept when you came in and obviously things mature and change over a period of time as you mature and change. Your perception of "what is a president".
Hushang Bahar: Changed? Yes. The public college and university was supposed to be a place where much of its financial support came from taxes, just today as well. What has changed is the concept and the integrity and the greatness of higher education that I feel in America. As the number of colleges grew, number of dollars to support the colleges or universities grew, and as time has gone on we have found out that many of the state and county legislatures throughout the country can't afford really to tax,... the priorities began to change. I would have to say today to you that the American priority is not education and especially it's not higher education. In New York state, specifically community colleges have no advocacy whatsoever. Those of us old-timers who are leaving or gone, are leaving, they're dying or diseased. And those who are coming in, the young people who have no loyalty to New York, not necessarily, no loyalty to a college, not necessarily, no loyalty to anything. They just, I feel many of the people, many of my colleagues are like mercenaries - pay me and I'll do a job for you. If you don't pay me enough I'll look for a job somewhere else who pays me more. You see? The matter of, let's forget this pay let's get a job done in here, is gone. I don't see any support anywhere in the State University for us. So the presidency of a college has changed a great deal, a great deal. What I had hoped this college would provide, it has provided it by hook and crook somehow. We have beaten the bushes everywhere to try to get
a couple of bucks to get this thing put together and keep it going, but it's not going to be easy as time comes. As you probably heard, the State of New York for all of our, listen to this... The State of New York budget is $20 some eight billion dollars. I want to give you some kind of a perspective in here. I want to give you some kind of a measurement so that you could see the, you could see the comparisons at least. The budget of the State of New York is about $30 some billion, $38 billion dollars. Do you realize that this great state of ours, with a budget of almost $38 billion, provided $1 million for equipment for community colleges in its budget.

Nancy Craft: And that was all the community colleges wasn't it?

Hushang Bahar: And that includes all of the Upstate Community Colleges. $500,000 for the City of New York community colleges for equipment. How do we maintain this state-of-the-art equipment in the time when we have to compete not only among ourselves but with the Soviet Union, in the high technology world, with half a million dollars worth of equipment in New York and a million dollars in Upstate New York. That's 40 community colleges, a million and a half dollars for equipment purchasing. Now you tell me? How, with a budget of $40 billion dollars approximately, $1.5 million dollars for equipment - what kind of advocacy or importance or priority do you feel that the State of New
York is placing on community colleges? Out of this giant budget that I am talking about, do you realize that the only raise the community colleges got on their base was $75. It makes me sick to my stomach to think that a state as giant as this, as great as it tries to call itself, dealing with an organization that's creating manpower second to none for this state, will come up and say all the raise you're going to get next year is $75.

Nancy Craft: Is that per student?

Hushang Bahar: $75 in base salary per student. Base pay of the state. $75. OK. So priorities are not, in New York State,

A. of higher education at all, with Mr. Cuomo, I don't care what he says about education;

B. and more importantly and specifically of community colleges.

And so the presidency of the community colleges has changed a great deal. If you are going to be the president of a community college in the future you ought to be able to find sources of income for a community college, at least in this great State of New York, for it. Otherwise the community college will go under. You have no advocacy whatsoever. So, presidency of a college is very much like teaching in
the classroom. Somebody is going to have to provide that president with tools to work. Somebody has to provide the president with encouragement to create. Somebody has to create an environment for that president to create a college which is contributing to the community and the society. And if all of those somethings and somebodies are not there, then the presidency has changed into begging annually, begging annually, kissing shoes annually, polishing apples annually for peanuts. This is were you feel like a beggar, and a bad beggar, and a cheap beggar. I wouldn't mind begging for millions as I have in the past but I don't want to beg for $75 bucks! I don't want to beg for $2,000 bucks that I may get out of a million dollars for equipment of this college next year. Well, are you surprised that I'm retiring. I don't need it. Who needs this kind of nonsense.

Nancy Craft: Do you see any change in this suggested move I saw recently that the community college's would become part of SUNY and, therefore, the budgets would come out of Albany totally. Would that be better or worse?

Hushang Bahar: Bill Smith, Senator Smith out here in Elmira, he recommended that, he presented the bill. It doesn't have very many takers in the senate or in the assembly, and in a way I'm glad it doesn't. Because I think a community college is a community college. We would become junior
colleges, Ag & Tech schools like the other state-supported colleges. It has advantages, small advantages, and giant disadvantages. Small advantages that at least President of the college here, like president of Cortland State, doesn't have to worry about everything. All the decisions are made in Albany by Cliff Wharton over there and his Board of Trustees. They are not made here. All he has to do if he has problems is to say, I didn't cause the problem, go to Albany. Call them up, don't bother me, I'm just an manager. He's just a department head taking orders from somebody. In a way it's easier, OK. And whatever comes you can always say, Hey, shrug your shoulders and say that's not my fault, it's their fault. Go out there and get it if you want to, that's not my problem. Good. It's easier for presidency and for everybody else. However, you will lose the touch. You try to deal with a giant bureaucracy of the State of New York instead of going to your two county courthouses and the small group of people in the local governments to deal with, you are in trouble. I am a very, extremely strong, as a matter of fact fanatic advocate of local governments. I think this is really, the grassroot of democracy is right there in local government. You change that you have changed the democratic system, in my opinion. Now, so they have to remain a community-supported college in order to be a community college indeed. But if they are not supported financially, or the ability to pay is not in the community at all, Cortland is an excellent example of what I am
talking about, then your troubles are a great deal because the chances of breakdown of the community college, or disintegration of an organization are very, very good at that time. Now, laws must change with what I just said. The laws of the State of New York must change into ability-to-pay kind of a law, that in case a community college like this supported with two counties, one county is working, the other county is bankrupt, that funds will be channeled to that county to pay for the services of the college regardless of their ability to pay. Somehow, some formula changes are needed in here, and this brings us to the Engler Formula which we don't have time to talk about, which doesn't take these things into consideration. In other words, the open end is here at the college. The state's share is debated. You just got $75, that's it, which gives us about 34-35% not 40%, we talked about that a couple of days ago, of the operation cost of college that's one. The student share is set, because it's only one-third of the total budget, total approved budget the college regardless of the number of students you have over there. So you can't get any more than one-third of the budget financed through the students, you can't increase that any. And the only place that you could go to get your money would be the counties, and if the county doesn't have it, you're in trouble, and the counties, and Cortland County doesn't have it, and you're in serious trouble. You could go and beat them in the head, do whatever you want, if they don't have
it - they just had this year a half a million dollar
deficit. A county that has a half million dollar deficit is
in on position to pay you the kind of dollars you're asking
to run an institution like this, so you're in trouble. Now
do you want me to give you four more reasons why I'm
retiring.

Nancy Craft: If we went to state management we would also lose
the ability to respond quickly to local industry wouldn't
we?

Hushang Bahar: Correct, to anything. You see the beauty of
community colleges is that you become very, you have to by
the nature of a community college be very sensitive to local
needs and you can't be because for every local need you have
to run to the state to ask their approval or seek funds to
do it, you won't be able to do it.

Nancy Craft: Not quickly.

Hushang Bahar: You can't budget in the State of New York, some
kind of a fund saying that, okay I'm going to put some item
in my budget, line item my budget that says "Contingency,"
in order somebody comes in here and wants you to train such
and such persons and we can't have the okay, okay use that
money. You've got to have specific reason for every dollar
in there in order for you to be able to do what you want to
do and how do you know what you want to do until it happens
and where are you going to get funds.

Nancy Craft: You can't know 18 months ahead.

Hushang Bahar: You can't.

Nancy Craft: Thank you very much sir.

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