

Clarion

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MAY 2013



HEO-CLT

A degree of difference

An advanced degree in his field meant higher pay for this CLT

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FACULTY VOTE ON PATHWAYS

Ballots will soon be mailed to full-time CUNY faculty in a vote on a no-confidence motion on the Pathways curriculum plan. The vote is being conducted by the American Arbitration Association, and will take place between May 9 and May 31. Votes can be cast by mail, by phone, or online. With Chancellor Matthew

Goldstein about to step down, the referendum comes at a key time for CUNY. "This vote is an opportunity to send an unequivocal message to CUNY's new administration," said PSC President Barbara Bowen. "A clear 'no-confidence' statement on Pathways will come at a strategic time."

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BARUCH COLLEGE

An alarming situation

The Newman Library Building at Baruch hasn't had a functioning fire alarm system since October, and the PSC chapter on campus says that's unacceptable. **PAGE 2**

NYPD ON TRIAL

CUNY & stop-and-frisk

As the court case against the NYPD's use of stop-and-frisk unfolds, CUNY students and faculty are at the center of the public debate over race and police conduct. **PAGE 7**

CUNYfirst

A boon or a boondoggle?

CUNYfirst was supposed to further the integration of the University. Instead, it has proven to be costly, inefficient and a source of frustration for HEOs. **PAGE 10**



CHANGES

Chancellor to resign July 1

Chancellor Matthew Goldstein will resign this summer. Graduate Center President William Kelly is taking over as interim chancellor on July 1. **PAGE 3**



LETTERS TO THE EDITOR |

WRITE TO: CLARION/PSC, 61 BROADWAY, 15TH FLOOR, NEW YORK, NY 10006. E-MAIL: PHOGNESS@PSCMAIL.ORG. FAX: (212) 302-7815.

Automation and the academy

● As *The New York Times* reported on April 4 (tinyurl.com/NYT-robo-grade), providers of massive open online courses (MOOCs) like edX and Coursera are making plans to grade student essays entirely by computer. It's the next generation of "pedagogical tools" designed to enhance the efficiency of academic evaluation.

If we can enlist legions of computers to grade essays, then I support the rights of students to submit robot-generated compositions as soon as the technology is available. After all, it's clear that the corporations involved in the privatization and mechanization of education have minimal interest in fostering critical thought or creativity. So why not square that circle and fully dehumanize the entire assessment process with robo-pedagogues grading automated essay writers?

Maybe after the machines have taken over, actual educators and students will have more time to

rediscover what it means to really learn something, and to revive the lost art of, say, reading books and talking about them.

Michelle Chen
Graduate Center

Junior faculty at John Jay

● I write in reference to an article in the February 2013 *Clarion* about John Jay professors seeking a change in teaching load. I am sympathetic to many of the points made in the article, but I do have to correct the mistaken impression created by the comments attributed to two of our faculty members that there is an "exodus" of faculty from John Jay and that faculty treat the college like a "postdoc." It is simply not true.

As we reported in our recently completed Middle States Self-Study, we have a 94% faculty retention rate. In the past five years, only 25 faculty members left the college voluntarily,

and many of these departures were prompted by family considerations or the desire to leave academe entirely. This year three faculty members, out of a total of 401, are leaving voluntarily to take jobs elsewhere. I would not like the remaining 398 to believe that their colleagues are leaving in great numbers, and I am writing in part to reassure them that this is not the case.

Jane Bowers
Provost
John Jay College

Clarion Editor Peter Hogness responds: Thanks to Provost Bowers for writing. Untenured faculty we've spoken to at John Jay say that while departures over workload may not have yet shown up in large numbers in John Jay's college-wide statistics, they see a trend in that direction that may soon be felt with greater force. Whether recent or imminent departures amount to an

exodus may depend in part on where one sits: one junior faculty member said that three people in her department have accepted positions elsewhere for next academic year. Some junior faculty in other departments say they plan to go on the market once they are closer to tenure, due to teaching-load concerns.

One junior faculty member noted that since untenured faculty would not advertise such plans to senior administrators, immediate colleagues are probably better informed about where things are headed. "The exodus is something that may not have happened yet, but the process has begun," agreed PSC Chapter Chair Nivedita Majumdar, associate professor of English. While some departures may, as Provost Jane Bowers notes, be for more personal reasons, it seems clear that John Jay's teaching load is a negative factor for many junior faculty as they plan the next move in their careers.

At the same time, most faculty we spoke to agreed that John Jay's administration is taking the problem seriously, which they were glad to see. While a solution has not yet been offered, they expressed hope that any trend toward increased departures could be nipped in the bud if corrective action is taken.

History Department Chair Alison Kavey noted that potential faculty departures are just one part of the problem. "What about the people who stay but are exhausted and therefore sacrifice themselves or their students to keep going, and the low morale reported by the COACHE survey – which identified teaching load as a major problem?" What's needed, she and other faculty agreed, is a broad-based solution that will improve working conditions across the college as a whole.

Write to Clarion

Letters may be on any topic, but should be less than 200 words and are subject to editing. E-mail your letter to *Clarion* Editor Peter Hogness (phogness@pscmail.org) or fax it to 212-302-7815.

Lighting a fire under Baruch

By JOHN TARLETON

On an average day of classes at Baruch College the Newman Library Building is a beehive of activity, as students pass through its revolving doors and fan out across five floors to study, do research or take a nap. The building also holds a large computer lab, a conference room and the bursar's and registrar's offices – but it has no working fire alarms.

Glenn Petersen, a professor of anthropology, says that makes him nervous. "Having a functioning fire alarm should be an incredibly high priority in a building that is so densely populated," said Petersen, who is on the executive committee of Baruch's PSC chapter. "When it's exam time, you can't even move in this place."

SINCE OCTOBER

The Newman Library Building has not had a working fire alarm system since last October, and college officials have given little indication of when that might change. While the building's sprinkler system is still functional, the lack of a working alarm system could make it more difficult to effectively evacuate the building in an emergency.

The nine-story building at 151 East 25th Street was originally built in 1895 to serve as a power station for the Lexington Avenue trolley line. Petersen noted that the building is only a mile away from the site of the infamous 1911 Triangle Shirtwaist Fire.

According to a March 21 state-

Fire alarms not working



PSC activist Glenn Petersen in the Newman Library Building.

ment from the college's Office of Environmental Health and Safety, the pull stations and smoke detectors can no longer activate the fire alarm control panel located in the first-floor Public Safety Office. When operating properly, the system is designed to respond to fire by automatically initiating a building-wide alarm and strobe alert, providing public announcements to direct evacuation, notifying the Fire Department, and alerting responders to the location of the problem.

The broken fire alarm system was first brought to the union's attention at an October chapter meeting

by two HEOs who were concerned that it was not being fixed, said PSC Chapter Chair Peter Hitchcock, who raised the issue at a labor-management meeting. With the problem still unresolved, the two HEOs returned to an early February chapter meeting and reiterated their concerns.

NOTIFYING WORKERS

Security officials at Baruch and CUNY Central tried to assure union activists that the problem was under control. In lieu of a working fire alarm system, Baruch has had fire guard patrols walking through the building 24 hours a day.

Using fire guards is permitted as an alternative under city ordinances when a building does not have a working fire alarm system. But Charles Jennings, professor of fire science at John Jay College, says that fire guards are less effective than a fire alarm system, because a fire guard can only be in one place at a time, has to take breaks, and is subject to human error.

Use of human patrols "should always be a temporary measure until a proper fire alarm system is installed," Jennings told *Clarion*, adding that "six months is a long time."

Jennings said the potential danger posed by the lack of an alarm system is reduced by the fact that the Newman Library Building does have a fire suppressant system that utilizes heat-sensitive water sprinklers. "It's a big mitigator," he said. But, he noted, "It's a problematic situation, because of the lack of a fire alarm system."

Petersen was especially upset when he learned that the administration had not notified people who worked in the building about the lack of a working fire alarm system. Since a fire guard can't be everywhere at once, awareness among employees and students is particularly important said Jennings. He noted that people tend to discount unusual smells out of deference to a fire alarm system.

Petersen, who chairs the department of sociology and anthropology, voiced his concerns at a

March 7 meeting of the Baruch Faculty Senate at which Baruch President Mitchel Wallerstein was present. He said his colleagues were shocked by the news and that President Wallerstein promised an e-mail announcement, which was sent out on March 21.

The March 21 statement, from Baruch's Office of Environmental Health and Safety, said that the project to replace the fire alarm system will be managed by CUNY and the Dormitory Authority of the State of New York (DASNY) and "is being given the highest priority."

But with no time frame given, and a hefty price tag for repairs, there's been little progress to date.

ELSEWHERE AT CUNY?

PSC members at Bronx Community College also report problems with fire safety. According to union activist Leslie deGiere, half of Colston Hall has a visible fire alarm with strobe lights but no sirens while the other half has working sirens but no strobe lights. Inaudible fire alarms are also a problem in the basement classrooms at Meister Hall, said Sharon Utakis, an English professor who teaches an ESL class in one of those rooms.

"It doesn't make me feel safe," she told *Clarion*. "I'm responsible for my students. If there's a fire and I don't know about it, my students are in danger."

If you are concerned about a problem with fire safety on your campus, contact the PSC Environmental Health & Safety Watchdogs at 212-354-1252 or hswatchdogs@pscmail.org.

Chancellor Goldstein to resign

By PETER HOGNESS

On April 12, CUNY Chancellor Matthew Goldstein announced that he will step down this summer. As *Clarion* went to press, it was announced that Graduate Center President William Kelly will take over as interim chancellor on July 1.

Appointed in 1999, Goldstein became the longest-serving chancellor in CUNY's history. He chose to resign now, he told *The New York Times*, because "I had an agenda that was in my mind when I first accepted the invitation to do the job, and we have succeeded beyond that agenda."

"That agenda," said PSC President Barbara Bowen, "has included concentrating power in the office of the chancellor, overriding the faculty voice, and retooling the student population. There are important accomplishments of Goldstein's tenure—such as the increase in full-time faculty and the avoidance of retrenchment even in an economic crisis. The union congratulates his administration on those successes. But the search for a future chancellor should include serious evaluation of Goldstein's stratified, centralized, neo-liberal CUNY."

Centralization and stratification of the CUNY system were both hallmarks of Goldstein's chancellorship. He said CUNY had to be reshaped to become "an integrated university," and spoke of the need "to tier the system."

With management tools such as the Performance Management Process, which sets goals for college presidents, or the new CUNYfirst computer system, Goldstein sought to concentrate information and decision-making in CUNY's Central Administration. The centralizing trend was also seen in the creation of new schools largely designed by Central Administration, and sweeping policy shifts like the controversial Pathways Initiative.

STRATIFICATION

Supporters saw this as progress, using the methods of the business world to bring order to "a disjointed academic jumble" beset by "chaotic management," as Eleanor Randolph of *The New York Times* editorial board wrote recently.

