



**The PSC
demands
CUNY:**

HIRE FROM WITHIN

The union helped win significant funding gains for CUNY in the last state budget agreement, including money to fund more than 500 full-time faculty positions. Now, the PSC says it's time for the University to "Hire From Within" CUNY's rich and experienced pool of adjuncts. **PAGES 6-7**

CITY
**City budget
gains for CUNY**

Union and student activism secures city funding wins for CUNY, but New York City's K-12 public schools are hit with drastic cuts.

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DEBT
**Loan relief for
adjuncts**

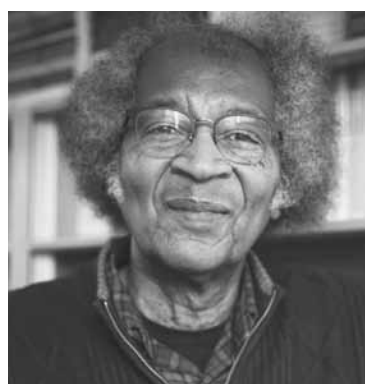
After intense PSC lobbying, state lawmakers pass a popular bill that could relieve student loan debt for many PSC part-time members.

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ANTI-RACISM
**Standing up
for CRT**

CUNY faculty fight back against right-wing political campaign to discredit critical race theory and silence teaching about racial inequality.

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CONTRACT
**Member input
for the CBA**

Union members weigh in as the union prepares to negotiate with the university over the next collective bargaining agreement.

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Upcoming adjunct contractual raises

By JAMES DAVIS

PSC President

A major change in teaching adjunct rates of pay is coming this fall. To ensure that you receive every increase to which you are entitled if you are teaching next year, it is important that you check your current hourly rate and payroll history now.

The PSC negotiated a historic salary increase for teaching adjuncts in the current 2017–2023 PSC-CUNY contract. In addition to the across-the-board raises from 2018 to 2021, two other provisions add up to the largest salary increase for adjuncts in the union's history and represent one of the largest adjunct salary increases in any contract nationally. The first is the paid weekly office hours for every course, which took effect in Spring 2020, and the second will begin this fall when a new, single rate for each teaching adjunct title is introduced. While we have not yet achieved full adjunct equity, the gains in the current contract represent a major advance.

NEW STRUCTURE

Effective August 25, 2022, a new structure for teaching adjunct compensation begins with a single hourly rate for each title, with one important exception: teaching adjuncts whose hourly rate on August 25, 2022, is higher than the new single rate will continue to be paid at that rate and receive a 2% increase on November 1, 2022. The teaching adjunct hourly rates (see link below) shows how the change will work. In other words, teaching adjuncts in any title who are on a higher hourly rate when the single rate goes into effect will be held harmless, their higher salary maintained with an additional 2% increase in November.

Check your current hourly rate of pay and payroll history if you are teaching this fall, so that your salary is accurate when the new rates come into effect. If you believe your current rate of pay is incorrect, notify your college Human Resources Office to make sure the correction is made before August 25. For most adjuncts, your future rate of pay will depend on the single hourly rate applied to your title on August 25 until a new contract is negotiated.

CONTRACT COMPLIANCE

Despite the union's efforts to ensure compliance with Article 24.2 (see link at end of article), governing movement in adjunct hourly rate steps, CUNY colleges do not always move adjuncts up when they should. PSC leadership has worked with CUNY management this spring to monitor compliance, but experience shows that there may still be errors. Please check your salary history before August 25 for consistency with the contract and ensure that you are properly compensated.

Teaching adjuncts for whom the single rate applies could see an increase of up to 18% in their rate of pay. Teaching adjuncts for whom the

Ensuring pay increases

single rate does not apply, because their rate of pay is higher, will have their rate of pay "red-circled." Their salary will continue to be calculated on the basis of their teaching hours, including office hours, multiplied by their higher red-circled hourly rate. Along with other CUNY salary rates, the rate for those adjuncts will increase by 2% on November 1, 2022.

The union negotiated the new structure to maximize the total in-

crease in teaching adjunct pay and apply a significant increase to lower salary steps in each title, where most adjuncts are concentrated.

Check for your increased hourly rates.

Under the new structure, rather than waiting years to move slowly up the salary steps, teaching adjuncts immediately receive a single hourly rate, respective to their title, which is significantly higher than the highest salary step for that title in the previous contract. All teaching adjuncts will

see an increase in their hourly rates during this upcoming fall semester, even if their current rate of pay is higher than the new single rate. Outlined below are the new single rates for each teaching adjunct title and compensation for 3-credit and 4-credit courses.

NARROWING THE GAP

The current contract substantially narrows the gap in pay between a full-time lecturer and adjunct lecturer for an equivalent teaching load. The CUNY Board of Trustees' recognition that current adjuncts should fill some of the new full-time faculty lines reflects the fact that our con-

tract has diminished the economic incentive to rely on adjunct labor. The current contract provides the groundwork on which future efforts are made to achieve fair wages for all and crack the prevailing exploitative system. With a more stable instructional workforce, students benefit from having professors who are well-compensated and better able to provide them with the support they need to thrive.

Teaching adjuncts, please check the hourly rate schedules to determine your appropriate pay rate.

And if you know any colleagues who have not yet joined their union, please direct them to psc-cuny.org/join-psc. To make the gains that we and our students deserve, the PSC must be united around a strong union membership.

RELEVANT LINKS

- Adjunct Hourly Rate Schedule: psc-cuny.org/content/adjunct-and-hourly-professorial-rates
- PSC Contract Article 24.2: psc-cuny.org/contract/article-24-salary-schedules

ADJUNCT TITLE	SINGLE HOURLY RATE Effective 8/25/2022	3-CREDIT COURSE (45 instructional hours + 15 office hours)	4-CREDIT COURSE (60 instructional hours + 15 office hours)
Adjunct Lecturer	\$91.67	\$5,500	\$6,875
Adjunct Assistant Professor	\$100.00	\$6,000	\$7,500
Adjunct Associate Professor	\$108.33	\$6,500	\$8,125
Adjunct Professor	\$112.50	\$6,750	\$8,438

Chapter highlights its 'unsung heroes'

By ARI PAUL

The PSC College Laboratory Technicians Chapter announced the 2022 winners of the Unsung Heroes Awards during its Unity Day event, a hybrid in-person and virtual ceremony in June attended by dozens of members. CLTs across CUNY were nominated by their colleagues and students for going above and beyond the call of duty.

Alfredo Cifuentes, the chief college laboratory technician in the natural sciences department at LaGuardia Community College, was one of this year's honorees. Members said that since LaGuardia's reopening, he's never worked remotely and motivated his fellow CLTs during difficult times.

HELPING STUDENTS

Mohammed Jahed Sarwar, a library systems administrator at York College, was hailed by his colleagues for being an "inspiring person" and having an "extraordinary commitment to students."

Teeshavi Acosta, a CLT who specializes in toxicology at John Jay College of Criminal Justice, was

CLTs who lead and inspire



Teeshavi Acosta, a CLT at John Jay, is one of this year's honorees.

cited for her exceptional handling of potentially hazardous chemical waste and aiding students. Acosta was inspired to become a CLT after

receiving her master's and bachelor's degrees from John Jay College. She is now pursuing a PhD in toxicology at St. John's University

and is an adjunct instructor at John Jay. As a CLT, she's responsible for setting up lab sessions and ensuring that all the equipment students need for their lessons is available.

"I fell in love with teaching, and watching the students grow into these independent scientists is so fulfilling," Acosta said.

INSPIRING WORK

The other winners were Jodi-Ann Douglas, a CLT in the department of radiologic technology and medical imaging at City Tech; Sharif Elhakem, a chief CLT in the chemistry department at Lehman College; and Joi Jones, a senior CLT in the department of middle and high school education at Lehman College.

Amy Jeu, a cross-campus officer on the PSC Executive Council and a CLT in the geography and environmental science department at Hunter College, said, "Feeling genuinely appreciated lifts people up. At the most basic level, it is energizing and makes us feel safe, enabling us to do our best work and has the potential to unify and unite us all."

She added, "This is an award that exemplifies the spirit of the profession."

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Major city cuts to education

By ARI PAUL

Mayor Eric Adams and New York City Council Speaker Adrienne Adams have agreed to a city budget that enacts 3% cuts to most city agencies, sparing the New York City Police Department but not others, including K-12 schools.

The union waged an intense campaign to protect CUNY from budget cuts in recent months, by organizing rallies, lobbying New York City Council members and renewing its alliances with other CUNY advocates. Cuts to CUNY, fortunately, were minimal, and the University still has federal stimulus money to draw upon. The new budget agreement also included some additional funding for CUNY, including money for childcare centers and about \$2 million for remediation programs.

MONEY FOR CUNY

A City Council statement said the budget included “\$4.4 million to establish the [CUNY] Reconnect pilot program to help working-age adults attain a degree that expands earning potential and \$1 million for CUNY STEM to support programming at campuses citywide.”

Union activists see a bigger fight ahead.

“Now, we need to work with our new partners in the council to push for transparency as CUNY begins to spend the money it was allocated,” said Heather James, an assistant professor of political science at Borough of Manhattan Community College and a member of the union’s legislative committee. “This includes \$2 million for remediation for which the PSC advocated and which was baselined into the

The mayor’s first budget agreement

CUNY spared but more funding needed



Salimatou Doumbouya, chair of the University Student Senate, addresses the need for more CUNY funding outside of City Hall.

executive budget for the first time this year. The PSC also advocated for new childcare and ESL program funding, which CUNY received.”

But, more than 100 community college faculty have left since the start of the pandemic, due to attrition and retirement, and have not been replaced. And while city budget cuts will make it harder to fill the empty posts, the entire system received a \$220 million boost in state funding this spring, thanks to union activism, which will benefit both senior and community colleges.

PSC President James Davis discussed the effects of the pandemic on CUNY at a May 18 event outside of City Hall, held at the same time city lawmakers were discussing CUNY funding. CUNY has been battered by two years of the pandemic, with the loss of part-time and full-time faculty members over the past two years. But, he added,

this loss is compounded by the years of austerity budgets for CUNY during better economic times. The union is making progress in reducing this problem with hard-won gains in state funding, but now it’s time for the city to do more, he said.

ROBUST INVESTMENT

“We need investment, not only to make ourselves whole, but to move forward,” Davis said. “It’s not enough to fend off the cuts. We need robust investment.”

Salimatou Doumbouya, chair of the CUNY University Student Senate and the student member of the CUNY Board of Trustees, noted that CUNY advocates demanded less than 1% of the city budget to be used to address CUNY’s current needs. “Is that too much to ask?” she asked.

While the city budget was not especially hard on CUNY, the New York City Department of Education for K-12 public schools faces a dras-

tic \$215 million cut, despite protests from teachers and other public education activists. Mayor Adams claims the decrease in funding is necessary because of lower enrollment in the public schools as a result of the pandemic. However, the PSC and other education advocacy organizations know that enrollment declines re-

quire more spending – not less – in order to bring students back.

Union activists also added that a lack of investment in the city’s public schools could hurt CUNY in the future, since the city’s public schools serve as the main pipeline for students who attend CUNY.

“It contains big cuts to our public schools, disproportionately affecting schools in low-income communities of color, which have long been underfunded and overcrowded,” said City Council Member Tiffany Cabán, whose district includes Astoria, Woodside and Jackson Heights in Queens. Cabán voted against the budget agreement. “Any decrease in enrollment should be seen as right-sizing the budget, not warranting further cuts.”

PSC activists, however, highlighted how the city budget campaign strengthened alliances between CUNY advocates.

“I’m proud to have been a part of such a member-driven city budget campaign,” James said. “I’m especially excited about the work we did to build bridges across titles and to increase interest in the city budget.”



Mayor Eric Adams announces the city budget settlement at City Hall in June.

Bill expands debt relief for adjuncts

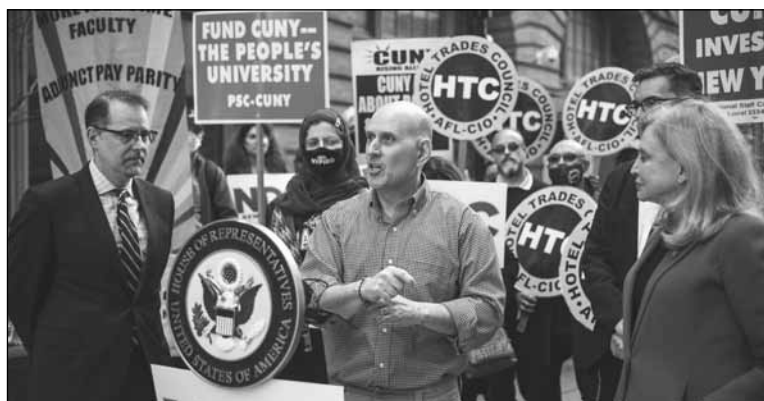
By ARI PAUL

In a major victory for the union and its adjunct members, both chambers of the New York State Legislature passed a PSC-backed bill that paves the way for more adjuncts to receive some student debt forgiveness. The bill still requires Governor Kathy Hochul’s signature in order to be enacted into law.

