

Clarion

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JUNE 2013



YOUR HEALTH Stress on the job

A PSC health & safety pioneer on new hazards at work

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92%

In a referendum on Pathways, the CUNY administration's overhaul of general education, 92% voted "no confidence" in the new curriculum. More than 60% of 7,202 eligible voters took part in the referendum among full-time faculty, which was conducted by the American Arbitration Association at the request of the PSC. There were 3,996 votes supporting a statement of no confidence;

323 votes against; and three voided ballots. An absolute majority of CUNY's full-time faculty has thus expressed its lack of confidence in the administration's new curriculum, which is scheduled to go into effect this Fall. "The vote is a stunning rebuke to the Pathways curriculum and the coercive measures used to impose it," said PSC President Barbara Bowen. **PAGES 6-7**

J.P. MORGAN

Chancellors & corporations

On January 1, Chancellor Goldstein became chairman of the board of the J.P. Morgan Funds. How much corporate involvement is too much?

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BENEFITS

Adjuncts and unemployment

When adjuncts are jobless in the summer months, they can face obstacles in collecting unemployment benefits. Here's what you need to know.

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CUNYfirst

Union members tell their tales

In May, *Clarion* asked our readers to tell us about their experiences with CUNYfirst. See inside to read some of what they had to say.

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NEW OPTION

Phasing in your retirement

Participants in TIAA-CREF and similar retirement plans at CUNY now have a new retirement option: phased retirement. Find out if it's right for you.

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LETTERS TO THE EDITOR

WRITE TO: CLARION/PSC, 61 BROADWAY, 15TH FLOOR, NEW YORK, NY 10006.
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Library faculty vs. Pathways

● The members of the PSC Library Faculty Committee have “no confidence” in Pathways. We believe that faculty governance, especially the faculty’s historical role in deciding curriculum, was subverted by the process in which Pathways was designed and imposed. Moreover, we believe the Pathways structure does not foster robust, inquiry-based learning and reduces the opportunities for students to receive classroom instruction from librarians.

Jill Cirasella, John Drobnicki, Lisa Ellis, Robert Farrell, William Gargan, Mariana Regalado, Sharon Swacker, Tess Tobin, Elizabeth Tompkins
for the PSC Library Faculty Committee

Referendum structure criticized

● Expediency is the mother of oppression and discontent. The union leadership’s decision not to allow the adjuncts who teach more than 50% of the courses at CUNY to participate in the Pathways referendum blatantly shows their support of the two-tier system which they profess to abhor. We pay union dues and yet are denied a basic right of membership: the vote on issues that impact us such as curriculum. “No taxation without representation.” Revolutions happen.

Howard Pflanzner
Bronx Community College

PSC President Barbara Bowen responds: *The two-tier labor system remains the most intractable and destructive issue in higher education. I can understand why adjuncts, especially those whose primary employment is at CUNY, would feel stung when the union conducts a referendum in which they are not included. When so much of an adjunct’s daily experience at CUNY is about exclusion – from job security, reasonable pay, office space, even respect – being excluded from a union vote could be especially hurtful.*

But the deeply ingrained two-tier labor system could not, of course, be dismantled by the inclusion of adjuncts in this vote. The union is working incrementally toward that end, most immediately by securing adjunct health insurance, but it will take a massive economic and political reform to accomplish it.

The referendum was a tactic, not a “basic right of membership.” Adjuncts have the right to participate in leadership elections and contract ratification votes, just as full-timers do. The referendum was limited to full-time faculty because it is full-time faculty who have a statutory role in the development of curriculum – a role that has been usurped by the Pathways process – and full-time faculty whose views of Pathways have been consistently

misrepresented by the CUNY administration. The union’s elected delegates discussed the issue at length and voted overwhelmingly to affirm the design of the referendum (see page 7).

Many adjuncts worked their hearts out in support of the referendum, as did many full-timers in support of adjunct health insurance. That kind of solidarity holds the most promise for overturning the two-tier system.