Critics demurred. "I agree with the idea of a true integrated CUNY... but integration and centralization are not necessarily synonymous," wrote Felipe Pimentel, associate professor of sociology at Hostos Community College early last year. "The Central Administration has been centralizing and taking 'powers' away from the local colleges and the faculty during the past 20 years," said Pimentel, resulting in "decisions made at the top and implemented...without real effective participation of the faculty."

In terms of stratification, the most dramatic change at CUNY

Kelly to be interim chancellor

during Goldstein's tenure was the end of remedial classes in the senior colleges. The policy change was adopted in 1998, Goldstein was named chancellor in the summer of 1999, and the policy change was phased in over the next two years. New minimum SAT scores also changed who was admitted to the senior colleges, especially the five designated as the "top tier." The new Macaulay Honors College, with its promise of free tuition and a laptop, got more middle-class students to apply to CUNY. By 2006, the chancellor could tell a Manhattan Institute audience that "we have tiered the system."

In an article titled "At CUNY, Stricter Admissions Bring Ethnic Shift," *The New York Times* reported in 2012 that "ethnic changes at CUNY's top colleges confirm the predictions made during the battle over ending open admissions.... Proponents said the colleges would rise in status, while opponents said black and Hispanic enrollment would fall."

RACE

"Goldstein's tenure as chancellor has been an educational disaster for students of color," argued Larry Rushing, professor emeritus of psychology at LaGuardia Community College. The policy shifts of the last decade and a half, he said, "have resulted in the exclusion of thousands of African-American and Latino students from the four-year colleges."

In an "exit interview" on WNYC radio after his resignation was announced, the chancellor called *The Times* report "seriously flawed," and said it had concentrated too much on the racial composition of each college's freshman class. Transfers to the four-year colleges were more racially diverse, he said, and "if you look at the overall racial balance of the top four-year institutions, they look very different than the entering class."

But while there is a difference, declines in the proportion of black and Latino students are usually evident in total enrollment as well. For example, total undergraduate enrollment at Baruch was 10.8% black and 14.9% Latino in Fall 2012, down from 18.7% for each group in Fall 2002. City College's undergraduate student body was 21.4% black in Fall 2012, a drop of more than 15 percentage points from 36.7% ten years before. CCNY's Latino enrollment increased three percentage points in the same period, rising to 33.8% from 30.7%.

Goldstein's public resignation letter cited "the creation of new schools and colleges, including the William E. Macaulay Honors College, the CUNY School of Professional Studies, the CUNY Graduate School of Journalism, the CUNY School of

Public Health, and the New Community College" as key successes. Some of the new institutions, like the School of Journalism, have been widely supported, while others, like SPS and the NCC, were often criticized for their lack of departmental structures through which faculty could have a democratic voice.

GOVERNANCE

For a centralizing administration, one attraction of creating new institutions was the chance to work from a blank slate, making key decisions largely independent of faculty opinion. "The New Community College's 120-page Concept Paper was developed without input from any elected faculty governance body, or from any other CUNY or even non-CUNY faculty," said Lenore Beaky, former UFS vice chair and a current member of the AAUP's Governance Committee. "Only later were invited faculty selected to implement the already-decided...policies."

The sharpest conflict over faculty authority came with Goldstein's recent Pathways Initiative, which has sought to impose CUNY-wide rules on general education and transfer despite sharp opposition from CUNY's elected faculty bodies (see page 5). As *The Times* reported this April, Pathways has been "met with defiance" from faculty, and in his "exit interview" on WNYC, Goldstein conceded that Pathways "has had a fair amount of faculty pushback."

Even many of Goldstein's critics gave him credit for working with the PSC and others to add 2,000 lines to the depleted ranks of CUNY's full-time faculty. The dramatic expansion of enrollment in the same period, however, meant that the percentage of instruction from full-time faculty—and CUNY's reliance on the exploitation of low-paid adjuncts—did not show a similar change.

With CUNY's budget, Goldstein sought to limit cuts and gain some modest increases in public support. Today, CUNY's revenue from state aid per full-time-equivalent student is about one-third lower than it was 20 years ago, but the chancellor never campaigned to reverse this drastic disinvestment, viewing such a call as politically unrealistic. Goldstein's main initiative on the budget was to promote the "CUNY Compact," a funding formula that calls for state support to match the mandatory costs of current operations, while relying on steady tuition hikes and private fundraising to pay for any new initiatives.

'GOLDEN PARACHUTE'

In the context of rising tuition, the terms of the chancellor's departure are attracting attention. On April 21, the *New York Post* reported that "CUNY is planning a golden parachute for Chancellor Matthew Goldstein," citing the

Board of Trustees' 2011 addition of the title chancellor emeritus to CUNY's Executive Compensation Plan, with no limit on its salary. "We'll craft a special package for Matt," Board Chair Benno Schmidt told the *Post*. "I think he's been underpaid as chancellor." Goldstein's current salary is \$490,000 a year, with an additional \$90,000 housing allowance. He has other income as

well: as a trustee of J.P. Morgan, he was paid \$325,000 by the banking firm in 2011.

"Schmidt acknowledged that Goldstein's post-retirement pay is likely to stir controversy among students and faculty members amid tuition hikes and budget cuts, but said private funds may subsidize the salary," reported the *Post*.

State budget passes



Hostos HEO Berkis Cruz-Eusebio, who works for the ASAP Program, joined CUNY students March 12 to lobby State legislators to invest in community colleges.

By PETER HOGNESS

The State budget adopted March 28 provides basically flat funding for CUNY, with senior college operating aid of \$525 million. State base aid to community colleges was increased by \$150 per full-time-equivalent student (FTE), up to \$2,422 per FTE, bringing an additional \$9.3 million to CUNY community colleges.

Overall, about half of CUNY's \$70 million in mandatory cost increases is covered.

\$45 million was approved for CUNY's capital budget, including \$8 million toward projects at CUNY community colleges. The budget provides for \$55 million in capital funding for challenge grants in a competitive award program dubbed "NYCUNY 2020."

The legislature authorized this year's installment of the \$300 annual tuition increases approved in 2011. Up to \$61 million in revenue is thus to be provided by digging deeper into the pockets of CUNY's senior college students. The PSC argued that tuition hikes are bad policy, because they restrict college access and are not a realistic source for the re-investment that CUNY badly needs.

Progressive tax reform is needed to give CUNY colleges the support

that they deserve, the union said.

In funding for individual programs, an additional \$551,000 was provided for the SEEK Program, bringing its total funding to \$18.4 million. An additional \$1.7 million was provided for CUNY's ASAP program, which provides increased academic and financial support to a pilot group of community college students. An additional \$750,000 was approved for the Joseph Murphy Institute, bringing its state support to a total of \$1.25 million.

DANGER DEFUSED

The PSC and its state affiliate, NY State United Teachers, defeated the most dangerous part of the proposed "Next Generation NY Job Linkage Program," which would have tied base-aid funding for certain community college degree programs to a "pay for performance" model, as measured by graduates' employment. This would have put community college funding at risk due to factors such as a national recession, over which a college has little control.

A smaller part of the program won approval, with \$2 million in incentive grants to be given to CUNY community colleges that successfully "place vocational students in the workforce."

Forum on CUNY & racial justice

By PETER HOGNESS

The PSC Union Hall was filled to capacity for an April 3 forum on “Racial Justice and CUNY,” discussing access of students and faculty of color to public higher education. Presenters included David Jones, president of the Community Service Society (CSS); Ann Cook, co-founder of the Urban Academy Laboratory High School; Frank Deale, professor at the CUNY School of Law; Angelo Falcón, president of the National Institute for Latino Policy (NiLP); and PSC President Barbara Bowen.

Chairing duties at the forum were shared by Paul Washington, chair of the PSC’s Anti-racism Committee; Michelle Fine, distinguished professor of psychology and urban education at the CUNY Graduate Center (GC); and Edwin Mayorga, a doctoral candidate in urban education at the CUNY GC.

SOARING ENROLLMENT

“I think this is one of the most important discussions for the future of the City of New York,” David Jones told the forum audience. He described the findings of a recent CSS report, *Unintended Impacts: Fewer Black and Latino Freshman at CUNY Senior Colleges After the Recession* (tinyurl.com/Unintended-Impacts).

“As a consequence of the recession and rising college tuition, more students are applying to CUNY than ever before,” Jones said, citing a 50% increase in applications to CUNY between 2008 and 2010. “CUNY responded by raising the minimum SAT requirements at all their senior colleges and ending conditional admission, which allowed students to take summer programs to enter if they fell just short of requirements,” he explained. “The results of these changes were that after 2010 there were large drops in the numbers

In admissions & employment

and share of black and Latino freshmen at CUNY senior colleges.” The CSS report discusses these declines in the context of longer-term trends in CUNY admissions.

Jones criticized “the use of a single exam, to the exclusion of virtually everything else – grade point average, whether you’re the first in your family to go to college or high school, academic achievement despite enormous challenges in your community – none of that is considered now in the CUNY equation.”

While NYC’s public schools have a student population that is 75% black and Latino, Jones said, only 29% of students at CUNY’s five “top tier” colleges were black or Latino in 2010. “In 2011, Baruch College had a lower share of black freshmen, 6%, than Harvard, which had 7%,” Jones said, provoking murmurs in the audience. “By 2011, fewer than 1 in 10 freshmen at the five most selective CUNY colleges was black.”

“We have to have a better equation than this,” Jones said in closing. CSS’s goal, he said, is not to bring back open admissions. “But we should at least do what the most elite colleges in the country are doing, which is to make sure that you have a diverse student body that is somewhat reflective of society. In New York City, it would seem we should be among the first in doing that.”

SINGLE TEST

Next to speak was Ann Cook, who is also executive director of the NY Performance Standards Consortium, a coalition of 28 public alternative high schools. Schools in the consortium have more students of color, more students qualifying for free lunch, and more students getting special education services than

other NYC schools. Yet even though they have more students entering 9th and 10th grade with below-average scores on State tests for reading and math, she said, “Consortium schools post a lower dropout rate, a higher graduation rate, a higher college-going rate and higher daily attendance rates” than other public schools in NYC.

Discussion of data from CSS and PSC studies

“It turns out that despite our students’ record of success in high school and in college persistence, fewer and fewer of our Consortium graduates are gaining admission to CUNY four-year colleges,” Cook said. “Yet these very same students were gaining admissions to high quality private institutions as well as the SUNYs, often with substantial financial packages.”

Meetings with CUNY officials about these “disturbing trends” produced some ideas, but ultimately no results, Cook reported. “What it all came down to was this: CUNY’s admissions officers were judging students solely and narrowly on standardized exam scores,” she said. “In this regard, CUNY seems to be moving against the trend of the growing numbers of colleges and universities across the country...that have rejected the use of the SAT and ACT as gatekeepers for college admission, preferring instead to use GPA, work samples and recommendations as evidence of college preparedness.”