The Public Service Loan Forgiveness Program (PSLF) “requires that public servants work 30 hours a week in order to be eligible for loan forgiveness,” said PSC Legislative Representative Luke Elliott-Negri, who added that “the bill that the legislature just passed counts 3.35 hours for every one classroom hour worked by part-time faculty, thus making part-timers effectively full-timers from the point of view of the federal government.”

State Senator Kevin Thomas and State Assembly Member Harvey Epstein were the chief authors of

Crucial state legislation



Assembly Member Harvey Epstein is a coauthor of the bill.

the bill that further clarifies the requirements for public employment, and thus improves upon Biden administration changes to the PSLF Program. PSC, the United University Professions (UUP), the union representing faculty and staff at SUNY, as well as the PSC’s state affiliate, New

York State United Teachers (NY-SUT), all supported the bill.

EXPANDING ELIGIBILITY

“I was personally moved to get active on this bill when I saw PSC Brooklyn College Chapter Chair Carolina Bank Muñoz post on Facebook

that the new Biden PSLF changes had enabled her to eliminate all of her student debt,” Elliott-Negri said. “I was so happy for her, and it also struck me that in order for long-serving adjunct members to be able to make such a post on Facebook, we’d need to pass this bill.”

While Bank Muñoz is a full-time faculty member at CUNY, many CUNY adjuncts did not meet the PSLF 30-hour a week requirement before the passage of the new bill.

Rebecca Smart, the PSC part-time liaison at Baruch College, traveled to Albany to push lawmakers to pass the bill. “My understanding is that without this [bill], we don’t qualify because we’re part-time,” she said speaking for herself and fellow adjuncts.

Organizing by PSC staff and member leaders like Smart helped move the bill along and made sure it was at the front of legislators’ attention in

this crowded season. It was frequently the case that legislators intuitively agreed with the premise of the bill.

“I didn’t really have to campaign,” Smart recalled of her meetings with state lawmakers, noting that the bill had widespread support, even from Republicans.

Smart added that she would personally benefit from the bill, and that the debt forgiveness would eliminate a huge financial burden for adjuncts.

“The stress relief is as important as the material relief,” she said.

Assembly Member Epstein told Spectrum News, “From applying a multiplier to teachers’ in-class hours so that hours worked outside of class are more accurately reflected to ensuring that agencies can transmit paperwork on behalf of workers to the federal government, our legislation will help more New Yorkers get their loans forgiven faster.”

For more information on the PSLF Program, go to studentaid.gov/manage-loans/forgiveness-cancellation/public-service.

Faculty defend critical race theory

By ARI PAUL

If you read the pages of the *New York Post* or turn on Fox News, chances are you will hear voices from the right-wing media decry something called critical race theory (CRT). Somewhere out there in America, you'll be told, a teacher is using critical race theory to teach white children to hate themselves. In a PTA meeting, you may hear a white parent valiantly trying to "cancel" assigned readings that paint a sordid history of race relations in the United States. Patriotic politicians, you'll learn, are being wrongly branded as "racists," by the "liberal woke mob" for fighting the "reverse racism" of CRT.

CUNY faculty and staff are fighting back against this new right-wing thought policing in schools and in the academy. This development isn't just an act of solidarity, but also an early defense against what some faculty members see as a looming fight over academic freedom in New York City.

STATE STRATEGY

The consequences of anti-CRT rhetoric are all too real. *EdWeek*, which covers K-12 education, recently reported that "since January 2021, 42 states have introduced bills or taken other steps that would restrict teaching critical race theory or limit how teachers can discuss racism and sexism," and that 17 states "have imposed these bans and restrictions, either through legislation or other avenues."

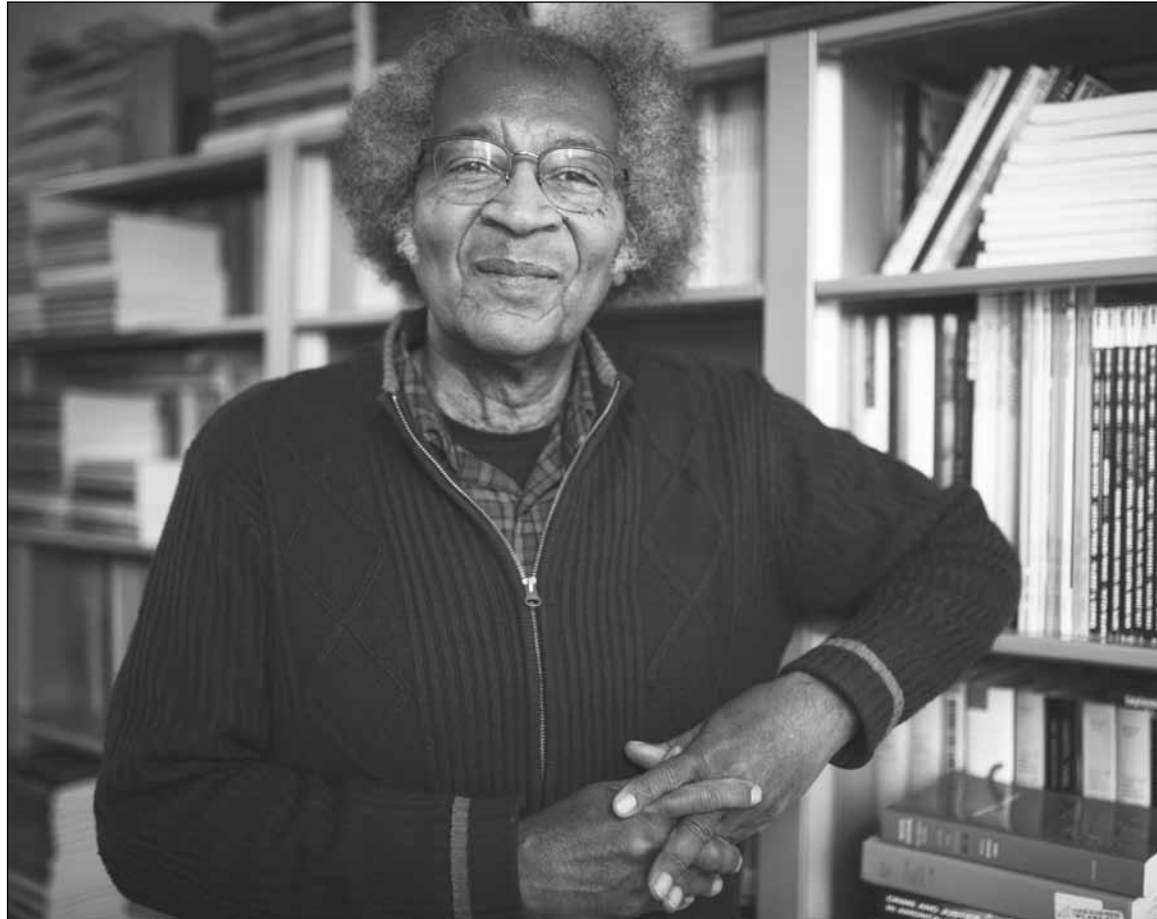
Last year, the Anti-Defamation League noted that CRT has been used as an excuse in new efforts to ban books in public schools around the country. NBC News listed 50 books parents in Texas want to ban, all in the name of fighting CRT, and it also reported that anti-CRT rhetoric is making it harder for teachers to talk about the anti-Black massacre in Buffalo, New York, suggesting that it has had a chilling effect on speech and education.

"Since January 2021, 70 bills intended to impose restrictions on teaching and learning in colleges and universities have been introduced in 28 states," declared a joint statement from PEN America and the American Association of Colleges and Universities. "Such bills have already become law in seven states. The majority of these restrictions are focused on concepts related to race, racism or gender that legislators regard as divisive or otherwise objectionable. These legislative restrictions infringe upon freedom of speech and academic freedom, constraining vital societal discourse on pressing questions relating to American history, society and culture."

DEFINING CRT

But what is critical race theory? As the NAACP Legal Defense and Educational Fund (NAACP-LDF) puts it, "Critical race theory, or CRT, is an academic and legal framework that denotes that systemic racism

Protecting academic freedom nationwide



Frank Deale, a professor at the CUNY School of Law, says CRT examines institutional injustice in areas including the criminal justice system, housing, employment and education.

is part of American society – from education and housing to employment and health care," recognizing "that racism is more than the result of individual bias and prejudice," but rather is "embedded in laws, policies and institutions that uphold and reproduce racial inequalities."

ATTACK ON SCHOOLS

While CRT is an academic framework most associated with high-level legal scholarship, conservatives have misused the term CRT to label any grade-school curriculum that examines racial injustice in the United States, making it a bogeyman for right-wing pundits and politicians.

The NAACP-LDF said, "The term 'critical race theory' has been co-opted by opponents as a catchall and rallying cry to silence any discussions about systemic racism, ban the truthful teaching of American history and reverse progress toward racial justice." The organization added that it has been "unjustifiably used to include all diversity and inclusion efforts, race-conscious policies and education about racism, whether or not they draw from CRT."

In response to this trend, the CUNY University Faculty Senate (UFS) passed a sweeping resolution, vowing to fight the anti-CRT movement. The UFS resolution "rejects any attempts by bodies external to the faculty to restrict or dictate college curriculum on any matter, including matters related to racial and social justice, and will stand firm against encroachment on faculty authority

by the state legislature, city council, any outside entities or even the board of trustees." It further stated that the UFS "stands with our K-12 colleagues throughout the country who may be affected by this pernicious legislation when they seek to teach the truth in US history and civics education."

The resolution also demands that CUNY Chancellor Félix V. Matos Rodríguez and Interim University Provost Daniel Lemons "affirm that they reject any attempts by bodies external to the faculty to restrict or dictate university curriculum on any matter, including matters related to racial and social justice."

Victoria Chevalier, a UFS Executive Committee member and an associate professor of English at Medgar Evers College, said the resolution was partly a "preemptive strike" against any kind of legislative attacks against academic freedom in regard to critical race theory in the state of New York. "We wanted to get ahead of the political moment," she said.

CRITICAL TEACHING

Chevalier added that the UFS had a responsibility to speak up about this national issue.

"It's our job to educate – and reeducate – both CUNY Central and our faculty to become more aware of the connections around social justice issues about what is being called critical race theory but is really a mask against a critical teaching of Ameri-

can history, slavery, and racial difference and all the other differences that are produced."

Chevalier noted that while the resolution was meant to protect academic freedom from attacks on racial justice education generally, she also believes that critical race theory and related intellectual pursuits need to be protected. Invoking Walter Benjamin's assertion, "There is no document of civilization which is not at the same time a document of barbarism," she said that an honest account of history meant dealing with uncomfortable subject matter.

A right-wing assault on teaching racism

Frank Deale, a professor at the CUNY School of Law, concurred that while the right has misused the term critical race theory, the theory itself should be examined and defended.

"Although Black scholars have always devoted attention to the operations and effects of racism throughout American society and the world, critical race theory was a specific reaction to the failures of white law professors, belonging to the otherwise progressive critical legal studies movement, to engage in systematic analyses of how race functions in specific legal institutions, such as law schools, the courts and other branches of government," said Deale, who is a member of the PSC's Academic Freedom and Anti-Racism Committees. "CRT was designed to fill those gaps and has done so, examining the operations of race in the criminal justice

system, in housing, employment, education, social welfare, health care and other areas too numerous to identify."

A FULL HISTORY

Deale continued, "The attacks on CRT are atrocious because of their ignorance and nefarious motivation. Conscious that they are losing their grip on power, white supremacists are attacking anything that they perceive as undermining their hegemony, going so far as removing books from libraries and school curriculums. This is but one step away from burning them and the ideas that they contain, a strategy utilized historically by all right-wing movements, including the Nazis and fascists of 20th-century Europe."

George Emilio Sanchez, a cochair of the Anti-Racism Committee (ARC) and the former PSC chapter chair at the College of Staten Island, noted that the union could provide more education about what CRT actually is, as the political right has used the phrase so broadly. "We could provide some sort of context for critical race theory," he said. "A lot of people who are supposedly in support of critical race theory don't know the history or the context."