Further thoughts on CUNYfirst

● I’m glad to see PSC members’ very active discussion on CUNYfirst (see pages 10-11) that’s followed *Clarion’s* publication of my op-ed “CUNYfirst, Users Last” (May 2013) on this new computer system. I’m writing to add a couple of further comments:

(1) Enterprise resource planning systems (ERPs) like CUNYfirst are massive software systems that integrate the data flow of all business functions (inventory, sales, accounts payable and receivable, human resources, etc.) across an enterprise. These systems began to make their appearance in the corporate world of the 1980s. In the 1990s, ERPs created efficiencies that helped fuel the leaps in profitability in companies such as Apple,

McDonalds, Philips and others, and constituted an essential tool for exploiting the business opportunities made available by globalization. As the new century dawned, and with it the corporate model of the university, it was perhaps inevitable that university chancelleries would become interested in ERPs. But CUNY’s use of a business-oriented ERP, without customization for the different needs of an academic environment, has obviously created severe problems.

(2) In my article, I referred to my own very limited duties as a “training liaison” for CUNYfirst. But every campus has its own training liaison, and I know directly that many or most have far greater responsibilities than mine: they actively recruit trainers, do training themselves and are much more involved in the CUNYfirst rollout than I was. Typically, they are asked to do this without reduction of their other duties, i.e., the usual HEO raw deal. By not making this clear, I unintentionally did those folks an injustice.

David Arnow
Brooklyn College

CUNY & Italian Americans

● It may come as a surprise to many readers that Italian Americans are designated “an affirmative ac-

tion category for this University [CUNY] in addition to those categorized under existing Federal statutes and regulations....” This directive, issued by then Chancellor Robert Kibbee in 1976, has been reaffirmed by subsequent chancellors and confirmed in federal court. CUNY’s failure to hire adequate numbers of people of color or women in professional positions is compounded by histories of ethnic discrimination against Italian Americans and others.

This lingering issue was the topic of a March 27 conference “Italian Americans and Discrimination in Higher Education” held at St. John’s University. Ironically, the conference was not sponsored by the John D. Calandra Italian American Institute – a CUNY chartered institute designated, in part, to ensure CUNY’s compliance with antidiscriminatory mandates. The March conference at St. John’s was, instead, sponsored by the American Association of Affirmative Action and other organizations not affiliated with CUNY.

Both the Calandra Institute and CUNY’s Italian American Faculty and Staff Council (IAFSC) have remained silent despite repeated calls from many faculty and staff for a CUNY-wide conference to report and disseminate the apparent quagmire status of Italian Americans at CUNY. This conspicuous lack of action only reinforces the “invisible minority” status of Italian Americans at CUNY, as documented by Dr. Francis Elmi’s seminal 1996 study.

Mario Caruso
Queens College

Into the streets



Thousands of trade unionists, immigrants, occupiers and others marked May Day this year with a rally and march from Union Square to City Hall. The PSC contingent included Lolly Mclver (left), a former faculty member in ESL at BMCC and Medgar Evers College, and her husband Jim Perlstein (right), co-chair of the PSC Solidarity Committee. Participants in the march called for passage of a just and comprehensive immigration reform in Congress, an end to the politics of austerity and for the City of New York to negotiate in good faith with its municipal unions, all of which are currently working without a contract.

‘General’ education at CUNY

By JOHN TARLETON

The end of Spring semester seemed to be the “season of the generals” at CUNY. At Baruch, retired General Wesley Clark received an honorary degree and was a featured speaker at the college’s May 30 commencement ceremonies. A month earlier, on April 29, the Board of Trustees renamed City College’s Division of Social Sciences as the Colin Powell School for Civic and Global Leadership. And on April 23, CUNY announced the appointment of a visiting professor of public policy at Macaulay Honors College: retired four-star General David Petraeus, former top commander of US forces fighting in Iraq and Afghanistan and former head of the Central Intelligence Agency.

At Macaulay, Petraeus will lead a Fall 2013 seminar “examining the developments that could position the United States – and its North American partners – to lead the world out of the current global economic slowdown,” focusing on energy, advanced manufacturing, life sciences and information technology. The course will be limited to 16 students who must complete an application with faculty recommendations and be vetted by a selection committee. Petraeus will be simultaneously teaching part-time at the

University of Southern California. He has also just been hired by private equity giant KKR, where he will chair an internal institute focused on public policy and investments in emerging markets.