Following Cook on the panel was CUNY Law Professor Frank Deale. “To me, so much of the struggle about affirmative action is about ‘super-qualifications’ – using qualifications as a means to exclude people who are in fact well qualified,” Deale said. “This makes sure that you’re weeding people out so that only the few can take full advantage of what the society offers.”

Deale described measures the Law School has taken to avoid narrowing its applicant pool with an over reliance on high-stakes tests. “One of the things that we did, which has been successful, is to set up a pipeline program at the Law School, where we take students who can’t get in because of the pressures to focus on LSATs and GPAs, and we work with them over an academic year.” Participants attend evening training courses, Deale said, “to essentially prep themselves for some of these standardized tests and to also get an introduction to what law school is all about.” They go on to earn admission to law school, Deale said, and often become outstanding students and lawyers.

EMPLOYMENT

After a discussion period, the focus shifted to CUNY employment. First to speak was National Institute for Latino Policy President Angelo Falcón. A 2005 report

ultly “closer to resembling the ethnic and racial composition of the student body, which is 74% people of color,” argued Bowen. “It’s well documented that students of color are more likely to stay in college and graduate if there are more faculty of color,” and other measures of college success show a similar impact. “There are a lot of reasons cited in the literature,” she said, with faculty members’ impact as role models commonly cited. “The idea of faculty role models is important not just for students of color,” she added, “but also for white students. White students also need that role model of having a person of color standing in front of the classroom.”

The need for a more diverse faculty not only involves teaching, Bowen said – it’s also about producing knowledge. “If we want to support scholarship in a way that is not naïve, that draws on the experience of more than half the population, then one pivotal way to do that is to bring in a more diverse faculty,” she said. “CUNY should be leading that effort.”

Bowen discussed initial findings in three areas of the PSC study: faculty recruitment, stratification in where they are hired, and attrition after they arrive.

On recruitment, she discussed racial composition of new assistant professors, from 1999-2000 to 2008-2009. “The number of full-time faculty increased by 20% in the decade we studied,” Bowen said. “Yet over that period, we saw only a 4.3% increase in the diversity of our faculty.” This decade, she said, represents “a missed opportunity to diversify our faculty.”

RECRUITMENT

Of further concern, she said, is that among new assistant professors, the proportion of black or Hispanic faculty did not increase – in fact, it showed a slight decline. In 1999-2000, these new hires were 12.5% black and 7.9% Hispanic, falling to 11.7% and 7.2%, respectively, a decade later. Asian faculty showed some gains in this group over the same period, rising from 12.6% to 16.4% “We are proud to see that gain,” Bowen told the forum. “But at a time when there are more people of color getting a PhD, CUNY should show gains across the board.”

Bowen noted that CUNY often cites the absolute numbers of faculty of color, which in many cases have increased. “But you have to go beyond that and look at the percentages as well,” she emphasized.

One note of hope in recruitment, Bowen said, was that in this decade, 34% of new assistant professors had held a previous position at CUNY, most often as an adjunct. But for black faculty, this figure was higher, at 40%. “So there’s some kind of internal pipeline there,” she observed. “Why are we not looking at that? Is this something we could cultivate further?”

On stratification, Bowen said that CUNY faculty are stratified by race, and somewhat by gender, according to college type, with faculty of color and women disproportionately concentrated in the community colleges. “Why does that matter? Because

Continued on page 8



David Jones, president of the Community Service Society, discussed a CSS report on CUNY admissions.

by Prof. Felipe Pimentel of Hostos Community College on the declining number of Puerto Rican faculty at CUNY had sparked concern, said Falcón, prompting him to organize a meeting with Chancellor Matthew Goldstein and other CUNY officials. The community representatives at the meeting were pleased, he said, when Goldstein committed to launch a “Puerto Rican Faculty Initiative” to address the problem.

But over time, said Falcón, the project was a disappointment. Understaffed and under-resourced, its name changed (without explanation) to the Latino Faculty Initiative. Falcón said it seemed to have no impact on the problem that had prompted the meeting. As of 2010, the numbers of Puerto Rican faculty had continued their decline. Yet CUNY continues to cite the program as a sign of its commitment to a more diverse faculty, he said. “My experience with this program was that it’s all cosmetic,” Falcón told the forum. “It’s like it was set up to fail from the beginning.”

INITIAL FINDINGS

The final panelist was PSC President Barbara Bowen, who described some initial findings from the union’s report, now in preparation, on the race and gender composition of CUNY faculty and professional staff. Her remarks focused mainly on findings for full-time faculty; she told the forum that results for adjunct faculty and professional staff will be released in the future.

One of CUNY’s strengths, Bowen noted, is that it has a more diverse faculty than many other US universities. But CUNY’s faculty resembles its student body less than is the case at many comparable institutions, like UCLA or University of Illinois at Chicago – and that, she said, is a weakness.

There are many reasons why it’s imperative that CUNY build a fac-

RF workers push demands



Members of the RF-CUNY Central Office Chapter (from left: Steve Lawrence, Barbara Rose (holding petition), Rafiah Vitalis, Deborah Sacco and Efrain LeBron, Jr.) prepare to deliver a petition to Research Foundation President Richard Rothbard on April 18. The petition calls on the Foundation to bargain in good faith; more than 80% of chapter members signed the petition. The RF Central Office workers’ contract expired December 31. They will protest outside the semi-annual meeting of the Foundation’s Board of Directors May 21 from 12 to 2 pm.

Faculty to vote on Pathways

By PETER HOGNESS

Ballots will soon be mailed to full-time CUNY faculty in a vote on a no-confidence motion on the Pathways curriculum plan. The vote is being conducted by the American Arbitration Association, at the request of the PSC.

Ballots may be cast between May 9 and May 31 in any of three ways: (1) returning a paper ballot by mail; (2) voting online; (3) casting a vote by phone. Those voting by phone or online will use security codes included in the ballot mailing.

The vote comes at a key time for CUNY, with long-serving Chancellor Matthew Goldstein stepping down, and Interim Chancellor William Kelly, head of the CUNY Graduate Center since 2005, about to take over.

"This vote is an opportunity to send an unequivocal message to the new administration we will soon have at CUNY," said PSC President Barbara Bowen. "This vote is a chance to let them know in no un-

Ballot period set for May 9-31

certain terms that the curriculum CUNY seeks to impose is strongly opposed by the faculty – by those who do the work of teaching at City University. A clear 'no-confidence' statement on Pathways will come at a strategic time."

THREE WAYS TO VOTE

Bowen urged everyone who receives a ballot to be sure to cast their vote, by whichever of the three methods they prefer. "Click, call, or check the box," she said. "Be sure you don't leave campus at the end of the school year without recording your opposition to Pathways." (See page 11 for more.)

In the face of faculty opposition to the curriculum plans, CUNY college administrators have been increasingly open in their violations of campus governance rules in pursuit of Pathways implementation. On March 12, the Brooklyn College Faculty Council voted to censure

its administration for "making curriculum changes not approved by the College's faculty." It cited the announcement by BC's provost "that, at the direction of Executive Vice Chancellor Alexandra Logue, he has submitted 19 courses not approved by Faculty Council for Brooklyn College's participation in Pathways," and condemned "this breach of the College's governance plan."

The Faculty Council emphasized that BC's governance plan states that the faculty is responsible for formulation of policy on curriculum. "Nowhere in the governance plan is responsibility for curriculum assigned to any other body," noted the college's PSC chapter. "Our Faculty Council has twice passed resolutions that condemn Pathways."

The conflict at BC deepened after the March 12 meeting, when a college dean said that the BC admin-

istration would refuse to forward Faculty Council curriculum proposals to CUNY Central if the college administration disagreed with them. But BC's governance plan states that it is the responsibility of the college president to "transmit

As chancellor leaves, a vote on 'no-confidence' in Pathways

to the chancellor recommendations of his/her faculty or faculty council on matters of curriculum and other matters falling under faculty jurisdiction." That's true for *all* faculty recommendations, wrote the Faculty Council Steering Committee – not just those with which the administration happens to agree.

RULE OF LAW?

This dispute was not about Pathways; rather, it arose over an English department proposal to change most of its courses to four credits. But the episode highlighted how the attempt to push Pathways through at any cost has endangered faculty authority over curriculum across the board.

"We seem to be living in a lawless environment, where local college presidents impose arbitrary decisions and the chancellery makes things up as they go along," said Anne Friedman, a member of the University Faculty Senate Executive Committee. Friedman noted that for her own college, Borough of Manhattan Community College, the CUNY Pathways website lists 80 courses as "approved" for inclusion in the Pathways Common Core – but only about 10% of these have been so approved by the BMCC Academic Senate. "Some of the courses have never been put to a vote by the relevant departments," Friedman wrote. Instead, "the BMCC administration has made curriculum decisions unilaterally, sending new courses or course revisions directly to CUNY Central. Faculty members are unclear about the criteria our president has used to send unapproved courses to 80th Street."

On April 24, BMCC's Academic Senate responded by adopting a new moratorium resolution on Pathways by a vote of 57 to 22. An earlier moratorium, which affirmed that the Senate would not act "on any Pathways courses or Pathways curriculum changes" while a committee of the college's senate conducted its own review, was set to expire on the same day the new moratorium was adopted.

"In bypassing governance procedures, administrators tacitly admit a truth they have tried not to acknowledge: the CUNY faculty, as a body, does not accept Pathways," commented Friedman, who is vice president for community colleges at the PSC. "Pathways is in trouble because it was an ill-conceived plan to begin with, and because of widespread and ongoing resistance in college governance bodies."

PROLONGED PROBLEMS

One sign of Pathways' problems is that the deadline for submitting courses has been extended twice, with the latest deadline set for June 30. Those delays have prompted the administration to again extend the life of its Common Core Course Review Committees – a move that sparked renewed opposition. A UFS resolution in mid-April said that these unelected committees "have wrongly usurped the role" of the UFS and college senates in relation to curriculum, and voiced concern that the administration would try to make these committees permanent. The UFS voted to oppose the "extension of these extra-governance curriculum committees, and call for a permanent end to them." Similar resolutions were approved by the Baruch College Senate and others.

"We should ask ourselves, how much control of our profession we are willing to cede to administrators," commented Friedman. As CUNY faculty considered a no-confidence vote in Pathways, that question was on many people's minds.

A message for the Times

By JOHN TARLETON

Hundreds of thousands of New York City newspaper readers learned of the CUNY faculty's opposition to Pathways in March when the PSC ran a series of half-page ads in the front section of *The New York Times*.

The ads ran each day from March 18 to 21, alternately featuring Blanche Wiesen Cook, distinguished professor of history at John Jay, and Manfred Philipp, professor of chemistry at Lehman and former chair of the University Faculty Senate.

Headlined "Protect The Quality of a CUNY Education," the ads highlighted some of Pathways' most destructive features – less time in writing classes, reduced foreign language study, basic science courses without lab work. Instead of helping students graduate by providing more academic support, the ads carry the message that Pathways saves money by lowering academic standards.