The chairs of the union's Anti-Racism Committee released a statement: "The ARC cochairs fully support and endorse the UFS resolution regarding the affirmation of academic freedom, and as a total rejection to the proponents . . . and state [legislatures], who have spawned gross mischaracterizations and undermined the tenets of critical race theory, by banning the crucial truth of this country's history of settler colonialism, racism and gender inequality. The UFS resolution rightly prioritizes academic freedom as an arm of the First Amendment, while also contextualizing the overt intent of Republican state legislatures that have targeted critical race theory as somehow contradicting 'American values.' Nothing could be further from the truth. We support this resolution."

THE ACADEMY'S ROLE

James Blake, president of the Black Faculty and Staff Association at Borough of Manhattan Community College, told *Clarion*, "The term critical race theory was coined in response to historians who speak out about the need for a critical analysis of American history. Their aim is to foster honest dialogue regarding current racial conditions. However, [the current opposition to] 'critical race theory' was coined as a ploy by those who want to block the truthful teaching of American history and thereby, reverse progress made toward social and racial justice. CUNY faculty can play a critical role in fighting against the racist forces who want to continue to perpetuate lies and historical falsehoods. We need 'truth tellers' who will stand and fight for the right to freely teach the facts about the history of race relations in America."

A movement for a new contract

By **PENNY LEWIS**
PSC Secretary

What are your priorities for our next round of contract negotiations and what are you willing to do to win a great contract? These questions framed the PSC Contract Priorities Survey that the union sent to members in early May. The survey itself was developed with input from union members, leaders and PSC staff, by looking back at previous surveys and bargaining demands and through listening sessions and small-group breakout sessions at chapter meetings this spring (see article below).

NEW POLITICAL ENVIRONMENT

Our current PSC-CUNY contract expires at the end of February 2023. This will be the first time we'll be bargaining with CUNY in the political context set by whoever wins the New York governor's race in November 2022, and New York City Mayor Eric Adams. For the first time, we'll be bargaining in the midst of a broad, public campaign to win a New Deal for CUNY. Needless to say, the experience of the pandemic has shaped our sense of what we want and need, as does inflation.

Many of the topics covered in the survey are familiar questions about pay, workload, job security and basic measures of respect. The survey also asked members to consider how our contract can better address structural racism at CUNY, including issues such as the racialized salary and benefits gaps that exist between titles or diversifying the higher ranks of the titles we represent.

Preparing for bargaining



Union activists reach out to members to talk about the contract survey.

The survey further considered health and safety, remote work and online teaching issues, which have a new salience and urgency for many of us today. And we asked you to consider whether using our contract as a vehicle through which to fight for student needs in areas like housing, transportation access, food insecurity and tuition was a priority for you.

PRIORITIES

Other more typical priorities considered by the survey included various questions regarding compensation (such as, longevity increases, teaching adjunct pay parity, equity raises and across-the-board



Photos: Sam Rasiotis

salary increases), contingency (for example, dedicated lecturer lines for teaching adjuncts), promotion (like strengthening promotional opportunities for CLTs), workload (such as protections against out-of-title work), security (like shortening the time to attain job security through 13.3b for HEOs), respect (such as anti-bullying language), and professional enhancements (for example, improvements to the sick leave bank policy and expanded tuition waivers).

Most members were able to reflect on title-specific issues as well, many of which have come up before in previous rounds of bargaining.

But some of the concerns are new and are made more important after our experience with the pandemic over the past two years.

SURVEY RESULTS

Learning your thoughts about these topics is the primary goal of the survey, as it will inform the development of demands for the next round of bargaining. But critical to our future success at the bargaining table was the final, shorter part of the survey, which concerned how all of us can be part of the fight to win what we want. The survey asked members what they would be willing to do, including attending demonstrations, mobilizing colleagues through texts and phone banking, participating in PSC campus action teams and engaging in civil disobedience.

But pressure to get a good contract does not end there. Members could also testify at a CUNY Board of Trustees hearing, speak about a specific bargaining demand during a bargaining session with CUNY or attend a session as an observer. We also asked about the political pressure members are willing to assert in order to gain the funding for our demands, including writing or visiting lawmakers or becoming a political district representative.

We wanted to hear from as many members as possible. If you did not complete the survey early on, you may have noticed that you received a lot of notices in your inbox. The deadline for submitting the survey was June 24, but our work to find out about members' contract priorities is not done. We invite *all* members to

participate in one-on-one and small-group conversations that have been organized by members of the PSC campus action teams for this summer and fall. At the PSC Brooklyn College chapter, for example, union department representatives have been conducting walk-throughs, where they meet with colleagues in various offices to listen and talk about campus and university-wide priorities.

During much of the past two years of the pandemic, many of us have worked from home or on half-empty campuses. We've lost a lot of time we would have spent working alongside each other, hearing about our work experiences, getting to know each

Listening to members' contract priorities

other better, and for our new colleagues who started during the pandemic, getting to know each other at all. Hearing from each other about needed workplace improvements is one critical way we have to reforge the connections that we have lost.

LOOKING FORWARD

We will be sharing what we learn from the survey. It's our hope that this will steer us in a good direction for both our contract demands and contract campaign next year, but the survey results will also help individual campuses identify the issues most pressing to their chapter members.

In order to win what we want in our contract – and for CUNY and our students – we need a strong contract campaign and must organize collectively. Together, we can create the CUNY we want to work in, and the “People's University” our students and city deserve.

Listening to members, across CUNY

By **FELICIA WHARTON**
PSC Treasurer

PSC members had the opportunity to talk openly and candidly to PSC principal officers and vice presidents at chapter listening sessions held across CUNY in April and May. Among those attending these meetings were the union's four principal officers and vice presidents for senior colleges, community colleges, cross-campus units and part-time personnel. Elected PSC leaders had the opportunity to engage with PSC members to gather input, suggestions, concerns and contract priorities that will help guide bargaining in our upcoming contract negotiations. The current PSC-CUNY contract expires at the end of February 2023.

LISTENING MATTERS

Listening plays an essential role in democracy, as it illustrates representation, recognition, power, legitimacy and at times silence depending on who is in the room, according to environmental political theorist Andrew Dobson. PSC members in every title

Determining contract priorities

had an opportunity to listen to each other about their colleagues' personal experiences, frustrations and issues that affect their day-to-day working conditions. Craig Bernardini, the PSC Hostos chapter chair, asked members attending his chapter meeting, “What brings you joy in the work you do? What sucks the life and joy out of the work you do?”

These listening sessions took a variety of formats, with presentations from members in different titles, breakout rooms by titles or randomly assigned rooms with a report back to the entire chapter. The sessions aimed to provide an environment of mutual respect, where there was recognition that all titles are essential for the college to function effectively. Member voices at these listening sessions provided profound and meaningful input that offered a transparent picture of members' needs, contract improvements and union organizing neces-

sary to win contract gains, all with the goal to ensure that our contract priorities will positively impact all titles and units.

COMMON THEMES

PSC officers noted a number of common themes that members cited: across-the-board pay increases and how inflation has impacted salaries. Union members spoke passionately about how inflation has outpaced salary gains in the past year. Full-time faculty, HEOs and CLTs discussed the challenges of doing more with less and talked about the need for more full-time hires and conversion lines. HEOs were vocal about the needs for flexible schedule options, given the current work climate due to the pandemic. Promotional series for HEOs and CLTs was another common theme, in addition to adjunct and part-time equity, adjunct job security and improvements to HEO reclassification.

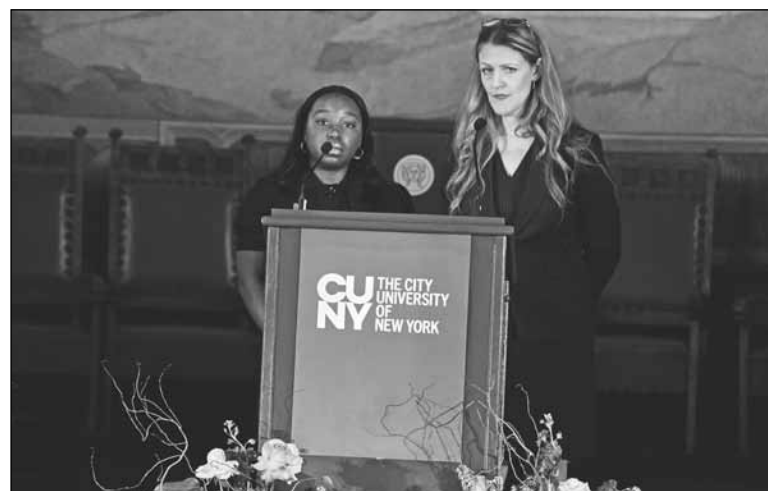
Chapter listening sessions with PSC leaders

Input on many of the themes were also solicited in the PSC Contract Priorities Survey.

To all the members who participated in the chapter listening

sessions, we, the elected union leadership, thank you for the insights, which are valued and much appreciated as we head into our contract campaign. The qualitative information collected from these listening sessions will be combined with the input gathered from the PSC Contract Priorities Survey in drafting contract demands.

Remembering those we lost



Courtesy of CUNY

Former USS Chair Juvanie Piquant (left) joins Brooklyn College President Michelle Anderson to memorialize CUNY employees lost to COVID-19.

Need more full-timers? Hire CUNY ad

By SHOMIAL AHMAD

In a big win for the PSC in this year's state budget agreement, the union secured more than \$50 million dollars to hire more than 500 full-time faculty across CUNY. The victory is the result of years of PSC advocacy to better fund CUNY and a major part of a push to pass the New Deal for CUNY legislation. Now comes the next crucial step: advocating that long-time CUNY adjuncts who know the university and its students be prioritized for these hires.

"These are instructors who, in many instances, would have attained full-time employment had the academic labor market not been eroded over the past several decades," PSC President James Davis and PSC Secretary Penny Lewis wrote in a May 5 letter to CUNY department chairs. "They are an asset to CUNY's students and their years of investment should be taken into consideration."

ACROSS CUNY

Many of the adjuncts who have taught at campuses across CUNY, have developed teaching methods informed by several academic departments and have, despite the abysmal pay, formed relationships with CUNY students, for whom they write recommendation letters and spend countless unpaid hours grading and providing directed guidance. Their dedication should be recognized – not taken for granted – by hiring them for new full-time positions.

This year's state budget funds a mix of full-time professorial and lecturer lines. The CUNY Board of Trustees Fiscal Affairs Committee recently approved funding for 500 lecturer lines and 100 professorial lines in their 2022–2023 proposed budget, but the union is advocating for even more professorial lines. The PSC sees this as a starting point for improving the public university system, which has been hollowed out by decades of austerity funding and the loss of more than 380 full-time faculty (positions that have not been replaced since the Fall of 2019, according to the union).

FULL-TIME JOBS

In early May, around 400 people attended a professional development workshop, hosted by the union's Committee for Adjuncts and Part-Timers. PSC members who served on faculty hiring committees gave targeted advice on how CUNY adjuncts can highlight their qualifications within a pool of applicants. The union is also developing additional resources to support adjuncts interested in applying for full-time positions.

"The campaign is working on materials aimed at hiring committees, educating them about why hiring adjuncts and other part-timers is good for departments across

Building on a recent budget win

CUNY," said PSC Vice President of Part-Time Personnel Rosa Squillacote. "Departments would greatly benefit from the experience and expertise of part-timers. Since part-time workers in CUNY are still underpaid and have very little job security, a track to full-time work is essential."

Clarion spoke to PSC members, asking them to share why they think adjuncts make strong candidates for CUNY's full-time positions and how they believe these jobs will transform a CUNY adjunct's career and life. Here are a few of their stories.

David Hyman

Associate Professor and Department Chair, English Department, Lehman College

Adjuncts are dedicated, passionate and committed to the University and its students. Yet, all too frequently, their essential work is taken for granted. The lecturer lines represent a concrete opportunity for departments to challenge this injustice by showing adjunct colleagues that they matter and that the only thing separating them from full-time instructors is the opportunity.

No matter what strides the union makes toward improving the salaries, benefits and working conditions of adjuncts, the gap between full- and part-time compensation and status remains wide. As a chair who worked as an adjunct for the first four years of my CUNY career, I passionately believe that my fellow chairs and I must do everything we can to encourage current adjuncts to apply for lecturer positions and to support them throughout the process.