“CUNY is profoundly honored to welcome Dr. Petraeus to our academic community,” said outgoing Chancellor Matthew Goldstein. “Our students will have a unique opportunity to learn about public policy firsthand from a distinguished leader with extraordinary experience and expertise in international security issues, intelligence matters and nation-building.”

Petraeus’s appointment at Macaulay sparked a different reaction among other members of the CUNY community: a petition calling for Petraeus’s appointment to be rescinded quickly garnered hundreds of signatures. “He was integrally involved in an illegal war and occupation that killed hundreds of thousands of people, inflamed sectarian conflict, and left a country in ruins,” said Mike Stivers, a junior philosophy major at Macaulay who was among those signing the petition. A March report by the BBC Arabic and the *Guardian* newspaper tied Petraeus and two of his top advisors to local paramilitaries that

tortured thousands of their fellow Iraqis in US-funded detention centers. “[CUNY] is blinded to the fact that this guy has been accused of war crimes,” said Stivers.

Glenn Petersen, chair of the department of sociology and anthropology at Baruch, noted that while commanding US forces in Iraq and then Afghanistan, Petraeus incorporated anthropologists into military Human Terrain Teams that closely studied local populations in order to more effectively carry out counter-insurgency efforts. This approach was envisioned in *The US Army / Marine Corps Counterinsurgency Field Manual* (University of Chicago Press, 2007), for which Petraeus was a lead author. The tactic has been sharply criticized by many anthropologists as a violation of academic ethics that endangers independent anthropologists working in the field.

Petersen, a Vietnam veteran, said he was troubled by the lack of public discussion at CUNY before Petraeus was hired, which would have allowed for broader consideration of the ethical and practical issues raised by the appointment. “To just appoint people because they are seen as prestigious is counter-productive,” Petersen said.

Petraeus’s appointment as visiting prof ignites controversy.

CUNY's interim chancellor

By JOHN TARLETON

As Graduate Center President William Kelly prepares to become CUNY's Interim Chancellor on July 1, his departure from the GC has spurred a mix of responses from faculty and students there.

Kelly is widely praised as an effective institutional leader who has brought new resources to the GC and boosted its visibility, and as a likable administrator who is conversant with faculty members' published work. But others are more critical of the GC's direction, and many caution that in his new job, Kelly is unlikely to chart a different course from his predecessor's.

A specialist in American literature who has written a book on the work of Fenimore Cooper, Kelly served on the Queens College faculty from 1976 to 1998, and was appointed to the faculty of the Graduate Center's doctoral program in English in 1986. He became provost of the GC in 1998 and president in 2005.

"He's gotten great people here," said David Nasaw, a distinguished professor of history who characterized the new GC hires as "strikingly diverse." Under Kelly, he said, the Graduate Center has become "far more vibrant than it's ever been." Job applicants, he said, "are blown away to have met an administrator who has read their work and can talk with them about it."

Zoltán Glück, co-coordinator for The Adjunct Project of the Students' Doctoral Council, criticized Kelly's support for CUNY's Pathways curriculum (see page 7). "He and Matthew Goldstein have different styles of operating, but the ideology is fundamentally the same," said Glück, arguing that the two share a neoliberal view of higher education.

PATHWAYS

Kelly is chair of the CUNY Pathways Transfer Majors Committees, and wrote an op-ed for *The New York Post* last March that strongly defended the Pathways project. "I have been in favor of Pathways long before there was a Pathways," Kelly said at a May 7 town hall meeting at the GC, two weeks after he was tapped to replace Chancellor Goldstein. He insisted that Pathways would provide a solution to the problems of credit transfer between community and senior colleges, a claim that has been disputed by faculty (see "UFS-PSC Working Group Examines Data on Transfer Problems," December 2012 *Clarion*). Pathways "can be improved and tweaked," Kelly said at the May 7 meeting – but since review of the program is provided for in the Board of Trustees Pathways resolution, he said, there is no reason for CUNY to slow down its implementation.