VOICES OF REASON

"I teach at CUNY because I believe a quality education should be within the reach of every New Yorker," Cook says in the ad. "I stay because I am inspired by my students."

"Many of my students are first responders and veterans," Cook told *Clarion*. "They deserve the very best education we can offer." A critically acclaimed biographer of Eleanor Roosevelt, Cook has taught

Pathways debate goes public

One of two half-page PSC advertisements published in *The New York Times*.

at John Jay since 1968.

"It was an effective ad. Everybody I spoke with responded positively to the message and the layout," said Philipp, a Fulbright Senior Scholar and a holder of numerous biomedical patents. Philipp, who has taught at Lehman since

1977, said he participated in the ad because of the harm Pathways will do to both students' education and

Ad campaign drives additional media coverage.

faculty governance.

"Pathways may be the beginning of a longer-term deterioration of curriculum," Philipp said. "It removes control from the elected representatives of the faculty. Once 80th Street has control, they can do whatever they want."

The text at the bottom of both ads read "Listen to the faculty, CUNY: Don't sacrifice quality." (See full text

at tinyurl.com/PSC-Pathways-ads.)

The CUNY administration responded with full-page ads of its own in *The Times* and the *Daily News*, which highlighted endorsements of Pathways from former presidents of Princeton and Cornell.

"Harvard is not doing Pathways. Johns Hopkins is not doing pathways. Princeton is not doing Pathways. Cornell isn't doing Pathways," observed Cook, who completed her undergraduate studies at Hunter. "Why should CUNY degrade its standards?"

Worded in general terms, the administration ads did not respond to the criticisms of Pathways' effects on writing courses, the study of foreign language, or lab work in science education. (See tinyurl.com/CUNY-Pathways-ad.)

FACULTY REACTION

CUNY's counter-ad did not impress faculty and staff at City College, said Alan Feigenberg, union chapter chair at CCNY. "People said, 'Did you see that? CUNY must be getting desperate to take out a full-page ad in the paper,'" Feigenberg told the March 21 Delegate Assembly.

Media coverage of Pathways increased in the wake of the dueling advertisements. The *Chronicle of Higher Education* ran a major feature on Pathways that accurately reported faculty concerns, and PSC President Barbara Bowen was interviewed by WNYC and the *Village Voice*.

Defending the safety net

By PETER HOGNESS

On April 8, the PSC and its coalition partners held a forum on “The Safety Net, Sequestration & Austerity Politics.” The timing was good, even if the latest news was not: the event came the week after President Barack Obama released a budget proposal that calls for cuts in Social Security benefits, by changing the way that cost-of-living adjustments are calculated.

Co-sponsoring the event was a broad coalition that expressed its determination to fight against such cuts and to mount a robust defense of the social safety net. In addition to the PSC, sponsoring organizations included Caring Across Generations; the “No Bad Grand Bargain” Network; COMRO, the Committee of Municipal Retiree Organizations; the New York City Alliance for Retired Americans; the New York City Managerial Employees Association; and US Labor Against the War.

Speakers at the forum included Dean Baker of the Center for Economic Policy and Research; James Parrott of the Fiscal Policy Institute; Frances Fox Piven of the CUNY Graduate Center; and Michael Zweig of SUNY Stony Brook and US Labor Against the War. Excerpts adapted from Parrott’s and Zweig’s presentations follow below; a longer version of this article, which includes remarks by Baker and Piven as well, is published in *Clarion*’s online edition at psc-cuny.org, along with links to articles Baker and Piven have written for *Clarion* in the past.

The PSC’s Safety Net Working Group has led the union’s work in defense of Social Security and other safety net programs. For information on how you can get involved, or for a copy of their booklet, “Defending the Social Safety Net,” go to psc-cuny.org/social-safety-net.

JAMES PARROTT Deputy Director and Chief Economist Fiscal Policy Institute

Wall Street is now making profits at the rate of around \$24 billion a year, which is better than in most of the years during the housing bubble when it was expanding. Bonus levels on Wall Street, as estimated by the State Comptroller’s office, are running at about \$20 billion a year now – not as high as they were in 2005 through 2007, but still pretty high. Keep in mind that these are cash bonuses. We don’t know about stock options that they received but haven’t exercised yet.

So I would say that Wall Street has fully recovered from the downturn. But that hasn’t quite trickled down to the rest of New York.

Food stamp rolls in New York City have increased by 63% since the beginning of the recession at the end of 2007. That’s an additional 710,000 New Yorkers.

The sharp drop in employer-provided health insurance has pushed more people onto Med-

Saying ‘No’ to benefit cuts



James Parrott of the Fiscal Policy Institute speaks at the PSC’s April 11 forum on the future of the social safety net.

icaid, to the point where 38% of New York City residents now rely on the program. And we are at record levels of homelessness, with 50,000 New York City residents now homeless. That includes 20,000 children, with about that many staying each night in municipal shelters.

So with poverty in New York on the rise, a minimum wage increase was passed. That’s a good thing, it’s badly needed – but the way it was done, it’s not quite as great as it sounds. The politics of it are some-

thing to behold.

[To get it through the Legislature,] we ended up with something called a “minimum wage reimbursement credit,” which gives you a tax credit if you keep wages right at the minimum for hiring student teenagers. So it’s an incentive to replace adult workers with student teenagers, and to not give anybody a raise.

Initially, it was argued that this was something that the state needed to do to help small businesses that

would supposedly have a hard time adjusting to an increase in minimum wage – even though there’s no evidence that raising the minimum wage has harmed small businesses. But this credit is not limited as to business size. The Fiscal Policy Institute recently estimated that Walmart could receive up to \$85 million over the next five years courtesy of taxpayers in New York as a result of this minimum wage tax credit. A worse idea, I can hardly imagine.

MICHAEL ZWIG

Professor of Economics, SUNY Stony Brook
Co-convener, US Labor Against the War

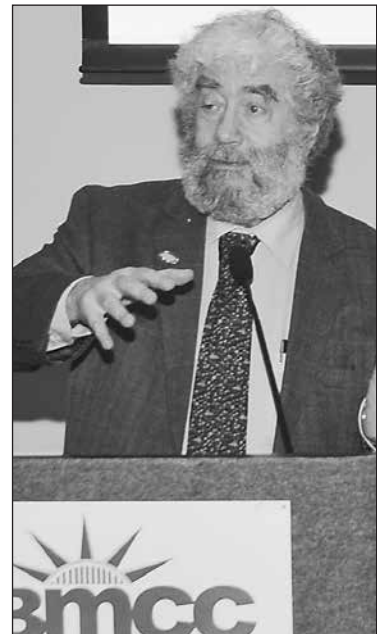
I want to start by addressing this claim that there is no money. We have heard this over and over again in the budget debates, that there’s just no money. Well, it’s just a lie. There is lots of money – and what we have to do is identify where that money is, go after it and move it into productive human needs.

One major source of where there is money is with rich people, with corporations, with the financial institutions, and there are many tax

**Opulence
& poverty
growing
side-by-side**

proposals we can discuss that address the revenue side of the budget.

But I want to focus tonight on the expenditure side of the budget and, in particular, to look at the military budget. In the federal budget, the military takes up about 57% of discretionary spending – more than half.



Michael Zweig of SUNY Stony Brook is critical of heavy military spending.

I direct your attention to the National Priorities Project website, costofwar.com/tradeoffs. Just for the fiscal year 2012, just for the one year, taxpayers in New York State paid \$10.3 billion to fund the wars in Iraq and Afghanistan. Not the rest of the military budget, just Iraq and Afghanistan. That’s more than the entire deficit for the State of New York in that year. We could have gotten rid of the entire deficit problem in the State of New York by redirecting that money.

So it’s very clear: we cannot get labor’s agenda done in this country unless we end the wars in Iraq and Afghanistan, unless we end the militarized foreign policy of the United States and totally redirect the way we operate in the world.

A full-time space for QC’s part-timers

By JOHN TARLETON

Ashu Kapoor teaches a lab section for a statistics course at Queens College. Like many adjuncts, the first-year doctoral student doesn’t have an office or computer station to work from. This semester she found a solution to her problem: the recently opened QC Adjunct Center, which offers a dedicated space for QC’s more than 800 part-time faculty.

“It’s nice and it’s quiet. I use it almost every day,” Kapoor said of the center, which is housed in a temporary building, just west of the Student Union and five minutes from the center of campus. “I go there to grade papers, to work on classroom presentations and answer e-mail from my students.”

COMPUTER ACCESS

The Adjunct Center opened in 2012. One room contains about a dozen computer work stations while another serves as a lounge that includes a kitchen and a microwave oven. Plans are in the works to build a third room that will include a conference table for group meetings and partitioned cubicles



Queens College adjunct lecturer Abe Walker (right) confers with a student at the college’s adjunct center.

where adjuncts can meet with individual students.

“It makes a statement that Queens College is beginning to give support to its adjuncts, which is not the case throughout academia,” said Ken Ryesky, an adjunct assistant professor in the accounting department.

The opening of the adjunct center

followed the publication of a 2011 report produced by a group of 16 QC adjuncts that called for a number of changes to improve the quality of the adjunct experience on the campus.

“Adjuncts are not only isolated from the college as a whole, they are also isolated from each other,” the report’s introduction noted.

Abe Walker, an adjunct lecturer in sociology, said the ideal solution would be for departments to provide adequate space and computers to accommodate their adjunct faculty. But given that many departments are already squeezed for space, Walker told *Clarion* that the adjunct center has been a positive development – one that has not only provided much-needed workspace, but has started to ease the sense of isolation adjuncts feel as they meet peers from across disciplines.

‘DIALOGUES’

“It begins to create dialogues and allows conversations that hadn’t happened before,” said Walker, who uses the space for the hours between classes he teaches on Tuesdays and Thursdays.

And while piecemeal changes like the Adjunct Center don’t address the fundamental problem of academia’s two-tier labor system, Walker said small successes like this do point the way.

“When adjuncts are well-organized and articulate their demands, they can have an impact on their campus,” Walker said.

CUNY and the stop & frisk trial

By ARI PAUL

Whenever Nicholas Peart got stopped and frisked in his home neighborhood of Harlem, his instinct was to hand the cops not his New York State ID card, but his Borough of Manhattan Community College student card. “I wanted to show them I was in school,” he said. “It’s more credible.”

Peart has made quite a journey over the last few years. From years of being harassed by cops under the New York Police Department’s stop-and-frisk policy to penning a passionate op-ed in *The New York Times* a year ago condemning the practice, he is now playing a key role in a class-action lawsuit on the issue. The trial in *Floyd, et al. v. City of New York* got underway on March 18, and continued through April.

UNJUSTIFIED & UNJUST

The suit seeks to end what the Center for Constitutional Rights (CCR), which represents Peart and the other plaintiffs, calls the NYPD’s “policy and practice of unreasonable, suspicionless and racially discriminatory stops” in violation of the Fourth and Fourteenth Amendments. The case against stop-and-frisk draws on research by a number of CUNY faculty, and some have testified at the trial.