PROVEN TEACHERS

Above and beyond the ethical imperative to redress historical inequities, hiring adjuncts to lecturer positions is in a department's best self-interest. Adjuncts are proven teachers and tested colleagues. They remove the question that all good chairs have after interviewing and reviewing an applicant: *How will they actually perform their jobs?* Adjuncts already perform vast amounts of service beyond instruction, which is experience of great value in our departments, schools and colleges.

If we fail to provide adjuncts with every opportunity to successfully compete for lecturer lines, we are reinforcing the inequity at the heart of an archaic and unjust system by telling our colleagues that their work is qualitatively different from that of full-time faculty. As a union representing many titles, we need to fight biases that create artificial orders of value that keep

us apart. We need to send a loud and clear message that adjuncts are not permanent second-class members of departments but valued colleagues with whom we stand in solidarity, not just in words but through actions.

Olivia Wood

Adjunct Lecturer, Department of English, John Jay College of Criminal Justice
Adjunct Senior College Laboratory Technician, OpenLab, New York City College of Technology

When I first moved to New York in 2018 to begin my PhD program at the Graduate Center, I began adjuncting. I could not afford to live in New York City on only my graduate student stipend. My commute from Washington Heights to Jersey City was longer than the class I taught there. I quit as soon as I could find a new job as an adjunct CLT at the OpenLab at City Tech. The following year, I was traveling to three campuses: taking English courses at the Graduate Center, teaching at John Jay through my Grad Assistant B position and working as an adjunct CLT at City Tech.

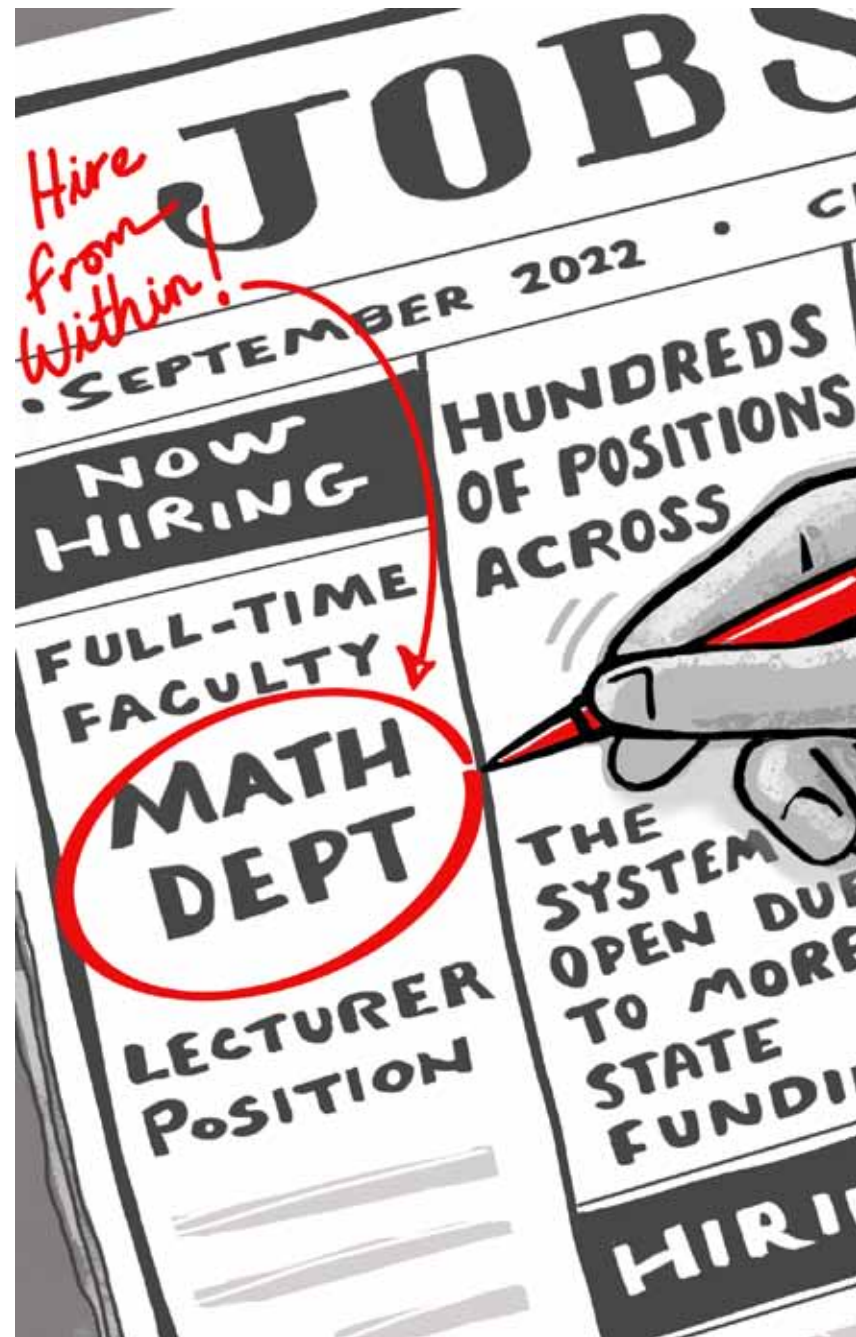
EXTENSIVE ENGAGEMENT

I teach first year writing, which means my courses involve extensive engagement with multiple drafts of student writing. With 27 students per section, it's difficult to give each student and their work the attention they deserve on top of my other responsibilities.

While I made do living in a small studio apartment with my partner before the pandemic, once work shifted to remote, it was unsustainable. We moved, and I needed more work. In Fall 2020, I took over a course mid-semester at John Jay when someone had to go on emergency leave, I was also freelancing for the College Board, writing short essays to be used on the SAT and looking for new adjunct positions outside of CUNY, since I was already at my max hours under the PSC contract. I was hired as an adjunct lecturer at Fordham University in Fall 2021.

LOADS OF WORK

For the past academic year, I've been teaching three courses per semester between John Jay and Fordham, on top of my PhD work and my City Tech adjunct CLT position. The only way I'm able to make this work is that all of my supervisors are willing to be flexible; not everyone is so fortunate. I've applied to almost all of the CUNY lecturer lines in composition because this is utterly exhausting and could become logistically impossible at any time. I need stability, one job instead of four to pay the bills.



Leopold Momplaisir

Adjunct Lecturer, Department of Mathematics, Engineering and Computer Science, LaGuardia Community College

I've been working as a CUNY adjunct for nearly 25 years. A full-time line would transform my life, professionally and personally.

Early on, I knew that I wanted to teach math. As an undergraduate at City College, I helped pay for my tuition while working as a tutor in the Math Lab, I went on to get my master's in mathematics education at City College. I then taught as a CUNY adjunct at City College, LaGuardia Community College, Hunter College and the Borough of Manhattan Community College.

Teaching at multiple colleges took a toll on me. I decided that I needed a permanent, full-time job. I stopped accepting assignments at multiple colleges and chose to remain teaching at one CUNY college, LaGuardia. And I began working as a high school math teacher at Bronx Compass High School. I teach there during the day and

then at night, two or three days per week, I teach as an adjunct at LaGuardia.

A full-time position would give me the flexibility to spend more time with my young teenage children and be a father who attends their sports activities and recitals, rather than moonlighting as an adjunct during these important moments in my children's lives.

I've taught at the high school, community college and senior college levels, and I know what teaching methods work and what supports are needed in order to retain students and allow them to create successful academic careers.

CUNY PROUD

If I get a full-time line teaching at CUNY, it will transform my life and fulfill a long-desired dream to teach at CUNY, my alma mater, and thus, becoming a true product of CUNY. Teaching at the college level full-time will give me more academic fulfillment and more opportunities to teach higher-level math subjects, such as calculus and statistics.

Adjuncts



the break I needed to write my dissertation. I put my first dollar toward retirement; I was 45 years old. Stable living returned a few semesters later with a yearlong position at Baruch, but after that, I was only offered adjunct work again. I'd learned to be a great teacher, but the grind of non-stop, multi-campus jobs to support me and my kids didn't leave time for research, so my CV couldn't grow. After a few years in this rut, I decided to give up on an academic career. I took a full-time job as a secretary and got health care. (Back then, we couldn't get it as adjuncts.)

About a year later, in 2004, I saw an ad for a tenure-track job at City Tech. I'd previously been rejected for the same position but was miraculously hired. Now, I could take every summer for research! I was awarded PSC-CUNY grants and two sabbaticals. Thanks to the union, our insane workload was slowly brought into line with the other senior colleges. I got to know my students, published articles and a book, secured health care for my family, grew my retirement fund and reached full professor rank.

From my first tenure-track semester, I made it a priority to be active in

the union. I served as a department rep and in the Delegate Assembly. With the PSC, I knocked on doors in Pennsylvania, lobbied in Albany, visited City Council offices, marched in Washington, and protested outside of the home of the CUNY chancellor. I'm active in the union, because I think all teaching faculty deserve the dignity I secured through full-time work.

Maria Laura Castiglioni

Doctoral Lecturer, Retiree,
School of Education, Education
Foundations, City College of New York

I was an adjunct at several CUNY colleges for more than a decade before being hired full-time. While the part-time work initially worked for my life, I was not able to build a career or be a visible part of the academic community.

I began teaching as a CUNY adjunct while I was completing my PhD in educational psychology at the Graduate Center, and I continued to teach after I attained my doctorate. I taught at LaGuardia Community College, the Borough of Manhattan Community College, Queens College and City College.

Throughout that time, I enjoyed the freedom of teaching as an adjunct: there were no required office hours, no advising, no interviews of new applicants and no meetings. But the pay was very low. I did not have an office, or a desk, and most importantly, there was no guarantee of a job for the following semester. I felt that I could not refuse a last-minute request to replace a sick instructor for a class scheduled the next day. Or that time when I was asked to teach a class in social foundations, a course outside of my field, I felt like I could not say 'no.'

GETTING HIRED

In 2006, ten years after my first job as an adjunct, I applied for a full-time lecturer position at City College. I was hired. The financial benefit was considerable, though at first the teaching load was a heavy one: two undergraduate and three graduate courses in the Fall semester and two undergraduate and two graduate courses in the Spring semester, with a total of 80 to 90 students each semester.

With a full-time lecturer position, I found my voice as an aca-

demic and collaborated with my colleagues. I also had time to attend union meetings and meet academics outside my college and department and learn about the benefits that the union provided.

Transforming careers through full-time work

I learned a lot about teaching. I was able to build my career.

Because I was an adjunct, I had the necessary foundations to seamlessly transition into full-time faculty work. Office hours allowed me to have a more personal rapport with my students and a better way to help them. I recently retired. Getting a full-time position gave me the peace of mind to focus on my classes and my students. I've received awards for my teaching excellence and I've developed lasting relationships with some of my students, as they navigate their careers.

For more information on the union's "Hiring from Within" campaign, go to psc-cuny.org/issues/hiring-within-excellence-and-justice or email PSC Vice President of Part-Time Personnel Rosa Squillacote at rosasquillacote@gmail.com.

CAREERS

Tips for your academic CV

By STUART DAVIS

The PSC Committee for Adjuncts and Part-Timers held a professional development workshop in early May to provide advice for developing application materials for the hundreds of new full-time lecturer positions at CUNY, being created through increased state funding. Nearly 400 people attended the virtual workshop. The event covered how to develop various elements of a job application, including the drafting of cover letters, teaching philosophy statements, diversity statements and curricula vitae (CVs).

At the event, I shared tips on best practices for CV design and content. I've served on hiring committees for lecturer and tenure-track assistant professor positions at CUNY and at other colleges. Over the years, I've learned that a clear and well-outlined CV might not be the single deciding factor for getting hired, but it can often help a candidate move from the initial screening to the first-round interview stage. Conversely, a CV that is missing essential information or structured in a disorganized way can result in the hasty removal from the stack of applications considered for the job.

In general, an academic CV contains educational history, academic employment history, courses taught and teaching interests, research experience, academic service, non-academic employment history, professional memberships and a list of references with contact information. Without exception, the CV should be organized in reverse chronological order. Each section should begin with the most recent information. There are no universal minimum or maximum length requirements for the CV, though some job descriptions will provide limits to orient candidates. Finally, the entire CV should be in one font, with the same font size and margin dimensions throughout. I use 12-point Garamond.

EDUCATIONAL HISTORY

Begin with educational history because most academic job descriptions, include "minimum" or "recommended" qualifications that are often linked to achieving a terminal degree in one's field. For some positions, professional experience might compensate for not holding the terminal degree. A master's degree is usually the minimum qualification for lecturer positions. For tenure-track jobs, a PhD or an equivalent terminal degree (e.g., MFA for fine arts) is usually the minimum qualification.