"He's far more articulate than Goldstein or any of the others [at the CUNY Central Office]," said Sultan Catto, a professor of physics and a former executive officer of the GC's

Kelly slated to take over on July 1



Bill Kelly will take over as CUNY's interim chancellor on July 1, following an eight-year stint as president of the Graduate Center.

physics program. "He will be forced to look at Pathways, but I'm not hopeful about what will happen."

Many interviewed at the GC noted Kelly's political skills, with one faculty member comparing him to Bill Clinton: smart, charming and able to make people feel he sympathizes with their concerns – even if he rejects their policy views. Those skills will be put to the test on Pathways, which is deeply unpopular at CUNY.

Kelly leaves the Graduate Center with a reservoir of goodwill among its faculty for changes he has overseen in the past decade and a half – some of which were the focus of union organizing campaigns. Most often mentioned is greater support for doctoral students in the form of tuition remission, increased stipends and the provision of health insurance. Overall, Distinguished Professor of Psychology Michelle Fine calls the increase in support "nothing short of miraculous."

"Now, [doctoral students] have more time to devote to their studies and their dissertation writing," says Distinguished Professor of Sociology Frances Fox Piven. "This is absolutely essential for their academic training."

COOPERATION & CONFLICT

The PSC has seen both cooperation and conflict with Kelly during his years as GC president. On tuition remission, they worked toward the same goal: the PSC had made the issue a priority in contract negotiations, and negotiated the initial seed money as part of the union's

2002 contract settlement. The PSC also organized lobbying days in Albany, in which doctoral students and faculty pressed the Legislature to give CUNY graduate students the same support as their SUNY counterparts.

The PSC "was enormously important in changing the conversation on tuition remission," Kelly told *Clarion* in 2003.

Pathways will present key test in new role.

When the union and the Doctoral Student Council (DSC) demanded that New York State provide CUNY grad students with the same health insurance coverage as those at SUNY,

however, Kelly was slower to offer public support. A PSC-DSC protest scheduled outside the GC in March 2008 finally prompted Kelly and Chancellor Goldstein to write to legislators in Albany to request funding for the change.

In the past year, Kelly has announced a plan to significantly restructure the Graduate Center, with what he has called a "carrot-and-stick" approach to speeding up the graduation of doctoral students.

Inside Higher Ed reported that Kelly wanted "to rethink the 'roach motel' concept of graduate school, where 'you check in and don't check out.'" When the comment sparked controversy at the GC, Kelly wrote, "I regret the use of a decades-old cliché, but I reaffirm my rejection of that paradigm. Doctoral institutions have a moral obligation to attend to the progress of their students."

Under the plan, the GC will scale

back admissions over the next few years, aiming for a 25% cut by 2015, but will boost stipends for most incoming doctoral students to \$25,000 per year for five years, starting this Fall. Their teaching load will also be reduced from two classes to one per semester. (Current graduate students are not included in the new program.)

"The important issue is making students aware from the start that, although they may not finish the degree in five years, if they [don't], that will be principally a function of life decisions and life choices," said GC Provost Chase Robinson, who will become the GC's interim president when Kelly departs.

LESS HOSPITABLE?

The additional resources have been welcomed, particularly given New York City's cost of living. But concern has also been expressed about whether these changes will make the Graduate Center less hospitable to working-class graduate students whose life situations may not allow them to finish their studies as rapidly as envisioned in Kelly's plan.

"We're concerned that a culture of elitism will be fostered that goes against the mission of CUNY to serve the working people of the five boroughs of New York City," said Alyson Spurgas, a co-coordinator with The Adjunct Project. Kelly argues that the increased fellowships will help diversity in admissions.

"He's a complicated figure," said Stanley Aronowitz, a distinguished professor of sociology who thinks that the GC's increased prominence has come at a cost. While there are

fewer "mediocrities" at the GC today, Aronowitz says, scholars with unconventional interests have also been increasingly marginalized. He contends that the GC has become "mainstreamed" as it has sought to improve its *US News & World Report* rankings.