Critics have long charged that the practice unfairly and illegally targets low-income people of color, noting that 87% of stops in 2012 targeted black and Latino New Yorkers. The NYPD insists that its use of stop-and-frisk is critical to getting illegal guns off the streets – but of more than a half-million stops in 2012, guns were recovered in less than one-fifth of one percent (0.15%). Only 1.3% of all stops found a weapon of any kind, and just 6% of stops resulted in an arrest – including numerous arrests for marijuana possession.

“The data contradicts many of the claims that Mayor Michael Bloomberg and the NYPD are making,” Delores Jones-Brown, a professor of law and police science at John Jay College, told *Clarion*. While officials often say that shootings have been greatly reduced by the widespread use of stop-and-frisk, “in fact shootings have fluctuated slightly in an inconsistent pattern but always hovered around 1,800 annually,” said Jones-Brown, who is founding director of John Jay’s Center on Race, Crime and Justice. “The amount of guns recovered annually has followed the same random pattern as shootings, demonstrating neither a steady decline (as the deterrence theory put forth by the department would predict) nor a steady increase (as might be expected from the increased stop activity).”

A former prosecutor, Jones-Brown emphasized that guns are recovered in just a small fraction of a percent of all stops, but those stops “involve hundreds of thousands of innocent people.” Thus, “it is the law-abiding in ten precincts that bear the brunt

Faculty and students at center of debate



Delores Jones-Brown, a professor of law and political science at John Jay College, speaks at an April 2 press conference outside the courthouse where the NYPD stop-and-frisk trial is being held. Behind her, John Jay students John Cusick and Sally Abdelghafar hold a chart with data on stop-and-frisk.

of this blanket approach to policing – an approach that many of those who experience it find humiliating, agitating and unfair.”

Testimony in the *Floyd* case has put a spotlight on the institutional practices behind the racial disparities of stop-and-frisk. On March 21, for example, Bronx police officer Pedro Serrano testified that his commanding officer told him specifically to target young black men. In an audio recording played at the trial, the senior officer criticizes Serrano for not performing enough stops, and Serrano asks who else he should be stopping. “I have no problem telling you this,” the officer replies. “Male blacks 14 to 21.”

EYE-OPENER

The unfolding trial is certainly an emotional event for people like Peart, a black man who works in a Harlem after-school program, who have spoken out about stop-and-frisk. “It’s been an eye-opener,” he said in an interview. “I have a sense of satisfaction. It’s not one perspective or people complaining. You have NYPD officers talking about illegal practices. It’s good that this is in the open.” Peart told *Clarion* that the heavy policing of his home neighborhood stands in contrast to the lower Manhattan area around BMCC, from which he graduated in 2012.

On the stand, Peart wept as he recounted being stopped and handcuffed on his way to buy milk for his three siblings, for whom Peart has been responsible for since his mother died of cancer. When he told the police he lived on the block, one officer took his keys and went into the building – apparently to

confirm that he really lived there. Peart said he was worried about what might happen because “I had kids in the house, you know, [and] I wasn’t there to take care of that situation of a cop being at the door.”

“I felt criminalized. I felt degraded,” Peart told the court about the encounter.

“It was the first time I was ever in handcuffs.... To have my hands put behind my back, I never had that happen before.” Peart testified that he has been stopped and frisked between five and ten times, the first when he was 16 years old.

Speaking outside the downtown courthouse April 5 with other CUNY students and faculty members, CUNY Law student Dawit Getachew recalled his first time being stopped and frisked in Harlem. He was on the phone outside his own home with his brother when two cops asked for his ID, but Getachew, a black man with long dreadlocks, did not have his wallet. One of the officers tried to frisk him, causing Getachew to step back.

“I did know my rights, and there was no reason for them to think that I was armed,” he said, adding that his declaration of his rights angered one, of the officers so much he put his hand on his gun holster. “At that moment, it changes everything, because even if you know your rights, at that moment you become scared. You become afraid. I don’t know if this was procedure, but for me, it was intimidation.”

Sally Abdelghafar, an Arab-American student at John Jay, said in addition to seeing someone stopped and frisked about once

every three days, she herself has been stopped many times in Harlem where she grew up and still lives.

‘I felt criminalized. I felt degraded.’

When stopped, she usually tells the officers that she is a John Jay student. “That almost shocks them,” she said.

While being stopped and frisked is a com-

mon experience for many CUNY students, they can sometimes be reluctant to talk about it, said John Jay’s Jones-Brown, because of uncertainty about how others will react. When she gave a talk at one CUNY college a few months ago, she said, black male students started describing their own experiences of being stopped by police, but dropped the subject after some classmates were quick to defend the practice. “It was as if [they] needed to apologize for thinking they had a right to be left alone when they weren’t doing anything wrong,” Jones-Brown recalled.

“This trial is an opportunity to vindicate the rights of New Yorkers living in low-income and other neighborhoods in the city,” Jones-Brown added. “It is an opportunity to affirm their rights to safety and civil rights.”

A UNION ISSUE

Other CUNY faculty speaking at the April 5 press conference included Tami Gold, professor of film and media studies at Hunter and chair of the college’s PSC chapter, who has directed (with Professor Kelly Anderson) two documentaries on police conduct, *Every Mother’s Son* and *NYPD Blues*. Gold said she was there in solidarity with the plaintiffs, and with CUNY students who face illegal stops and frisks.

“As a professor, I owe it to my students to speak out against injustices that affect them, whether it’s immigration reform or stop-and-frisk,” said Gold. “This is a union issue as well,” Gold added, noting that union workers and their families are often the victims of racially discriminatory police practices. The PSC and a number of other NYC unions supported last year’s Father’s Day march against the NYPD’s stop-and-frisk policies.

RESEARCH

Also at the press conference were Harry Levine of Queens College, whose research has highlighted how the racial disparities in stop-and-frisk led to dramatic racial imbalances in marijuana arrest rates, and Eli Silverman, a professor emeritus from John Jay who has studied the effects of “productivity” quotas in the NYPD (see *Clarion*, September 2012, at tinyurl.com/Clarion-SF1).

When Silverman testified in the *Floyd* case on April 5, he said his studies have found that NYPD officers reported escalating pressure to make stops. In surveys conducted by Silverman and Prof. John Eterno, a former captain in the NYPD, the proportion of officers reporting “high” pressure to make stops went from 9% before 1995, to 19% during 1995-2001, to 35% in 2002-2012. “The responses we got floored us,” Silverman told the court. “We didn’t expect this level of pressure.” The number of stops also increased, rising from 115,000 in 2001 to 685,000 in 2011. At the same time, Silverman testified, officers reported declining pressure to respect constitutional rights.

FALSE SUSPICION

How these pressures result in racial disparities in stops and frisks was illustrated in testimony on April 16, which described how Harlem resident Clive Lino was stopped and frisked when he was standing on the corner with a friend, and engaged in the “furtive movement” of entering the Chinese restaurant behind him. Police officers said Lino “fit the description” of a local robbery suspect: a black male between 25 and 30 years old, and between 5’ 6” and 6’ tall. As the judge in the case pointed out, these criteria describe thousands of people in Harlem.

“Two friends standing waiting for their takeout order outside a restaurant is a completely unremarkable scene in the life of a city,” a CCR statement observed. “But in the eyes of officers working for a ‘performance goals’-obsessed NYPD and armed with an [extremely general] ‘description’...Clive Lino and his friend became suspects.”

Once testimony in the trial is finished, it will be several months before the judge makes a ruling. If the City loses, observers expect it to appeal. Whatever the outcome, the scholarship of CUNY faculty, and the experiences of CUNY students, will remain central to NYC’s debate on stop-and-frisk.

Julian Liu, Communities United for Police Reform

Learning more, then earning more

By JOHN TARLETON

HEOs and CLTs use their expertise every day to make the University run smoothly for students and faculty. In the last collective bargaining agreement, CUNY recognized this by agreeing to a pay an annual salary differential of \$1,000 for Assistants to HEO, CLTs, Senior CLTs and Chief CLTs who hold a master's degree in a field related to their job duties. Employees in these same titles who hold a doctorate in a field related to their work are eligible to receive a salary differential of \$2,500.

As shown by PSC members interviewed below, the whole CUNY community benefits when HEOs and CLTs gain more advanced knowledge in their respective fields.

SHARIF ELHAKEM Chief CLT Lehman College

A couple of years after Sharif Elhakem joined Lehman's chemistry department as a CLT in 2004, he began taking one to two graduate courses per semester on campus. Elhakem's undergraduate degree in chemistry included a specialization in biochemistry and he sought to build on that knowledge with a biology master's degree.

"I wanted to learn more about biology," Elhakem told *Clarion*. "The information from ten years ago was not sufficient."

By the time Elhakem received his master's in January 2011, he was a senior CLT. With his new credential, he took advantage of the opportunity to teach one class per semester at Lehman as an adjunct. His master's degree also made him eligible for the \$1,000 pay differential guaranteed in the 2008 collective bargaining

Advanced degrees pay off for CLTs and Assistants to HEO



Sharif Elhakem, Chief CLT in the Lehman chemistry department, receives a \$1,000 pay differential for holding a master's that is related to his field.

agreement.

For CUNY, the added pay was money well spent. In 2012, the chemistry department moved into Lehman's \$70-million New Science Building. Promoted to Chief CLT, Elhakem was responsible for ordering \$270,000 in equipment and

supplies that would be used by his department to teach courses in both chemistry and biochemistry. His deeper knowledge of the field helps him evaluate which purchases provide the hands-on experience with techniques and instrumentation that students are most likely to need after they graduate.

"When budgets are tight, you have to use every penny wisely," Elhakem said. "There's no room to make a bad purchase."

While Elhakem says the pay differential is not a huge amount of money, it does create a "win-win situation."

"It's a win for CUNY because they get a more professional staff. And it's a win for the individual who is able to help themselves."

RABIYYAH WILLIAMS Assistant to HEO John Jay College

One month after she started her new job as an administrative coordinator in John Jay's Department of Public Safety, Rabiyyah Williams learned of some unexpected good news while attending a meeting of her campus HEO chapter in January: her master's in public administration would likely qualify her for a pay differential of \$1,000 more per year.

"When I found out I could get paid for having that degree, I got very excited," said Williams who is still paying off the student loans she took out while in graduate school. Williams

had earned her advanced degree three years earlier at John Jay, the same college where she now works.

Williams had worked in other jobs at John Jay from 2006 to 2010, holding part-time positions in the Department of Public Safety that included department secretary and office manager. In her current position, she oversees the work of dozens of student and full-time peace officers. Her responsibilities include recruitment, hiring, training, discipline and budgeting.

Of her MPA, Williams says, "It helps with my organizational skills, my communication skills and my auditing skills, as well as in working with a lot of different personalities."

On February 20, Williams submitted her application for the pay differential, with a three-page description of how her advanced degree makes her a more advanced employee. Due to heavy turnover this semester in the Human Resources Department, Williams' application has not yet been processed, but she's confident about it and is keeping track.