ACADEMIC EMPLOYMENT HISTORY

Educational history should be followed by an academic employment history, listing college-level institutions where you have taught. This section can include full-time and part-time teaching positions. If the job description specifically states that the new position prioritizes professional experience, non-academic employment history can be included and listed directly after academic employment history.

TEACHING EXPERIENCE AND INTERESTS

Academic search committees often scan CVs for a list of classes a candidate has taught or has interest in teaching, and they are often looking to fill instructional gaps. Including a brief list of "teaching interests" (especially for those lacking significant prior teaching experience) can show a search committee the courses one is qualified to teach and interested in teaching. For example, with my PhD in communication, I include that I'm interested in international communication, advocacy communication and communication theory.

RELEVANT RESEARCH EXPERIENCE

This section gives search committees an idea of one's record of published research, relevant grants as well as future research trajectory. List publications, research grants, presentations from academic conferences and research in-progress.

The publication list should be limited to peer-reviewed academic articles and book chapters or single-authored or edited books from academic publishers.

For grants, include both grants one has applied for and been awarded and grants one has applied for and been rejected, which shows an active research trajectory despite the denial.

Conference presentations should be limited to those where one has presented, prioritizing major academic conferences within one's discipline and only listing presentations within the past five years.

NON-ACADEMIC EMPLOYMENT HISTORY

Jobs outside of the academy should be minimized when applying for an academic position, except when one's professional experience has direct bearing on the open position.

PROFESSIONAL MEMBERSHIPS AND LIST OF REFERENCES

Include any professional academic organizations you are active with. List three to five references, including title, place of employment, nature of relationship and/or years known and contact information, both a phone number and an email address. Preferably, these references should be from the academy, including mentors from graduate school, department chairs and teaching supervisors. If you need to submit your materials and still need to contact your references, it is acceptable to write: References provided by request.

I know this guide to constructing CVs does not fix the decades of defunding of full-time positions, but I do hope these instructions are helpful for PSC members who are crafting their CVs to apply for the new full-time jobs at CUNY.

Stuart Davis is an assistant professor of communication studies at Baruch College, where he also serves as the PSC chapter chair.

Shauna Vey

Professor, Theatre History,
New York City College of Technology

Full-time status transforms a job into a vocation and a harried day laborer into a professional with respect. I've lived this transformation over the past three decades at CUNY.

I was 35 when I started my PhD at the Graduate Center. Juggling caring for two children, strained finances, a bad marriage and then divorce, I finished my degree a decade later. That whole time, and for five years after, I taught at CUNY, first as a teaching assistant at Hunter, then as an adjunct at Lehman for many years, with courses taught at Baruch and Brooklyn. To make ends meet, I also picked up courses at Touro University, Mercy College and SUNY's Stony Brook University. A typical semester, I was teaching seven courses at two or three different campuses. I was always broke and tired.

My life changed one spring when Lehman hired me for a temporary position; it came with a summer salary. That first paid summer gave me

Recalling the PSC's history

By CLARION STAFF

The PSC Retirees Chapter held a virtual celebration to commemorate the 50th anniversary of the PSC. On April 14, 1972, the Legislative Conference and the United Federation of College Teachers merged to create the Professional Staff Congress. With a half century of labor organizing, coalition activism, political pressure and contract bargaining, members had a lot to reflect on. PSC retirees, many who are longtime union members with some who are 50-year members, spoke about how the union has shaped their lives and shared some of their most memorable union moments.

UNION SOLIDARITY

Several moments stand out in the 50 years that I've been a PSC member. In the early days of the PSC, I was present at the meeting where we voted for a strike authorization in response to CUNY administration's stalling in the first contract negotiations. At that meeting, I felt a sense of union solidarity and the union's potential power with the willingness to use labor's strongest tool, withholding our labor and daring to disrupt the "machine." We didn't use the tool for a variety of reasons, but the expression of collective resistance was important.

During the 2000s the union began to use labor civil disobedi-

50 years of union activism

ence as a tool of resistance and activism. Many people have been arrested in a series of actions in Albany and in the city, mainly around CUNY issues, but also in solidarity with other workers, including the NYU graduate students' organizing campaign.

HISTORY MATTERS

Years later, in the 2010s, again in the context of contract negotiations, there was a very active mobilization to prepare for a strike authorization vote, resulting in a 92% "yes" vote. Again, the strike was not used, but the union was stronger for having faced the possibility and having members expressed a willingness to authorize a strike if necessary.

These were times when we weren't talking about union solidarity and power, but we were exercising it and experiencing it. History shows that unions are effective when they unite and fight together. I'm glad that these struggles for our own interests and the interests of other parts of the working class have been part of the PSC's history. May these campaigns and coalitions become stronger as we move forward.

John Hyland
Former PSC Treasurer
LaGuardia Community College

WOMEN'S LAWSUIT

The truth is that I didn't pay much attention to the union nor did I even vote in favor of unionizing. Fortunately, clearer heads prevailed! And I will say I always used the union pocket calendar that was sent to me every fall.

I remember one instance of discrimination that predated the PSC and hopefully would not happen now. I was still working on my PhD, so I was working at City College as a lecturer with the provision that I would be promoted to assistant professor when the degree was completed. When that time came, my department chair said nothing and did nothing. When I approached him, he said something to the effect of, "Why did I care about the promotion and the money because he had heard my husband did well financially?" And he was a very nice man!

Then in the 1970s, there was the lawsuit brought by a group of women from Brooklyn College who realized women were earning considerably less than their male counterparts. I was astonished by that news. I received a settlement in the amount of about \$4,000, but the pay

disparity was not addressed and continued for my remaining years at City College.

Doris Weisberg
City College of New York

MAKING THINGS POSSIBLE

I don't know what year I became a dues-paying member, but I began teaching in the City College music department (as it was then called) as a part-time lecturer in 1963, becoming full-time faculty the next year in 1964. Ten years later in 1974 and until 1979, I was an assistant professor. But I was not awarded tenure. This is where the PSC came in. Our union had included in its contract negotiations that if a faculty member had taught as a lecturer, full-time, for seven years, they were granted tenure! It allowed me to continue publishing and teaching at CCNY, becoming an assistant professor with tenure in 1982 and an associate professor

in 1986. I retired in January 1998 to conduct a community chorus and complete a book on Estonian music. In 2022, I'm still writing and singing, in part, because the PSC made it possible for me to stay at CCNY for 34 years.

Mimi S. Daitz
City College of New York

FOR A BETTER CUNY

A life-changing day in my 50 years at CUNY was the day I went to testify against the end of open admissions. I met activists from all over CUNY who were passionate about the rights of all CUNY students to have access to a great education. That is the day I first met the beauty of Barbara Bowen and so many other PSC activists. My CUNY life changed, from one of isolation at York College to joining with my colleagues, including Randy Punter and Peter Ranis of York, to fight

Continued on page 9



1973 | York College students join a PSC picket during a contract impasse.



1976 | During New York City's fiscal crisis and the threat of college closures, the PSC held a demonstration on Chambers Street, near City Hall.

Continued from page 8

for a better CUNY and a better world. We became the New Caucus at York. We won our chapter election around the same time Barbara Bowen became PSC president.

So much changed after that. We had pay increases we hadn't seen before, sabbaticals that more people could afford to take, health care for adjuncts and so much more. Working with the PSC and with fellow union members is among the proudest, most memorable moments of my life, and I am eternally grateful to the union.

Janice Cline
Former PSC York College
Chapter Chair
York College

GOING TO COURT

In the 1990s, when Ann Reynolds was CUNY chancellor, the governor and the state legislature were playing their usual budget games. CUNY faced serious cuts, sufficiently so that the dreaded phrase "financial exigency" was loose in the land or at least in the halls of 80th Street, CUNY Central headquarters at the time. Having lived through the 1975 and 1976 slash-and-burn cutbacks, the last thing I wanted to see was more threats to tenure and faculty layoffs. After a few meetings with PSC President Irwin Polishook and PSC Vice President Richard Boris, who were the union leaders at that time, the CUNY University Faculty Senate (UFS) and the PSC went to court. We won on the first round.

COMPACT WITH CUNY

Meanwhile, as I had expected, the budget was revised with increased funding and the exigency averted. CUNY then won the legal case on the appeals level, and rather than appeal further, we worked out a deal. Naturally, the CUNY Board of Trustees has ignored it and subsequent CUNY Central administrations acted as if it was not binding. The deal was a compact that the CUNY Central administration and the chancellor would conduct serious discussions with the PSC and the University Faculty Senate (UFS) if the financial outlook looked threatening. It was honored to a certain degree when Louise Mirrer was CUNY vice chancellor for academic affairs, and it was ignored entirely by Alexandra Logue, author of "Pathways."

The UFS considered its charge to oversee fair and cooperative governance and academic affairs as a serious role of the senate.

By the way, the chancellor is a member of the University Faculty Senate and until the current occupant of the post, the chancellor *always* spoke at the monthly UFS meetings or sent a vice chancellor. When I retired, I was honored by the UFS with lifetime membership, with no vote, of course. I attended the UFS meeting when Chancellor Félix Matos Rodríguez had just been named. He came to a September meeting and has not come since.

Sandi Cooper
College of Staten Island
Former University Faculty Senate Chair

Adjunct Pensions: Know Your Rights

By CLARION STAFF

CUNY adjuncts and other part-timers are eligible to join the New York City Teachers' Retirement System (TRS) Qualified Pension Plan and Tax-Deferred Annuity programs from their first semester at CUNY.

The TRS plan includes a pension, death benefits and a disability pension. It's funded by the employee and the employer. You can get enrollment forms from your campus Human Resources (HR) office or the TRS website at trsnyc.org.

Because of the part-time, contingent nature of adjunct work, there are important issues adjuncts should be aware of to protect their pension rights. Below you will find detailed information about 1) joining the TRS Qualified Pension Plan (QPP) 2) "buying back" service credit for time worked with CUNY or any public New York state entity prior to becoming a TRS member and 3) making sure you receive credit for service in all your positions.

PENSION 101 FOR ADJUNCTS

If you enrolled with TRS after March 31, 2012, you joined as a TIER VI member. Vesting as a TIER VI member occurs after five years of credited service, thanks to a change in the law that went into effect this year. (Previously, TIER VI members needed 10 years of credited service before they vested.) Vesting means you have earned enough service credit to qualify for a pension benefit once you meet the minimum age requirements established by TRS. Therefore, you are able to file for a pension with TRS once you have attained five years of credited service and are over the age of 55. If you are under age 63 and have less than 30 years of credited service when you retire, the amount of your pension will be reduced based on your age at retirement. If you do not vest and you leave CUNY, you will be able to receive the contributions you made plus interest in the form of either cash or rollover to an IRA.

TRS translates the time you work for CUNY as an adjunct or other part-timer to service credit differently than it does for full-time employees. See below to determine how much service you are credited with, based on the hours worked.

TRS Adjunct Service Conversion

- 360 paid adjunct hours = 1 year of credited service (the maximum you will get in one year)
- 240 paid adjunct hours = 8 months of credited service
- 180 paid adjunct hours = 6 months of credited service
- 90 paid adjunct hours = 3 months of credited service
- 60 paid adjunct hours = 2 months of credited service
- 45 paid adjunct hours = a month and a half of credited service

'BUYING BACK' SERVICE

This is also how TRS calculates service credit when you buy back

Navigating the system



credited service. You have to become a TRS member first and then, two calendar years after your initial enrollment, you are eligible to buy back the service you have had with CUNY and/or another state public entity before you enrolled in TRS.

The way most people buy back service credit is that, once they are a TRS member for two years, they contact TRS to request and complete a buy back application. TRS will seek out your employment records for the colleges and public employers you list on your application. Once it analyzes the records it receives from those public employers, TRS will send you a cost letter. The letter specifies what you are able to buy (in years), the cost, the deadline to pay the money and ways you can pay. The amount you pay includes interest, which is compounded annually.

However, you may also purchase prior service credit if you have less than two years of membership service to save on the interest that accumulates on the cost of prior service. The prior service will not be posted to your account until you reach two years of membership service.

Make sure you receive credit from TRS for all your service.

TRS QPP enrollment is a two-step process. First, you complete the information online. Then TRS will contact your HR office(s) to obtain a letter that confirms you are active with the college(s) you listed. Once TRS receives the letter from HR, it will finish enrolling you in the QPP.