"Bill Kelly's definition of excellence is whether you are recognized as important in your profession," Aronowitz said. "In terms of finances and services, he has done a very good job, but perhaps the price is too high."

THE SEARCH

But that is a minority view. Kelly "has designed and supported a Graduate Center where a whole range of provocative ideas and issues are being discussed, and nothing is beyond the limits," Michelle Fine told *Clarion*. David Nasaw also rejects the idea that the GC has become more homogenous. In his own department, he said, "It's a whole new world around here. The place was once filled [just] with historians who either did the US or Europe." When most faculty discuss intellectual life at the GC during Kelly's tenure, they tend to use words like "dynamic."

Perhaps, inevitably, there are rumors about whether Kelly will be considered by the Board of Trustees as it conducts its search for CUNY's new permanent chancellor. Asked about this at the May 7 town hall meeting, Kelly said flatly that this is not allowed by CUNY's rules.

According to the University's Manual of General Policy, "An interim chancellor shall not be a candidate for chancellor." However, CUNY's Board of Trustees is unusual in that it can suspend or change a policy provision, or even a section of its Bylaws, with a simple majority of its 17 voting members. The current rule was adopted at the time of CUNY's last chancellor search, to avoid having the interim position "turn into a campaign platform," *The New York Times* reported in 1997.

CUNY's Manual of General Policy has a similarly worded restriction against an interim college president being a candidate for the permanent position at that school. In 1999, however, the board added an amendment that allows for exceptions. The most recent such exception came in January of this year, when Diane Call, interim president of Queensborough Community College, was appointed as QCC's president by the Board of Trustees.

The board's appointment of Kelly as interim chancellor "makes a ton of sense," commented Michael Busch, editor of the *GC Advocate*. "He's smart and politically savvy." As GC president, Busch said, Kelly "has been able to do a lot without attracting lots of negative attention." How Kelly handles the issues that confront him as interim chancellor, particularly Pathways, will determine whether that continues to be the case.

For the love of our working conditions – and ourselves

By JOAN GREENBAUM

Earlier this spring, Joan Greenbaum, co-founder of the PSC Health & Safety Watchdogs network, was given the New York State United Teachers Unsung Hero Award at NYSUT's annual Health and Safety Conference. The award honors a NYSUT member who has gone above and beyond in addressing health and safety problems for his or her local. Greenbaum is professor emerita of environmental psychology at the CUNY Graduate Center, and of computer information systems at LaGuardia Community College.

Below is the talk that Greenbaum gave at the conference, in which she analyzes stress in the workplace as a health and safety issue.

We are facing increasing and often invisible hazards in our workplaces. Tonight I am going to suggest that some of these unseen hazards are potentially as dangerous as chemicals and toxins were on factory floors back before OSHA was founded. And I will strongly urge that we use the same grassroots union energy that got OSHA started back in 1970 to tackle the invisible problems now in our post-industrial workplaces, namely in our classrooms, offices, hospitals and university buildings.

PAST BATTLES

It is interesting to remember that it took the collective spirit of thousands upon thousands of industrial workers in the late 1960s and 1970s to fight for the right to know about, and indeed limit, the unseen and then unknown hazards in their factories. Their experiences, combined with union pressures and the then-unsung hero Tony Mazzocchi, led to the passage of the Occupational Safety and Health Act of 1970, dur-

Stress causes new hazards



Joan Greenbaum, co-founder of the PSC Health & Safety Watchdogs network

ing the very Republican presidency of Richard Nixon. To get such a bill passed, Mazzocchi and students, together with workers, had to begin to take seriously the illnesses that workers were talking about and find ways to document them and research their causes. (For a good account, see Les Leopold's 2007 book, *The Man Who Hated Work and Loved Labor: The Life and Times of Tony Mazzocchi*.)

Together we have made great strides in identifying environmental problems *outside* our workplaces –

though climate change and the more frequent storms we are experiencing are seriously affecting our working and learning conditions. Together, we have learned to take big steps toward identifying health and safety conditions *inside* our buildings, such as leaking pipes, mold conditions, crumbling ceilings and the like. In both areas – outside and inside our work worlds – we have done much and still have much to do. But tonight, I am going to ask you to think about conditions *inside our bodies*, and the issues of how we *experience and feel*

about our working conditions.