"I'm going to continue to inquire about this," she said, "because I need it."

NANCY SILVERMAN Assistant to HEO Graduate Center

The Graduate Center's sprawling English PhD program has 350 doctoral students and 75 faculty members, most of whom are based at other campuses. As the program's coordinator,

New pay differential creates 'win-win situation.'

Assistant to HEO Nancy Silverman keeps everything running smoothly. With the help of an assistant and eight work-study students, Silverman facilitates key milestones in the life of a doctoral candidate: comprehensive exams, second exams, oral defenses and language tests.

When Silverman came to the Graduate Center six years ago, graduate school was already familiar territory from her time in the English PhD program at New York University. While Silverman did not complete a doctoral dissertation, she earned a master's degree in 1997 and brings that experience to her current job at CUNY. Well-versed in critical theory, feminist theory, post-structuralism and reader response criticism, Silverman says she can also relate to what students are experiencing on a more personal level, having written many seminar papers, taken oral exams and selected a dissertation advisor herself.

"I know how graduate school works," Silverman said. "I wasn't at the CUNY Grad Center, but these things are pretty universal."

In May 2010, Silverman applied for the pay differential soon after the new contract went into effect. "A thousand dollars over a year is not much each week, but it makes

me feel my educational achievement is valued," she told *Clarion*.

Silverman was one of the first HEO-line employees at the Graduate Center to apply for the new pay differential. When Human Resources asked her to describe how her degree was related to her job duties, she wrote a memo explaining various ways that her graduate education made her more effective in her current position.

APPROVED

Silverman's application was subsequently approved and she has shared her memo with colleagues who also went on to be approved for the pay differential.

"It was a simple process. I'm glad it went so easily," says Jackie Martelle, a Grad Center colleague of Silverman's who is receiving the pay differential for her PhD.

If you work as an assistant to HEO or in a CLT title and have an advanced degree related to your job duties that qualifies you for a pay differential, notify your supervisor. If you have any questions, please contact Albert Muñoz at 212-354-1252 or amunoz@pscmail.org.

Adjunct health insurance extended to June 2014

As *Clarion* went to press, it was announced that adjunct health insurance through the PSC-CUNY Welfare Fund has been extended for a year and two months – through June 30, 2014. An agreement between the PSC and CUNY on the 14-month extension was reached on April 24, and was supported by a vote by the Welfare Fund Board of Trustees.

"I had hoped to be able to announce a permanent shift of adjunct health insurance to the City of New York, but agreement with the City has not been reached," PSC President Barbara Bowen wrote in a message to potentially affected members. "Rather than ask you to live in uncertainty any longer, the PSC worked with CUNY to negotiate an extension of the current adjunct health insurance program through the Welfare Fund. We are grateful to the CUNY administra-

tion and to the Welfare Fund Trustees and staff."

Bowen said the union would provide more information in a subsequent message. For now, she wrote, "the important news...is that coverage through the Welfare Fund will continue to be available. Coverage through the Welfare Fund is not a permanent solution, and the union will continue to work with CUNY on a long-term structural solution. Meanwhile, we have agreed on the extension."

LONGER TERM

"I regret deeply the anxiety the constant renewals have caused you," Bowen wrote, thanking affected adjuncts for their patience. "All of us on the PSC negotiating committee hope that the 14-month extension will offer some sense of health security while we continue to work on the long-term plan."

Racial justice

Continued from page 4

in the community colleges there is more rapid turnover, there is a lower starting salary on average, there is a higher teaching load."

CUNY's community colleges should be applauded for making progress in diversifying their faculty, Bowen said. But for CUNY, it should not be the case that once people of color or women are hired, they will on average face harder conditions.

On attrition, Bowen said that untenured women faculty are more likely than untenured men to leave within their first five years – and for black and Hispanic women, the rates were highest of all. The denominators involved are fairly small, she cautioned, but the broad trends seem clear. New full-time faculty at CUNY "face differential conditions on the basis of race, ethnicity and also gender, and they are also leaving at different rates."

Lively discussion not only filled two discussion periods during the presentations, but kept audience members in the room long after the forum had concluded. Edwin Mayorga's comments in the discussion period clearly captured the feelings of many: "This forum is a call It's a ring of the bell. It's asking us to hold CUNY accountable and ourselves accountable." And the way to do that, Mayorga said, was both complex and simple: "Organize, organize, organize."

DECODING THE MEDIA

CUNY's chancellor & his standards

By COSTAS PANAYOTAKIS

On April 13, in an article titled “Longtime CUNY Chancellor to Step Down After Pushing Higher Standards,” *The New York Times* reported on Matthew Goldstein’s decision to step down as chancellor of the City University of New York (tinyurl.com/NYT-MG-resign). In what follows, I do not aim to present a comprehensive assessment of Goldstein’s term as chancellor, the longest in CUNY’s history. But the question of standards – what they are, and what they are not – is a matter of current controversy, and deserves a closer look.

As the title of *The Times* article suggests, the paper has bought into Goldstein’s and CUNY administration’s claim to have raised standards. In backing up this claim, the article quotes the statistics provided by CUNY about the SAT scores of students entering “CUNY’s top five four-year colleges – Baruch, Brooklyn, City, Hunter and Queens.”

DECLINING DIVERSITY

While this line of argument is reflective of CUNY’s obsession with SAT scores, the reporter accepts it at face value without mentioning that SAT scores have been shown to be less reflective of a student’s potential for college success than her socioeconomic background. It is for this reason that the trend among the most prestigious universities in this country is to place less, rather than more, emphasis on SAT scores. So as the prestigious universities that have long focused on educating the children of the economic elite are trying to increase diversity by moving away from biased indicators, CUNY, whose mission has historically been to provide educational opportunity to New York City’s underprivileged groups, has increased its reliance on such biased indicators. It is not surprising, then, that Goldstein’s policies have led to a

reduced representation of black and Latino students in CUNY’s most competitive colleges (see “At CUNY, Stricter Admissions Bring Ethnic Shift,” *The New York Times*, May 22, 2012, at tinyurl.com/CUNY-CSS-NYT).

In fact, things have gotten so bad that, as an October 21 letter to the *Times*’s editors pointed wrote: “In 2011, the percentage of black freshmen at Baruch College (6%) was lower than that of Harvard University (7%), despite the fact that an overwhelming share of CUNY students come from predominantly black and Latino public high schools.” [See tinyurl.com/CUNY-CSS-NYT-letter.]

OUT OF STEP

Given its focus on “higher standards,” it is also curious to read what the *Times* article on the chancellor’s resignation has to say about the raging controversy over Pathways, the new CUNY-wide general education requirements that Goldstein and his Board of Trustees are trying to impose against the objections of the most appropriate people to make decisions on curriculum, namely faculty and their elected governance bodies. The *Times* article uncritically accepts CUNY’s stated rationale for Pathways, which is to “make it easier to transfer credits from one CUNY college to another.”

This rationale has by now been thoroughly debunked by the research of a number of CUNY faculty, who have demonstrated that CUNY’s claims regarding Pathways were based on faulty research that overstated and oversimplified transfer problems within the CUNY system. Its rationale debunked, CUNY pivoted to a claim that Pathways was less about transfer and more about student choice. Such a claim seems even more absurd, given the fact that, before Pathways, students interested in CUNY could choose

between the different CUNY colleges’ general education programs. If and when Pathways is implemented, students interested in CUNY will have to take a Pathways-based general education, no matter what college they end up attending.

The main problem with Pathways, however, is the fact that it reduces academic standards, rather than raising them. At a time when, even before they enter college, American students’ performance in math and science lags behind that of their peers in other advanced countries (see “US Students Still Lag Globally in Math and Science, Tests Show,” *The New York Times*, Dec. 11, 2012, tinyurl.com/US-lags-math-science), Pathways will reduce the exposure to math, science and labs of students who pursue non-technical degrees. At a time when the world is going through its deepest socioeconomic crisis since the Great Depression, Pathways will make it possible for many students to graduate from college without any exposure to social science. At a time when cultural contact is at an all-time high and bound to continue increasing, Pathways will reduce the exposure that students in many of CUNY’s colleges will have to foreign languages.

This is why most CUNY faculty (as well as thousands of faculty from across the country who have signed a national petition against Pathways) are opposed to Pathways. Faced with faculty opposition, CUNY has relied on intimidation to push the new curriculum toward implementation. As the *Times* has reported in the past, in the most egregious case the administration at Queensborough Community College threatened faculty members’ jobs when they voted against the Pathways-prescribed three-hour composition courses that reduced the time students had to spend in class with their composition professors

(see “College English Dept. Fights Class-Time Cuts,” *The New York Times*, Sept. 18, 2012, tinyurl.com/QCC-NYT). Anyone who has taught at CUNY knows that many of our students, including – but not only – the ones who are non-native speakers of English, need all the help they can get with their writing. So pushing for these three-unit courses is antithetical to truly raising the quality of CUNY students’ education, as are all the other changes mentioned above.

Apart from Pathways’ assault on the quality of a CUNY education, the administration’s reliance on intimidation has understandably poisoned the climate – leading, as a CUNY faculty member quoted in the article correctly points out, to “the worst morale since the fiscal crisis of the 1970s.” Since, apart from the students themselves, the most valuable resource of any university are the faculty, there is no greater indictment of the Chancellor’s leadership than the effect of the Pathways initiative on faculty morale.

ASK THE FACULTY

Yet this effect should not be mistaken for fatalism. Although the Chancellor has long sought to cultivate a sense of inevitability about Pathways, faculty throughout the CUNY system continue to speak up and organize against it. Faculty know that the Pathways project is rife with problems, and they are not about to be silent. At CUNY today, it is the faculty who are determined to defend CUNY’s academic standards against the Chancellor’s determination to water them down.

Costas Panayotakis is Associate Professor of Sociology at CUNY’s New York City College of Technology and the author of Remaking Scarcity: From Capitalist Inefficiency to Economic Democracy (Pluto Press). Another version of this article was originally published at the NYTimes eXaminer (tinyurl.com/CUNYstandards).

What ‘high standards’ are – & aren’t

Meeting the mayoral candidates



Leslie deGiery, a CLIP teacher at Bronx Community College, asks a question during an April 23 mayoral candidates’ forum hosted by the PSC. The forum, held at the Hunter School of Social Work in East Harlem, drew an

overflow crowd of more than 200 people, who heard from mayoral candidates John Liu and Bill Thompson. The PSC has not endorsed any mayoral candidate to date.

CALENDAR

FRIDAY, MAY 3 / 4:00 pm: Join us for a First Friday Adjunct Meeting for open discussions about issues affecting part-timers, particularly adjuncts, graduate employees, CLIP and other Continuing Education teachers. PSC, 61 Broadway, 16th floor.

MONDAY, MAY 6 / 1:00-3:00 pm: Retirees Chapter Meeting with discussion on the topic: “The Immigration Reform Agenda and Its Implications for New York City.” PSC Union Hall, 61 Broadway, 16th floor.