Adjuncts should make sure they check their paystubs to verify that the mandatory contributions are being deducted and sent to TRS.

Also, and this is very important, if you begin work at any other CUNY college or in a different classification at the same college, you must go to HR and provide your QPP number and make sure they begin contribut-

ing to TRS through that college or through the different classification line as well.

MULTIPLE JOBS

For example, let's say you enrolled in TRS as an adjunct at John Jay College, and you observed in your pay stubs that the mandatory employee contributions to TRS were taking place. Then, you also started as an adjunct at Baruch College but never went to Baruch HR to make sure they deducted mandatory contributions into TRS for your Baruch adjunct work. When you are about to retire and TRS obtains your service records, TRS will calculate that there are membership deficits (mandatory contributions and earnings that you need to pay) because you were a TRS member in the QPP and only paid in through John Jay but never paid in through Baruch.

Although CUNY should ensure colleges share this information or maintain it centrally, they do not. If you have asked HR to make these contributions based on a new college or a new line, and they don't show up in your paycheck, feel free to reach out to the PSC Contract Enforcement Department for assistance. Contact information is below.

It is important to note that CUNY and TRS process adjunct service information manually because CUNY has not invested in automating payroll for TRS adjuncts. PSC is advocating for CUNY to automate this process and submit information to TRS centrally. Until they do so, it is important for adjuncts to know their rights and self-advocate, with the assistance of PSC.

QPP ENROLLMENT

You can enroll in TRS by clicking a join or enroll button on the bottom of the TRS homepage or by going to tinyurl.com/TRS-enrollment. Please make sure you are enrolling in the QPP. Again, after you have enrolled, make sure you check your pay stubs to verify the mandatory contributions are being deducted. Also, if you begin work at any other CUNY college and you are a part of the TRS QPP, please go to HR and make sure you provide your QPP number and contribute through that college as well.

You should reach out to TRS first with your questions about pension issues. If after reaching out to TRS your question has not been answered or resolved, you may contact Sandra Zaconeta at the PSC-CUNY Welfare Fund, at szaconeta@pscunywv.org.

If you have a problem working with a CUNY college HR department on a pension issue and need assistance, you may contact Greg Douros, a PSC contract enforcement coordinator, at gdouros@psccmail.org.

Graduation 2022



LaGuardia Community College held its 50th annual commencement this June at Queens College.

Kevin P. Coughlin/Office of Governor Kathy Hochul

PROFESSIONAL STAFF CONGRESS/CUNY
FINANCIAL STATEMENTS with SUPPLEMENTAL INFORMATION
AUGUST 31, 2021 and 2020

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Independent Auditor’s Report	Statements of Cash Flows
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Statements of Functional Expenses	Schedules of Expenses by Category

Independent Auditor’s Report
To the Executive Board of Professional Staff Congress of the City University of New York

We have audited the accompanying financial statements of the Professional Staff Congress of the City University of New York (PSC/CUNY), which comprise the statements of financial position as of August 31, 2021 and 2020, and the related statements of activities, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements.

Management’s Responsibility for the Financial Statements: Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor’s Responsibility: Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor’s judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the PSC/CUNY’s preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the PSC/CUNY’s internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion: In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Professional Staff Congress of the City University of New York as of August 31, 2021 and 2020, and the changes in its net assets and cash flows for the years then ended, in conformity with accounting principles generally accepted in the United States of America.

Report on Supplemental Information: Our audits were conducted for the purpose of forming an opinion on the financial statements as a whole. The supplemental Schedules of Expenses by Category are presented for purposes of additional analysis and are not a required part of the financial statements. Supplemental information is the responsibility of the PSC/CUNY’s management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audits of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Novak Francella LLC
New York, New York, March 10, 2022

STATEMENTS OF FINANCIAL POSITION AUGUST 31, 2021 AND 2020		
	2021	2020
Assets		
Cash and cash equivalents	\$ 1,325,199	\$ 1,237,823
Investments – at fair value		
Mutual funds	12,620,304	12,367,478
Investments – other		
Certificate of deposit	992,000	992,000
Total investments	13,612,304	13,359,478
Receivables		
Dues	231,000	167,000
Due from related entities	218,000	141,000
Total receivables	449,000	308,000
Property and equipment		
Equipment	760,283	731,585
Leasehold improvements	661,808	658,758
Furniture and fixtures	346,461	342,580
	1,768,552	1,732,923
Less: accumulated depreciation	(1,520,943)	(1,471,411)
Net property and equipment	247,609	261,512
Total assets	\$ 15,634,112	\$ 15,166,813
Liabilities and Net Assets		
Current liabilities		
Accrued expenses	\$ 338,952	\$ 403,058
Accrued compensated balances	605,840	589,981
Due to related entities	1,561,688	1,629,418
Deferred revenue	168,438	64,119
Total current liabilities	2,674,918	2,686,576
Long-term liabilities		
Deferred rent	\$ 218,242	\$ 410,166
Unfunded projected pension benefit obligation	5,020,042	4,263,151
Total long-term liabilities	5,238,284	4,673,317
Total liabilities	7,913,202	7,359,893
Net assets without donor restrictions	7,720,910	7,806,920
Total liabilities and net assets	\$ 15,634,112	\$ 15,166,813

See accompanying notes to financial statements.

NOTES TO FINANCIAL STATEMENTS
AUGUST 31, 2021 AND 2020

NOTE 1. ORGANIZATION AND TAX STATUS
The Professional Staff Congress of the City University of New York (PSC/CUNY) was created by a merger of the Legislative Conference of The City University of New York and the United Federation of College Teachers. It was created to be the collective bargaining representative of the instructional staff of the City University of New York (CUNY). The Professional Staff Congress of the City University of New York is a Local (Local 2334) of the American Federation of Teachers (AFT). Through the AFT, PSC/CUNY is affiliated with New York State United Teachers (NYSUT) and The American Federation of Labor and Congress of Industrial Organizations (AFL-CIO).

The purpose of PSC/CUNY is to advance and secure the professional and economic interest of the instructional staff of the CUNY and other members of the bargaining units of PSC/CUNY. The objectives of PSC/CUNY are to negotiate and administer collective bargaining agreements; to improve the quality of education, research and scholarship at the CUNY; to cooperate with other educational, professional, and labor organizations in order to enhance the quality of education in the nation and to promote the professional and economic interests and the welfare of all workers; to serve as the public representative of the instructional staff of the CUNY and other members of the bargaining units of the Professional Staff Congress; and to cooperate with other CUNY employee and academic organizations and student bodies in order to advance the interests of the faculty, staff and students of the CUNY and the community it serves. The benefits members receive are paid for by contributions from the employer, CUNY, which are negotiated during bargaining as part of members’ compensation. PSC/CUNY and its affiliated organizations have arranged for various special economic benefits for its members. Supplemental health and welfare benefits are paid from a separate trust fund and are not included in these financial statements.

PSC/CUNY is exempt from Federal income taxes under Section 501(c)(5) of the Internal Revenue Code under a blanket exemption of the AFT.

Accounting principles generally accepted in the United States of America require management to evaluate tax positions taken by PSC/CUNY and recognize a tax liability if PSC/CUNY has taken an uncertain position that, more likely than not, would not be sustained upon examination by the U.S. Federal, state, or local taxing authorities. PSC/CUNY is subject to routine audits by taxing jurisdictions; however, there are currently no audits for any tax periods in progress. Typically, tax years will remain open for three years; however, this may differ depending upon the circumstances of PSC/CUNY.

NOTE 2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Method of Accounting – The accompanying financial statements are prepared using the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America (U.S. GAAP) for nonprofit organizations. Net assets are classified as net assets without donor

restrictions and with donor restrictions. Net assets are generally reported as net assets without donor restrictions unless assets are received from donors with explicit stipulations that limit the use of the asset. PSC/CUNY does not have any net assets with donor restrictions. Membership dues and fees are accounted for as exchange transactions.

Net Assets Without Donor Restrictions – Net assets that are not subject to donor-imposed restrictions and may be expended for any purpose in performing the primary objectives of PSC/CUNY. These net assets may be used at the discretion of PSC/CUNY’s management and the Board of Directors. Net assets without donor restrictions totaled \$7,720,910 and \$7,806,920 for the years ended August 31, 2021 and 2020, respectively.

Cash and Cash Equivalents – PSC/CUNY considers all cash and highly liquid investments, including certificates of deposit with initial maturities of three months or less, to be cash equivalents.

Investments – Investments are carried at fair value which generally represents quoted market prices, or the net asset value of the mutual funds, as of the last business day of the fiscal year as provided by the custodian or investment manager. Certificates of deposit held for investment that are not debt securities are classified as Investments – other and are carried at cost.

Property and Equipment – Property and equipment are recorded at cost. Major additions are capitalized while replacements, maintenance and repairs which do not improve or extend the lives of the respective assets are expensed currently. Depreciation is computed over the assets’ estimated useful lives, three to thirty years, by the straight-line method. Depreciation expense was \$49,532 and \$54,513 for the years ended August 31, 2021 and 2020, respectively.

Accrued Compensated Balances – Future employee absences that have been earned but not yet taken are accrued within the contract limits. The accrued compensated balances were \$605,840 and \$589,981 for the years ended August 31, 2021 and 2020, respectively.

Membership Dues and Dues Receivable – Membership dues are recognized as revenue over the membership period. Dues come from members through payroll deductions and direct payments. Dues receivable are recorded as revenues are recognized. PSC/CUNY has determined that no allowance for doubtful accounts for receivables is necessary as of August 31, 2021 and 2020.

Deferred Rent – Operating leases are recognized on a straight-line basis over the term of the lease. Deferred rent has been recorded for the difference between the fixed payment and the rent expense. Deferred rent was \$218,242 and \$410,166 for the years ended August 31, 2021 and 2020, respectively.

Estimates – The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect reported amounts and disclosures in the financial statements. Actual results could differ from those estimates.

NOTE 3. CONCENTRATION OF CASH
PSC/CUNY places its cash and certificates of

deposit with financial institutions deemed to be creditworthy. The balances are insured by the Federal Deposit Insurance Corporation (FDIC) up to \$250,000. Cash balances and certificates of deposits may at times exceed the insured deposit limits. As of August 31, 2021, PSC/CUNY’s cash and certificates of deposit in excess of FDIC coverage totaled \$1,075,199 and \$742,000, respectively.

NOTE 4. AVAILABILITY AND LIQUIDITY

The following represents PSC/CUNY’s financial assets available within one year of the statements of financial position date for general expenditure at August 31, 2021 and 2020:

	2021	2020
Financial assets available within one year:		
Cash & cash equivalents	\$ 1,325,199	\$ 1,237,823
Investments	113,612,304	13,359,478
Receivables	<u>449,000</u>	<u>308,000</u>
Total financial assets	15,386,503	14,905,301
Less investments maturing greater than one year	<u>(793,000)</u>	<u>(793,000)</u>

Financial assets available to meet general expenditures within one year \$14,593,503 \$14,112,301

As part of PSC/CUNY’s liquidity plan, excess cash is maintained in checking and money market accounts, and certificates of deposit.

NOTE 5. FAIR VALUE MEASUREMENTS

The framework for measuring fair value provides a fair value hierarchy that prioritizes the inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1) and the lowest priority to unobservable inputs (Level 3). The three levels of the fair value hierarchy are described as follows:

Basis of Fair Value Measurement:
Level 1 – Inputs to the valuation methodology are unadjusted quoted prices for identical assets or liabilities in active markets that the PSC/CUNY has the ability to access.

Level 2 – Inputs to the valuation methodology include: quoted prices for similar assets or liabilities in active markets; quoted prices for identical or similar assets or liabilities in inactive markets; inputs other than quoted prices that are observable for the asset or liability; inputs that are derived principally from or corroborated by observable market data by correlation or other means.

If the asset or liability has a specified (contractual) term, the level 2 input must be observable for substantially the full term of the asset or liability.

Level 3 – Inputs to the valuation methodology are unobservable and significant to the fair value measurement.

The asset’s or liability’s fair value measurement level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. Valuation techniques maximize the use of relevant observable inputs and minimize the use of unobservable inputs.