We all know, but usually don't stop to acknowledge, that it is *stress* that is the huge invisible hazard in our workplace now. Stress that is caused by working conditions that go beyond what they used to be. Stress caused by over-work, lack of recognition, lack of respect and many other issues that we will talk about today. And these invisible hazards have real physical effects on our bodies, causing us health problems that cause major concerns and costs for us, our families and society.

First, let's talk about some of the conditions that increase stress in our daily working lives. Chief among the hazards facing us, but so rarely talked about, are the changes in *work practices* that come down from on high on what seems like a constant basis. State and local governments change tests and standards, boards change requirements, evaluation and metrics are brought down on us from all possible sources. It feels as if as soon

as we have scurried to reach one target, another one comes popping up in its place. In the industrial period, factory managers employed the "carrot and the stick" to motivate workers. Now, there are no more carrots, no vegetables – just sticks. And we are playing Whac-A-Mole with these sticks as we try to fend off one performance measurement after another.

EDUCATION WORKERS

In colleges, for example, we are expected to graduate students faster, get them through remedial and basic courses with tests imposed on us by those who don't understand colleges today, and water down our curriculum to get this all done. It's metrics, metrics and more metrics. In K-12 education, not only do you experience the horrors of increased test-taking, but you are facing increased performance standards that try to link professional evaluation with that of the students. Evaluation, evaluation and more outcome assessments. And for all workers, we experience an increase in the number of hours worked to get this all done as work spills over to home and life. We face doing all this with fewer workers sharing the load and a greater number of administrators looking down at us. All in the name of efficiency – an "efficiency" that means cuts to the budgets on *our* end.

These are all changes that result in overwork. This is speedup in the traditional sense. And increased work – workloads that literally feel like they are on our backs – are intertwined with documented increases in bullying and workplace violence. We take our tired bodies home at night with a ticking clock of stress-related problems. Some of those health is-

suces involve increases in headaches, gastrointestinal conditions, high blood pressure, and sleep disorders. Others add up to an increase in compromised immune systems and heart conditions. In all, our weakened bodies are more susceptible to colds and flus and illnesses circulating in our more densely packed, and, too often, poorly ventilated conditions.

TAKE ACTION

It is time that we took ourselves and our working conditions *seriously*. We take our contract and collective bargaining seriously, and, the basis – the very floor of our contract – is the need to address our working conditions. Stress conditions that ooze out of increased performance measurement, coupled with an increased lack of control over working conditions, are a health and safety problem. We have to take action. Now.

Our collective bargaining rights give us a say in our working lives. It is precisely this "say" over our working conditions, including having a say over superimposed, ever-rising performance metrics, that we need to get back.

A study by the European Agency for Safety and Health at Work shows that the two highest-stress occupations are education and health care. OSHA has acknowledged workplace stress as a health and safety concern. Now it is time for us to take ourselves seriously.

Health and safety activists, like us here at NYSUT, and like our Watchdogs at the PSC, attend workshops where we learn to acknowledge hazards, recognize hazards, survey our members, document the problems and then take collective action.

None of us now know the extent to how stress is experienced in our workplaces, nor do we have the answers for what can and should be done about it – both in our working conditions and in our bodies. We need to begin the process by first acknowledging the problems and talking about them. We can then, for example, modify some existing online surveys about workplace stress for our needs and try them out in some workplaces. The US National Institute for Safety and Health (NIOSH) has a useful survey, as do our colleagues in Canada.

DOCUMENT IT

With the help of AFT and NYSUT we can put our heads together and figure out a way to begin to document these serious issues. And as our forerunners did in the earlier days of the health and safety movement, we can bring in occupational and public health experts and our own academic specialists in labor and working conditions to document the problems more fully. We don't want management's remedies for how to meditate and decrease our *own* stress levels. We want to collectively change the working conditions that cause stress.

We are all unsung heroes in this battle against the rising tide of performance measured from on-high by those who know little about our actual professional working conditions. Let's begin to take action now by taking our working conditions and our bodies seriously.