TUESDAY, MAY 7 / 6:30-8:30 pm: CLT Chapter General Meeting. PSC Coordinator of Pension & Health Benefits Jared Hirst and Director of Contract Administration Debra Bergen will present important information for members. PSC, 61 Broadway, 15th floor.

FRIDAY, MAY 10 / 6:00 pm: Labor Goes to the Movies continues its “Contesting Islamophobia” series with the 1997 film *My Son the Fanatic*, directed by Udayan Prasad, about a Pakistani taxi driver in a small British town who must confront flaring hatreds, his own bleak prospects, and his son Farid’s burgeoning fundamentalism. PSC Union Hall, 61 Broadway, 16th Floor. For more information, contact Sarah Hughes at shughes@pscmail.org or 212-354-1252.

BIG BUCKS, LITTLE BANG

CUNYfirst, users last

By DAVID ARNOW

Every once in a while I get a question, either privately or in a department meeting, regarding CUNYfirst. Here is what I know of CUNYfirst, based on a few years of working with the project as a “training liaison” (which is a fancy term for room-scheduler).

1. The idea of CUNYfirst is a good one: to have a unified, integrated “enterprise”-scale system that encompasses all university/campus business processes. Such a system could, in principle at least, have saved a lot of expenditure on maintaining dozens of disparate, redundant, barely cooperating third-party systems. Such a system could have offered information access that would have benefited the administration, the staff, the faculty and the students.

2. However, CUNY Central's motives in pursuing CUNYfirst were dominated by an agenda that is quite apart from such benefits. Rather, CUNY Central sought absolute control over all college activity, including curriculum. For example, whoever controls the catalog, the bulletin, the transcripts and the apparatus in general effectively controls curriculum. CUNYfirst will be part of the arsenal by which CUNY Central shoves Pathways down our throat. CUNY Central also sought the knowledge of, and therefore access to, any discretionary funds that the colleges may have.

3. The negotiations that were the run-up to the purchase of CUNYfirst were a travesty. The project required an expenditure of up to a billion dollars to do it right. CUNY Central offered far less. All but one of the bidders dropped out as a result: the project could not be done properly with what CUNY offered. Oracle-PeopleSoft did not drop out. However, they warned CUNY that for that level of funding, they could not, would not *customize* – they would only *configure*.

CUNY Central was so eager to have a centralized MIS [management information system] tool to use for its own centralizing, corporatizing agenda, that it totally ignored the implications of the Oracle “configure-only” limitation: business processes would have to be made to fit Oracle, not vice-versa. Capabilities that we now have will vanish. The staff, the faculty, the students would just have to “adjust” (the non-technical term being “suck it up”).

4. No large computer system is perfect, and there are trade-offs that come with each decision. CUNY could have addressed the challenge of having limited funds by narrowing the scope of the project somewhat. That might have made it possible to consider the widely used and highly regarded Banner system currently provided by Ellucian. Banner was developed for university environments

from the start, so costly customization would have been less necessary. However, CUNY limited its own options because of its obsession with an all-encompassing, centralized system. In any case, Banner is not the only academic-oriented ERP [enterprise resource planning] system; there are others.

5. People knowledgeable about CUNYfirst say that about \$600 million dollars has been spent so far – on a system that makes things worse. The actual cost far exceeds the \$600 million dollars that goes to Oracle. Because processes are now much more inefficient, more people have to be hired to do tasks that were formerly automated or more burdens are placed on HEOs, clericals and even administrators on the executive plan.

Unknown and unseen to most faculty has been the toll that this takes on HEOs and to some extent clerical workers – the people who actually make the university run. (No, professor colleagues, you are important but you do *not* make the university run – though that is another discussion.)

HEOs have been forced to put in all sorts of extra hours – and too often have not received compensation. Some of this work is transitional, but some of it is systemic.

6. CUNYfirst does work. It just works badly.

- The interface technology is laughable: it has the appearance of an early-'90s update of 3270 bi-synch technology. Web 2.0? Ha. Not even web 1.0.

- The security model is totally inappropriate for CUNY: we will have work-study students performing tasks that require vast permissions, thus allowing them to access data of other students. When I log in to my faculty account, I am able to get names, birth dates and the last 4 digits of Social Security numbers of hundreds of students whom I have nothing to do with, who are not in my classes, my discipline or my college.

- HR has had to struggle with the “problem” of an individual being a grad student enrolled in one campus, serving as an instructor at another campus and having a part-time office job in a third. GM and Apple don't work that way. But CUNY does.

- Because CUNY wouldn't pay for customization, we had to renumber our courses.

This is just one of many changes less visible to faculty that CUNYfirst has forced.

7. Consider the simple task of a professor logging in to see the current roster of a course. It takes no fewer than five mouse clicks after logging in (never mind that the login process is disrupted by website security certificate problems – temporary, one hopes, but emblematic of IT incompetence). In the old Brooklyn College portal, only two clicks were required. This seems like a small thing, and for faculty there really are no consequences. But for HEOs and clericals who spend all day clicking and entering, increasing the number of user actions by a factor of 250% *will* have an impact.

And it gets worse. There are clicks and

tive users. For example: I log in. The system “knows” that I am a professor. Why then am I confronted with a dozen links, half of which have no relevance to my role? The links themselves are confusing. I'm searching for my class roster. Why would I expect that functionality to be found in “Self Service” rather than “Records and Enrollment” or “Campus Community” or “Reporting Tools” or “People Tools” or “CUNY”? If I click on “CUNY” I see it has a subsection “Campus Solutions” – wouldn't that be a place to find rosters? After a while, you do find what you are looking for. (Hint: when you open up “Faculty Center” don't be so foolish as to excitedly click “Class Roster” – you must first click “My Schedule” and then find the unlabeled graphical icon that looks like three upper torsos, and click that.) Thus, CUNYfirst is a fabulous online version of the *Where's Waldo?* books.

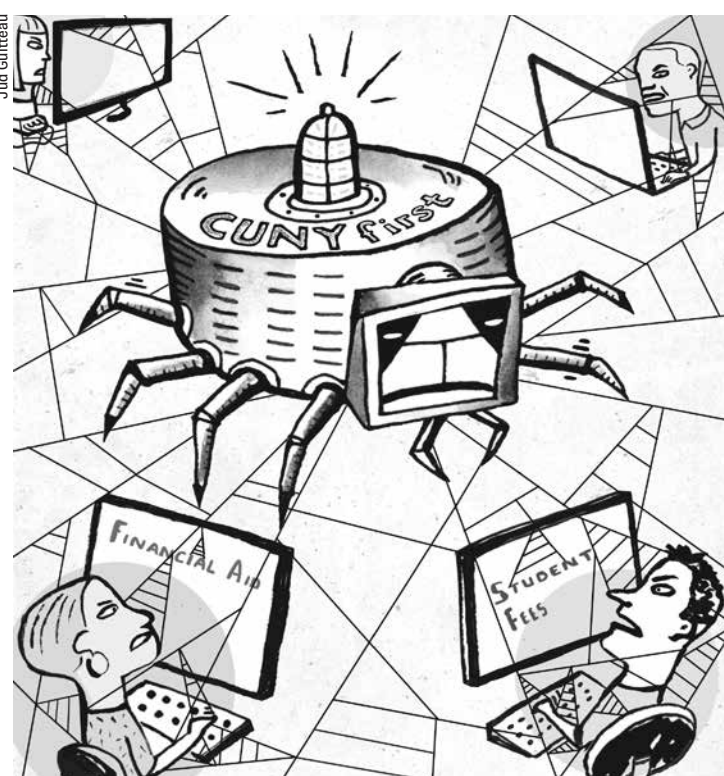
8. We at Brooklyn College (and other “Wave 3” campuses) *will* adjust. I know people in other schools (in earlier “waves”) who have. We will suffer more than they have because Brooklyn College has had the best add-on systems (for scheduling, grade reporting, etc.) of the university. Many of these will now go away.

9. HEOs say the system is frequently down, and for prolonged periods of time, which requires the double-work of writing information down on paper, again and again, to be entered later in the computer. These problems will hopefully be resolved over time – but right now we can only hope.

10. I witnessed and participated in some of the early end-user testing. That's the phase of the testing process where all the basic elements of a system are supposed to be working, and the goal is to identify potential anomalies resulting from complex sequences of real user activity, activity determined by the customer. Instead, we followed a test script provided by the vendor. We never got to “anomalies resulting from

complex sequences”: the system failed on the most trivial actions. As it failed multiple times, an engineer from Oracle would run to the next room to adjust something and then we testers would retry. This was a totally inappropriate methodology and in complete violation of long-standing software development practice. I've heard, though, that they've improved this process somewhat.

11. As CUNYfirst extends its reach across the University, the thing to keep in mind is that no matter how bad CUNYfirst is for YOU, CUNYfirst is a success for CUNY Central – see point #2.



there are clicks. Brooklyn College clicks (from my off-campus, off-CUNY computer) typically take under two seconds. CUNYfirst clicks require four or more seconds. The total time it takes me to log in to Brooklyn College, and get my roster displayed is 20 seconds. For CUNYfirst it is 80 seconds. Again: I'm a professor and who the hell cares whether it takes me another 60 seconds to get a roster? But HEOs and clericals use this all day long: a system that is at least four times slower than it ought to be.

And this is not all. The user interface is an affront to common sense and guarantees a need for extensive training for administra-

‘A system that makes things worse’

Clarion MAY 2013

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What's your experience with CUNYfirst?

What's your experience with CUNYfirst? We'd like to hear about it. Letters to the editor can be sent to phogness@psccmail.org. Please remember that our length limit for letters is 200 words.

David Arnow is a professor of computer and information science at Brooklyn College.

PATHWAYS REFERENDUM

Making our voices heard

By **BARBARA BOWEN**
PSC President

If you are a full-time faculty member at CUNY, you will soon receive a ballot in the mail; it is your chance to vote on a motion of No Confidence in Pathways.

For the past two years, with other PSC officers and faculty governance leaders, I have had hundreds of conversations and received close to a thousand messages about Pathways. Not one has voiced support. I have never heard such broad agreement on any subject at CUNY. We hear from every corner of the University, every discipline and college how much harm Pathways will do to the quality of a CUNY education – whether because of its restriction on certain subjects or its slapdash implementation. One professor called Pathways the greatest moral crisis she had seen in 35 years at CUNY.

Faculty are angered by the tactics that have been used to try to force its adoption. CUNY faculty and professional staff have registered again and again that Pathways should not be implemented as it now stands. Yet we still hear the CUNY administration proclaim that Pathways has the faculty's support. We know that it is not true, and we need to demonstrate that in a way that is irrefutable.

A STRONG STAND

The No Confidence referendum on Pathways is an opportunity to send an unequivocal message at precisely the moment CUNY will have a new administration. CUNY is about to have a new interim chancellor, to be followed by a new chancellor and several new trustees. The No Confidence vote is a chance to let them know in no uncertain terms that the curriculum CUNY seeks to impose is strongly

opposed by the faculty – by those who do the work of teaching at City University. A clear No Confidence statement would come at a strategic time.