STATEMENTS OF FUNCTIONAL EXPENSES YEARS ENDED AUGUST 31, 2021 AND 2020						
	Total	2021 Member Services	Support Services	Total	2020 Member Services	Support Services
Affiliation fees	\$ 9,760,945	\$ 9,760,945	\$ -	\$ 10,122,154	\$ 10,122,154	\$ -
Salaries, employee benefits and payroll taxes	6,411,134	2,846,355	3,564,779	5,775,348	2,461,884	3,313,464
Representational and governance	149,528	149,528	-	114,506	114,506	-
Public relations	69,431	69,431	-	96,697	96,697	-
Building expenses	1,391,748	617,936	773,812	1,457,241	621,222	836,019
Administrative, office and general	343,025	99,630	243,395	338,820	92,205	246,615
Professional fees	1,026,894	1,026,894	-	733,350	733,350	-
Contract and budget campaigns	432,108	432,108	-	317,051	317,051	-
Stipends and reassigned time	455,106	455,106	-	458,436	458,436	-
Depreciation expense	49,532	-	49,532	54,513	-	54,513
Membership campaign	11,370	11,370	-	11,328	11,328	-
Total expenses	<u>\$ 20,100,821</u>	<u>\$ 15,469,303</u>	<u>\$ 4,631,518</u>	<u>\$ 19,479,444</u>	<u>\$ 15,028,833</u>	<u>\$ 4,450,611</u>

STATEMENTS OF ACTIVITIES YEARS ENDED AUGUST 31, 2021 AND 2020		
	2021	2020
Revenue		
Membership dues	\$ 15,752,687	\$ 16,255,106
Organizing assistance	3,482,090	3,591,029
Investment income, net	772,699	742,525
Rental income	305,859	283,077
Other income	117,558	55,029
Total revenue	<u>\$ 20,430,893</u>	<u>20,926,766</u>
Expenses		
Affiliation fees	9,760,945	10,122,154
Salaries, employee benefits, and payroll taxes	6,411,134	5,775,348
Representational and governance	149,528	114,506
Public relations	69,431	96,697
Building expenses	1,391,748	1,457,241
Administrative, office and general	343,025	338,820
Professional fees	1,026,894	733,350
Contract and budget campaigns	432,108	317,051
Stipends and reassigned time	455,106	458,436
Depreciation expense	49,532	54,513
Membership campaign	11,370	11,328
Total expenses	20,100,821	19,479,444
Net increase in net assets before other changes	330,072	1,447,322
Other changes in net assets		
Unfunded pension benefits obligation adjustments		45,710
other than net periodic pension service cost	(416,082)	
Net increase (decrease) in net assets	(86,010)	1,493,032
Net assets without donor restrictions		
Beginning of year	\$ 7,806,920	\$ 6,313,888
End of year	<u>\$ 7,720,910</u>	<u>\$ 7,806,920</u>

See accompanying notes to financial statements.

STATEMENTS OF CASH FLOWS YEARS ENDED AUGUST 31, 2021 AND 2020		
	2021	2020
Cash flows from operating activities		
Change in net assets	\$ 330,072	1,447,322
Adjustments to reconcile change in net assets to net cash provided by operating activities		
Depreciation	49,532	54,513
Net realized and unrealized (gains) losses	(515,015)	(455,685)
Unfunded pension benefit obligation adjustments	(416,082)	45,710
other than net periodic pension service cost		
Decrease (increase) in assets:		
Dues receivable	(64,000)	(42,000)
Due from related entities	(77,000)	476,4000
Due from other	-	90,000
Increase (decrease) in liabilities:		
Accrued expenses	(64,106)	129,679
Accrued compensated absences	15,859	(107,833)
Due to related entities	(67,730)	9,203
Deferred revenue	104,319	64,119
Deferred rent	(191,924)	(157,061)
Unfunded projected pension benefit obligation	756,891	191,266
Net cash provided by (used for) operating activities	<u>(139,184)</u>	<u>1,745,633</u>
Cash flows from investing activities		
Purchase of property and equipment	(35,629)	(157,009)
Purchase of certificates of deposit	(199,000)	(297,000)
Liquidation of certificates of deposit	199,000	297,000
Sale of investments	944,173	678,254
Purchase of investments	(681,984)	(1,740,704)
Net cash used for investing activities	<u>226,560</u>	<u>(1,219,459)</u>
Net (decrease) increase in cash	87,376	526,174
Cash and cash equivalents		
Beginning of year	1,237,823	711,649
End of year	<u>\$ 1,325,199</u>	<u>1,237,823</u>

See accompanying notes to financial statements.

The availability of observable market data is monitored to assess the appropriate classification of financial instruments within the fair value hierarchy. Changes in economic conditions or model-based valuation techniques may require the transfer of financial instruments from one fair value level to another. In such instances, the transfer is reported at the beginning of the reporting period.

For the years ended August 31, 2021 and 2020, there were no transfers in or out of levels 1, 2, or 3.

The following tables set forth, by level within the fair value hierarchy, the major categories of investments measured at fair value at August 31, 2021 and 2020:

Fair Value Measurements at August 31, 2021				
	Total	Level 1	Level 2	Level 3
Mutual funds	\$ 12,620,304	\$ 12,620,304	\$ -	\$ -
Investments at fair value	\$ 12,620,304	\$ 12,620,304	\$ -	\$ -

Fair Value Measurements at August 31, 2020				
	Total	Level 1	Level 2	Level 3
Mutual funds	\$ 12,367,478	\$ 12,367,478	\$ -	\$ -
Investments at fair value	\$ 12,367,478	\$ 12,367,478	\$ -	\$ -

PSC/CUNY contributes to the Professional Staff Congress/CUNY Pension Plan (the Plan), a single-employer plan covering professional and management employees who meet age and service requirements. Contributions are actuarially determined.

NOTE 6. SINGLE-EMPLOYER PENSION PLAN

The Professional Staff Congress of the City University of New York Pension Plan is a defined benefit plan paying 2.2% of Final Average Compensation for each year of service, up to 25 years. Final Average Compensation is the average compensation over the last highest 5 consecutive years (or highest 60 months) of service. Plan assets do not include any securities of the employer or related entities. No amount of future annual benefits of plan participants is covered by insurance contracts. There were no significant transactions between the PSC/CUNY or related parties and the Plan during the years ended August 31, 2021 and 2020.

The following are the balances as of or for the years ended August 31, 2021 and 2020 as provided by the Plan's actuary:

	2021	2020
Projected benefit obligation	\$(10,284,405)	\$ (10,367,175)
Fair value of plan assets	5,264,363	6,104,024
Funded status	\$ (5,020,042)	\$ (4,263,151)
Accumulated benefit obligation	\$ (2,657,659)	\$ (2,004,164)
Amounts recognized in the statement of financial position:		
Noncurrent liabilities	\$ (5,020,042)	\$ (4,263,151)
Amounts in net assets not recognized as components of net periodic benefit cost:		
Accumulated net gain or (loss)	(2,362,383)	(2,258,987)
Weighted-average assumptions:		
Discount rate (to discount plan benefit obligations)	2.64%	2.59%
Discount rate (to measure net periodic pension cost)	2.59%	2.85%
Expected return on plan assets	7.00%	7.00%
Rate of compensation increase	4.00%	4.00%
Employer contributions	\$ 420,000	\$ 420,000
Benefits paid	\$ 2,053,839	\$ 91,497
Net periodic pension cost - service cost	\$ 760,809	\$ 656,976
Other components of net periodic pension cost:		
Interest cost	\$ 265,588	\$ 256,180
Expected return on assets	(437,588)	(362,316)
Recognize actuarial (gain) loss	61,533	75,957
Other	423,153	-
	\$ 312,686	\$ (30,179)

The change in unfunded pension benefit obligations consists of the following:

	2021	2020
Changes in net periodic pension cost – service cost:		
Net periodic pension cost – service cost	\$ 760,809	\$ 656,976
Less: Employer contributions	(420,000)	(420,000)
	\$ 340,809	\$ 236,976

Changes recognized in unrestricted net assets other than net periodic pension cost – service cost:		
Other components of net periodic pension cost	\$ 312,686	\$ (30,179)
Increase (decrease) in unrecognized accumulated net gain or loss	\$ 103,396	\$ (15,531)
	\$ 416,082	\$ (45,710)
	\$ 756,891	\$ 191,266

In 2021 and 2020, PSC/CUNY has recorded a loss of \$416,082 and a gain of \$45,710, respectively, to its net assets for the additional change in accrued pension payable beyond the current-year pension expense.

TABLE 1 Fair Value Measurements at August 31, 2021					
		Total	Level 1	Level 2	Level 3
Cash & cash equivalents	2.72%	\$ 143,213	\$ 143,213	\$ -	\$ -
Equities	54.92%	2,891,036	2,891,036	-	-
U.S. Government & Government Agency obligations	18.18%	957,006	957,006	-	-
Mutual funds	24.18%	1,273,108	1,273,108	-	-
	100.00%	\$ 5,264,363	\$ 5,264,363	\$ -	\$ -
Fair Value Measurements at August 31, 2020					
		Total	Level 1	Level 2	Level 3
Cash & cash equivalents	1.67%	\$ 102,171	\$ 102,171	\$ -	\$ -
Equities	56.32%	3,437,603	3,437,603	-	-
U.S. Government & Government Agency obligations	22.25%	1,358,104	1,358,104	-	-
Mutual funds	19.76%	1,206,146	1,206,146	-	-
	100.00%	\$ 6,104,024	\$ 6,104,024	\$ -	\$ -

The Plan's expected long-term rate of return on assets assumption is 7.00%. This assumption represents the rate of return on Plan assets reflecting the average rate of earnings expected on the funds invested or to be invested to provide for the benefits included in the benefit obligation. The assumption has been determined by reflecting expectations regarding future rates of return for the investment portfolio, with consideration given to the distribution of investments by asset class and historical rates of return for each individual asset class.

For the years ended August 31, 2021 and 2020, there were no transfers in or out of levels 1, 2 and 3.

The following tables set forth, by level within the fair value hierarchy, the major categories of Plan investments measured at fair value and the allocation of the Plan's net assets available for benefits at August 31, 2021 and 2020:

SEE TABLE 1

PSC/CUNY's investment policies are designed to ensure that adequate plan assets are available to provide future payments of pension benefits to eligible participants. Taking into account the expected long-term rate of return on plan assets, PSC/CUNY formulates the investment portfolio composed of the optimal combination of cash and cash equivalents, equities, fixed income and mutual funds.

Future Cash Flows

The projected contribution for next fiscal year is \$420,000.

The following benefit payments, which reflect expected future service, are expected to be paid as follows:

2022	\$ 180,373
2023	\$ 173,133
2024	\$ 287,275
2025	\$ 173,626
2026	\$ 740,535
2027 – 2031	\$ 1,777,557

NOTE 7. MULTIEMPLOYER DEFINED BENEFIT PENSION PLAN

PSC/CUNY participates in the Office and Professional Employees International Union, Local 153 Pension Fund, a multiemployer defined benefit pension plan, under the terms of a collective bargaining agreement that covers its union-represented employees who meet age and service requirements. The risks of participating in multiemployer defined benefit pension plans are different from single-employer plans in the following aspects:

- a. Assets contributed to the multiemployer defined benefit pension plan by one employer may be used to provide benefits to employees of other participating employers.
- b. If a participating employer stops contributing to the multiemployer defined benefit pension plan, the unfunded obligations of the multiemployer defined benefit pension plan may be borne by the remaining participating employers.
- c. If the Plan chooses to stop participating in the multiemployer defined benefit pension plan, the Plan may be required to pay the multiemployer defined benefit pension plan an amount based on the underfunded status of the multiemployer defined benefit pension plan, referred to as a withdrawal liability.

PSC/CUNY's participation in the multiemployer defined benefit pension plan for the annual periods ended August 31, 2021 and 2020 is outlined in the table below. The zone status is based on information that PSC/CUNY received from the multiemployer defined benefit pension plan and is certified by the multiemployer defined benefit pension plan's actuary. Among other factors, pension plans in the red zone are generally less than 65 percent funded, pension plans in the yellow zone are less than 80 percent funded, and pension plans in the green zone are at least 80 percent funded.

SEE TABLE 2

* PSC/CUNY participates in the Local 153 Pension Fund through a collective bargaining agreement between PSC/CUNY and the Office & Professional Employees International Union, Local 153AFL-CIO (Local 153). The collective bargaining agreement has a three-year term of October 1, 2018 through September 30, 2021.

SEE TABLE 3

* The employer contribution rate of the Pension Plan was \$284 per week per employee effective June 1, 2021, and \$275 effective June 1, 2020.

SEE TABLE 4

NOTE 8. MULTIEMPLOYER PLAN THAT PROVIDES POSTRETIREMENT BENEFITS OTHER THAN PENSIONS

PSC/CUNY contributed to one multiemployer defined benefit health and welfare plan during the years ended August 31, 2021 and 2020 that provides postretirement benefits for its full-time support staff employees. PSC/CUNY's contributions to the welfare plan on behalf of its full-time support staff employees, contribution rates, and number of employees covered were as follows:

SEE TABLE 5

* Under a collective bargaining agreement between Local 153 and PSC/CUNY, PSC/CUNY established cov-

erage through an insured Preferred Provider Organization Plan to provide medical, dental and prescription benefits. PSC/CUNY contributed \$66 per month to Local 153 Health Fund per active employee and \$8 per month per retiree under a collective bargaining agreement between Local 153 and PSC/CUNY to provide supplement benefits for life insurance coverage and vision benefits.

NOTE 9. RELATED PARTY TRANSACTIONS

Identification of Related Organizations

PSC/CUNY has the following related entities:

- American Federation of Teachers (AFT)
- New York State United Teachers (NYSUT)
- Professional Staff Congress of the City University of New York Welfare Fund
- The American Association of University Professors (AAUP)

The entities listed above share common trustees, officers, or affiliation with PSC/CUNY.

PSC/CUNY is affiliated with New York State United Teachers (NYSUT) and the American Federation of Teachers (AFT) through arrangements whereby PSC/CUNY pays dues to each entity in order for its members to participate in affiliated programs and, in turn, is reimbursed for various expenses, including reimbursements for meetings, organizing, legislative representation, training programs, and arbitration.

Dues paid to NYSUT for the years ended August 31, 2021 and 2020 were \$6,291,585 and \$6,539,652, respectively. As of August 31, 2021 and 2020, PSC/CUNY owed NYSUT \$1,020,000 and \$1,057,000, respectively, for dues. Dues paid to AFT for the years ended August 31, 2021 and 2020 were \$3,126,502 and \$3,256,126, respectively. As of August 31, 2021 and 2020, PSC/CUNY owed AFT \$531,000 and \$556,000, respectively, for dues.

Reimbursements from NYSUT for the years ended August 31, 2021 and 2020 were \$3,145,604 and \$3,319,634, respectively. As of August 31, 2021 and 2020, NYSUT owed PSC/CUNY \$186,000 and \$116,000, respectively. Reimbursements from AFT for the years ended August 31, 2021 and 2020 were \$336,486 and \$271,395, respectively. As of August 31, 2021 and 2020, AFT owed PSC/CUNY \$32,000 and \$25,000, respectively.

PSC/CUNY pays NYSUT a monthly fee for dues processing. Dues processing fees totaled \$72,600 and \$76,357 for the years ended August 31, 2021 and 2020, respectively. As of August 31, 2020, PSC/CUNY owed NYSUT \$9,807 for dues processing. As of August 31, 2021 and 2020, PSC/CUNY owed NYSUT \$1,959 and \$1,772 for postage, respectively.

PSC/CUNY reimburses the Welfare Fund for shared computer services. PSC/CUNY's portion of shared computer expenses totaled \$49,353 and \$49,887 for the years ended August 31, 2021 and 2020, respectively. As of August 31, 2021 and 2020, PSC/CUNY owed the Welfare Fund \$6,876 and \$3,937, respectively for shared computer services. As of August 31, 2021 and 2020, PSC/CUNY owed the Welfare Fund \$1,853 and \$902 in other consulting fees.

Office Space Leases

PSC/CUNY leases office space from 61 Broadway Owner, LLC (the Realty Corp). On September 30, 2005, PSC/CUNY entered into a sixteen-year lease with the Realty Corp for Suites 1500 and 1615 of the 61 Broadway building. The lease was amended on August 4, 2009 and May 17, 2012 to include Suites 1630 and 1610, respectively. The leases, all which expire on August 31, 2022, are classified as operating leases and provide for minimum annual rentals, plus certain additional expense escalations and utility charges. Per the agreement, PSC/CUNY is also responsible for its portion of real estate taxes.

The minimum annual future rental payments under the three leases are summarized as follows:

Year ending August 31,		
	2022	1,309,149

Rent including utilities and maintenance was \$1,175,148 and \$1,206,265 for the years ended August 31, 2021 and 2020, respectively.

TABLE 2

Legal Name of Pension Plan	Pension Plan's Employer Identification Number	Pension Plan's Plan Number	Pension Protection Act Zone Status				Expiration Date of Collective Bargaining Agreement
			Zone Status	Extended Amortization Provisions Used?	Zone Status	Extended Amortization Provisions Used?	
Local 153 Pension Fund	13-2864289	001	Red as of 01/01/21	No	Red as of 01/01/20	No	*

TABLE 3

Legal Name of Pension Plan	Contributions paid by the Plan directly to the Pension Plan		Contributions to the Pension Plan greater than 5% of total Pension Plan contributions (Plan year ending)	Employer Contribution Rate of the Pension Plan		Number of Employees Covered by the Pension Plan for which the Plan contributes directly to the Pension Plan	
	8/31/2021	8/31/2020		8/31/2021	8/31/2020	8/31/2021	8/31/2020
Local 153 Pension Fund	\$ 111,767	\$ 126,656	No, Plan year ending 8/31/21.	No, Plan year ending 8/31/20.	*	*	9

TABLE 4

Legal Name of Pension Plan	Funding Improvement Plan or Rehabilitation Plan Implemented or Pending?	Surcharge paid to Pension Plan by the Benefit Funds?	Minimum contributions required in future by CBA, statutory requirements, or other contractual requirements?	
			No?	If yes, description
Local 153 Pension Fund	Rehabilitation Plan Implemented	Yes	No	N/A

TABLE 5

Legal Name of Plan providing postretirement benefits other than pension	Contributions to Plan		Employer contribution rates		Number of employees covered by Plan	
	8/31/2021	8/31/2020	8/31/2021	8/31/2020	8/31/2021	8/31/2020
Local 153 Health Fund	\$ 8,302	\$ 9,177	*	*	15	15

PSC/CUNY subleases office space to the Professional Staff Congress of the City University of New York Welfare Fund, a related party. The Welfare Fund pays PSC/CUNY a sum equal to 23.90% of the lease of Suite 1500. The sublease expires on August 31, 2022.

The minimum annual future rental income under the sublease with the related party is summarized as follows:

Year ending August 31,		
	2022	\$220,877

Total rental income for the years ended August 31, 2021 and 2020 was \$305,859 and \$283,077, respectively.

SUPPLEMENTAL INFORMATION SCHEDULES OF EXPENSES BY CATEGORY YEARS ENDED AUGUST 31, 2020 AND 2019

	2021	2020
Affiliation fees		
New York State United Teachers	\$ 6,291,585	\$ 6,539,652
American Federation of Teachers	3,126,502	3,256,126
The American Association of University Professors	258,140	256,667
Municipal Labor Committee	43,688	43,409
Other	41,030	26,300
	9,760,945	10,122,154
Salaries, employee benefits, and payroll taxes		
Salaries	\$ 3,850,029	\$ 3,581,906
Payroll taxes	310,872	287,494
Health benefit expense	1,341,410	1,084,419
Pension benefit expense	872,576	783,632
Other	36,247	37,897
	6,411,134	5,775,348
Representational and governance		
Conferences and conventions	\$ 64,379	\$ 101,651
Elections	84,802	11,341
Committees	347	1,514
	149,528	114,506
Public relations		
Mobilization and outreach	\$ 45,588	\$ 72,301
Community relations	23,843	20,755
Cultural activities	-	3,641
	69,431	96,697
Building expenses		
Rent and services	\$ 1,175,148	\$ 1,206,265
Real estate taxes	125,010	151,278
Repairs and maintenance	91,590	99,698
	1,391,748	1,457,241
Administrative, office, and general		
Office	\$ 208,243	\$ 187,987
Postage	11,848	23,120
Insurance	46,032	46,172
Dues processing	72,600	76,357
Other	4,302	5,184
	343,025	338,820
Professional fees		
Legal	\$ 350,222	\$ 351,219
Consulting	299,432	191,088
Accounting and auditing	35,200	35,600
Computer	342,040	155,443
	1,026,894	733,350
Contract and budget campaigns		
Stipends and reassigned time	\$ 432,108	\$ 317,051
Depreciation expense	\$ 455,106	\$ 458,436
Membership campaign	\$ 49,532	\$ 54,513
Total expenses	\$ 11,370	\$ 11,328
	\$ 20,100,821	\$ 19,479,444



15-MINUTE ACTIVIST

Fix debt relief program

Governor Kathy Hochul could sign a bill that will expand the eligibility for the federal student debt relief program, Public Service Loan Forgiveness. If enacted, adjuncts at CUNY and SUNY could qualify (see page 3). But the national program still has issues, with the vast majority of applicants being denied.

The American Federation of Teachers, PSC's national affiliate, is urging President Joe Biden and his administration to fix outstanding issues so that people who have dedicated a decade or more of their careers in public service can receive student debt relief. Share your story with the administration, by sending a letter to the White House: tinyurl.com/AFT-PSLF-letter.

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Suit over unfair vax rule

By CLARION STAFF

The union has filed a lawsuit with the Supreme Court of the State of New York in Manhattan “challenging the legality of the COVID-19 vaccination policy as CUNY has applied it,” wrote PSC President James Davis in a June 3 email to PSC members. The union’s suit argues that “CUNY’s partial vaccine policy [is] arbitrary and capricious” under the state law used to challenge decisions of state and local agencies in the courts.

The union supports a vaccine policy, Davis said, but CUNY’s policy only covers PSC-represented employees and those under the executive compensation plan. More than 10,000 other CUNY workers are not required to vaccinate. A vaccine policy that covers some job titles and not others is not only unfair

‘Arbitrary and capricious’

but defies a public health approach to limiting the spread of COVID-19, said the union.

A CUNY Board of Trustees resolution in late January recognized the massive risk to public health that COVID-19 poses and the need for vaccination, but, Davis said, CUNY’s actions falls short.

NO RATIONALE

“[I]f CUNY management had taken their own statements seriously, they would have implemented a universal mandate for all employees, not carved out one quarter of their workforce. There is no public health rationale for CUNY’s incoherent approach,” Davis said in the message to members, adding that “the

policy jeopardizes the livelihood of some employees who refuse vaccination while placing others beyond reproach for the same actions.”

He continued, “The custodian, cafeteria staffer, college assistant, electrician, or accountant who declines to get vaccinated, for example, risks no adverse employment actions, while PSC-represented employees who do not qualify for a medical or religious exemption but decline to get vaccinated face potential discipline under our contract, up to and including CUNY seeking their termination. The PSC strongly supports a vaccine mandate but cannot tolerate such a blatant double standard. Our members should not be

subject to discipline for noncompliance while others who occupy the same offices, corridors and places of assembly suffer no penalty whatsoever for the very same action.” The union is seeking to negotiate a prohibition against terminations through impact bargaining.

CUNY needs a universal policy.

PSC is optimistic that the legal action, combined with public pressure and the union’s continued efforts at the bargaining table, will lead CUNY to implement a fair and consistent policy.

“We continue to support a vaccine mandate for all CUNY employees, with medical and religious exemptions, as a public health necessity,” Davis said. “But no employee should lose their job for failing to comply; there are other measures CUNY can take.”

CUNY pride programs

By CLARION STAFF

In support of Pride Month, CUNY issued a statement reaffirming “its commitment to its LGBTQI+ students with a wide array of supportive programs tailored to provide them with career engagement opportunities and leadership skill development.”

CUNY highlighted the “CUNY LGBTQI+ Summer Internship program, launched last year to provide career engagement opportunities for LGBTQI+ students across the private, cultural and nonprofit sectors,” and said that “the CUNY LGBTQI+ Advocacy Academy has been training selected students to serve as advocates and leaders through a non-credit certification course taught by Queens College Distinguished Lecturer Jimmy Vacca, a former New York City Council member from the Bronx.”

In addition, “the David Mixner Fellowship, provides paid opportunities to work with organizations at the forefront of the LGBTQI+ rights movement. The fellowship is open to full-time City College undergraduates who identify as LGBTQI+ and want to work on LGBTQI+ advocacy. Advisers work with selected students to connect them with organizations across the city and the country, based on their areas of interest.”



The good doctor is in: Dr. Fauci honored at City College

Anthony Fauci, director of the National Institute of Allergy and Infectious Diseases (left, at podium), spoke at City College’s graduation on June 3.

Clarion wants to hear from you

Do you have a story idea for *Clarion*? Is something going on at your campus? We want to hear from members from different titles and campuses. Send tips, pitches or just a note to say “hi” to Editor Ari Paul at apaul@pscmail.org.