We are calling for Pathways to be rethought, for CUNY's new administration to pause and avoid the self-inflicted problems that will multiply if it is imposed in the fall.

This forcibly redesigned curriculum is against the best interests of the students. Its development and implementation deprofessionalize the faculty, taking decisions out of the hands of those who have spent our lives gaining the expertise to make the fundamental decision on what to teach. Pathways imports the worst parts of the K-12 "reforms" to CUNY.

SECRET BALLOT

College governance bodies have passed more than a hundred resolutions of opposition – that alone should have been enough. In meetings, letters, and petitions, we have registered our position. Yet there has been a stubborn perversion of the truth about faculty support. A vote will make things clear.

And the vote has to be by secret ballot because of the brute-force tactics that administrators have used as they try to put Pathways in place. Because of the level of intimidation felt in almost every department, many people have not felt free to vote their conscience on Pathways. That's

A clear statement of "no-confidence"

I HAVE NO CONFIDENCE IN PATHWAYS

I'm a litigator and educator who has spent decades fighting for racial and economic justice. I teach at CUNY because I believe in its mission: to educate the "whole people" of New York.

CUNY's mission demands high academic standards. That's why I join my colleagues in opposing Pathways, CUNY's new core curriculum, which sacrifices rigor to cut costs. Pathways means less time in writing classes, reduced foreign language study, and basic science classes without lab work. It's a hollowed-out version of the education more privileged students receive.

Listen to the faculty, CUNY:

Posters like this one are popping up around CUNY.

why it's important that there be a well-regulated, secret-ballot vote. Sadly, we need anonymity to be able to vote without fear of retribution. I sat next to an untenured faculty member at a college governance meeting who whispered to me throughout the meeting about how sickened he was by the academic quality of Pathways. "So you're voting against approval of the

courses?" I asked. His answer was "No, I can't risk it."

That is an appalling statement on the atmosphere of coercion at CUNY. Anyone who recognizes their own feelings in that description should take part in this vote. The vote allows us to speak out, and allows the result to be unquestionable.

Adjunct faculty and professional staff at CUNY have also been outspoken against Pathways and the betrayal of CUNY's mission and standards it represents. The referendum is limited to full-time faculty, however, because of the full-time faculty's role in the formulation and oversight of curriculum. It is that role that has been consistently violated by the CUNY administration and that group that must correct the misrepresentation of its position. If you are not a full-time faculty member, you can still make your voice heard as an organizer, by speaking to your full-time colleagues and reminding them to take part.

A CRITICAL MOMENT

If you are part of CUNY's full-time faculty, we are counting on you to vote. Do not think that because you have already voted

in your academic senate or spoken out in your department that you do not have to vote. Courageous as those votes have been, they have also been largely ignored by the central administration. An overwhelming referendum vote cannot be ignored. It sets the stage for the new CUNY administration.

I know – because I have listened to you – that the CUNY faculty has no confidence in Pathways. Don't miss the chance to make that clear.

Continue the fight against Pathways

By **GERALD MEYER**
Hostos Community College

Our fight against Pathways continues. The closer Hostos (and the University as a whole) gets to the implementation of Pathways, the greater has become the opposition to this meretricious overhaul of the largest urban university in the nation. Under the guise of concern for our students, the Board will foist on the University a hodgepodge of courses and requirements that have no resemblance to a coherent, truly transferable degree program. Pathways will produce liberal arts degrees without study of history, without a second language, without laboratory experience. I ask those who [voice] support [for] Pathways, or who do not yet oppose it: "Would you send *your* children to a college whose academic program resembled Pathways?"

Pathways is especially dangerous to community colleges. It ignores the mission of community colleges to provide access and support to students not yet ready for the senior colleges. While providing a "pathway"

to early transfer out of the community colleges for the better-prepared students, Pathways has stripped away additional class hours for students requiring developmental work. Pathways will cause the community colleges to empty out, not with graduates, but with transferees and dropouts. The full transfer function of the community colleges is being replaced by the promotion of training for narrowly defined occupations whose prospects are, at best, speculative.

THE WRONG PATH

Pathways (like the lamentable CUNY-first) is a business model, not an academic model. Where in Pathways is there any sense of education for citizenship? For equal standing of all? For the sharing of a common core not only of skills, but of knowledge? There are some truly objectionable assumptions embedded in Pathways – for example, that our students are disinterested or underserving of educational options.

CUNY students deserve a transferable

degree. They also need a degree that articulates widely and provides access to masters and doctoral programs. Yet last year when members of the Council of Faculty Governance Leaders told Chancellor Matthew Goldstein that Pathways science courses would not be transferable to many colleges outside of CUNY, his response was that the inability of these courses to transfer was perhaps not such a bad thing, since it would discourage these students from leaving CUNY.

Pathways will create an academic ghetto separating CUNY from SUNY and private colleges. While taking to heart our responsibility to ensure our students the smoothest path to graduation, we must defend their right to a quality education that will have full standing at other colleges.

"Transfer" has always been a pretext for a master plan to curtail faculty authority over curriculum and effectively end faculty governance. Hostos Community College recently labored through a two-year accreditation-renewal process, based on many,

many hours of inquiry and discussion from faculty, professional staff and administration. The recommendations/outcomes of this onerous-yet-fruitful process bear no resemblance whatsoever to the contorted profile of Pathways. So a vast amount of honest work in the accreditation process leading to a more effective community college is being replaced by an educational Walmart.

STAND FOR CHANGE

We are all college graduates. We have a union contract, many of us have tenure; most critical of all, we have our professional integrity and consciences. I have faith (a faith based on experience and reason) that the contradictions of Pathways will become ever more apparent as Pathways becomes manifest, and that the clearly stated opposition of faculty will ultimately force a change. In the interim, a botched process is replacing the enthusiasm of innovation; enhanced collegiality forged by collaboration is being replaced with damaged relationships and compromised governance. It is our obligation to speak the truth and, by joining with others, to oppose, modify and ultimately reverse Pathways.

Our students, our responsibility



15-MINUTE ACTIVIST

Vote 'No' on Pathways

For the past two years, the CUNY administration has claimed that faculty overwhelmingly back Pathways, even as it has ignored elected faculty governance bodies across the University. Now, we have a chance to make our voices collectively heard in a no-confidence vote on Pathways that the PSC has organized through the American Arbitration

Association. Ballots will be sent to full-time faculty in early May and can be cast between May 9 and 31. You can vote in any of three ways: by mail, by phone, or online. Those voting by phone or online will use security codes included in the ballot mailing. Don't leave campus at the end of the semester without recording your opposition to Pathways!

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NEWS

Clarion | May 2013

Women's studies rising at CCNY

By JOHN TARLETON

From the moment her women's studies classes begin, adjunct lecturer Patti Ackerman presides over a rolling, 75-minute series of discussions and debates that challenge her students to think about gender and its relationship to other issues such as race and class.

● How should women and men respond when a popular Hip-Hop artist writes lyrics that appear to glorify date rape?

● Can Margaret Thatcher be seen as a positive role model for women?

● When former supporters of environmental activist-turned-entrepreneur Majora Carter slammed her in *The New York Times* as an opportunist for her role in a controversial South Bronx land deal, was Carter being held to a different standard than men in similar positions who try to get ahead?

CRITIQUE, PLAN, DREAM

Questions like these came up in rapid-fire succession during a pair of her morning classes in April. Addressing the latter question, Dibett Lopez, a senior English major, described Carter as an unfairly maligned hero as she read from a letter she wrote to Carter for a class assignment. Ennyella Gutierrez, a freshman English major, countered, reading from her letter urging Carter, a South Bronx native, not to forget her roots or sell out to corporate interests moving into her old neighborhood. The class applauded both women, swayed first one way, then the other as the debate unfolded.

"This is the only class I have with so much dialogue and so many disagreements," said Naajidah Correll, a sophomore majoring in English and film. "I talk about the conversations we had in class later on the subway, at dinner and on Facebook. Before I know it, everybody is talking about my class."

"I love this community of students. They are ready to deal with other complex questions of identity as well as gender," Ackerman said.

Adjunct leads program, inspires students



CCNY adjunct lecturer Patti Ackerman shares a laugh after her class with sophomore Naajidah Correll.

That community may soon be expanding. CCNY's Women's Studies Program, which Ackerman has headed since last fall, currently offers an interdisciplinary undergraduate minor. Now, with the encouragement of the CCNY administration and college's Division of Social Sciences, Ackerman is working on a proposal to expand the program so that students could also major in women's studies at City College.

NEW WOMEN'S CENTER

Under Ackerman's leadership, the women's studies program has stepped up its public activities. In November and early December, it

organized eight events on ending violence against women – an initiative made more urgent, she said, by the fact that that one in four women will be raped during their years in college. Female students at City College, some of them women's studies minors, are also starting a women's center.

"Women students need a place to analyze, process, critique, plan and dream," said Ackerman, 55, who is pursuing a political science PhD at the CUNY Graduate Center.

Ackerman's PhD dissertation focuses on aspects of international relations through a feminist lens. In addition to her work at CCNY and

her doctoral studies, Ackerman is a senior trainer at the Women Peacemakers Program, based in the Netherlands, and has been the United Nations representative for the Fellowship of Reconciliation for the past five years.

Ackerman collaborated with City College to bring students to give presentations on March 9 during the civil society portion of the annual meetings held by the UN Commission on the Status of Women (CSW).

"Women do so much to hold up civilization," commented Ackerman. "Their rights are human rights."

The CSW's theme this year has been "Ending Violence Against Women." Three of Ackerman's students from a course she taught last fall ("Women, War and Peace") developed papers they wrote for the class into PowerPoint presentations on topics like the wave of unsolved killings of women in Ciudad Juárez and elsewhere in Mexico, or the wholesale use of rape by rival forces in the long-running civil war in Congo. Ackerman met with the students weekly during the month before their UN visit to help them prepare.

UNITED NATIONS VISIT

For her students, speaking in front of a packed room in a UN-sponsored conference was a unique experience. Nancy Romero, who gave a presentation on femicide in Mexico, said, "the best part was people saying they got something out of that they didn't know before."

Ackerman's classes are themselves a mini-United Nations composed of students from many cultures looking to explore gender-related themes. In her teaching, she emphasizes intersectionality, a concept that describes how systems of oppression (sexism, racism, classism, homophobia, xenophobia, etc.) cannot be examined separately from each other.

"You can't look at a problem without seeing it from many perspectives," Ackerman said.

While most of her students are women, they also include some men who are interested in questioning traditional gender roles. Next year, Ackerman hopes to teach a class on "masculinities," which she says will look to "understand, unpack and transform the violent roles that men are not enjoying either."

A women's studies major at CCNY, Ackerman says, will allow more students to explore such questions, from their impact on students' personal lives to conflicts halfway around the world.

Pat Arrow