HIGHER EDUCATION IN BRIEF

Republicans take aim at science funding

From a literal belief in the Bible's creation story to disdain for climate research, many Congressional Republicans show little interest in a scientific perspective. But that hasn't stopped Rep. Lamar Smith (R-Tx.), chair of the House Science Committee, from proposing that the National Science Foundation be required to certify to Congress that all the the research it finances promotes national security or the economic interests of the United States. The Obama administration has pushed back, saying most members of Congress aren't qualified to pass judgment on scientific research projects.

"Adding Congress as peer reviewers," said John Holdren, director of the White House Office of Science and Technology Policy, "I think that's a mistake."

Elizabeth Warren's student loan proposal

With student loan debt topping \$1 trillion and loan rates set to double from 3.4% to 6.8% on July 1, Massachusetts Senator Elizabeth Warren is pushing a different approach: have the federal government provide loans to students at the same interest rate it does for the nation's largest banks – 0.75%.

"Our students are just as important to the economic recovery as our banks," Warren said.

Conservatives have denounced Warren's proposal, but a MoveOn.org petition backing it has received almost 450,000 signatures.

New name for CUNY's new community college

CUNY's New Community College has a new name – the Stella and Charles Guttman Community College. The renaming of the school comes on the heels of a \$25 million donation from the foundation that also carries the Guttman name. The \$25 million includes a \$15 million gift to the New Community College, \$9 million to assist community college students transferring to senior colleges and \$1 million for the ASAP program.

Chancellors & corporations

By NANCY SCOLA & PETER HOGNESS

In late January, Baruch College's *The Ticker* reported that CUNY Chancellor Matthew Goldstein had been named chairman of the board for the J.P. Morgan Funds, the mutual funds arm of JPMorgan Chase. The board oversees 140 different mutual funds, with total assets of \$580 billion. "Goldstein's role at CUNY," reported *The Ticker*, "will remain unchanged in the face of the new chairmanship."

That wasn't true for long. Just two months after his appointment, Goldstein announced his resignation after 14 years as CUNY chancellor. With the transition has come renewed attention to Goldstein's long-standing service on corporate boards, and whether such blending of academic and corporate roles should raise concerns. As CUNY prepares to choose its first new chancellor in the 21st century, any corporate connections of potential nominees are likely to draw close scrutiny.

J.P. MORGAN FUNDS

Goldstein began serving as a trustee on individual J.P. Morgan Funds in 2003. He joined the full board in 2005. The most recent Security and Exchange Commission (SEC) filings state that Goldstein

Not the first time

Corporate work was a contentious issue for CUNY's previous chancellor, Ann Reynolds, in the mid-1990s. Matthew Goldstein, president of Baruch at the time, circulated a letter supporting Reynolds after she was criticized for her extensive commitments to corporate boards.

Reynolds responded to the criticism by saying that "if she leaves at 3 pm for a corporate board meeting but she has already worked seven hours, then she does not consider that a day away from CUNY," *The New York Times* reported in 1994. "The executive pay plan is 35 hours," Special Counsel to the Chancellor David Fields told the paper. "If you've worked the hours, you've worked the hours."

But CUNY's two-days-a-month limit, adopted at the insistence of the State Legislature in 1987, is not framed as a minimum time commitment to CUNY: that was already covered by the Executive Compensation Plan's 35-hour week. Instead, the two-day limit defines a maximum of outside involvement.

For her corporate service, Reynolds was paid a total of \$140,000 a year, or 87% of the \$158,000 salary that CUNY's chancellor was paid at the time. One CUNY trustee responded with a proposal to ban the chancellor from earning outside income.

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From 80th Street to Wall Street

received a salary of \$325,000 for his work as a J.P. Morgan Funds trustee. For at least the past five years, his J.P. Morgan income has been about two-thirds that of his CUNY salary.

But his new role as the board's chair, which began on January 1, comes with increased responsibilities and probably a big bump in pay. The board's previous chair was paid \$500,000 per year. If Goldstein matches or exceeds that amount, it means that J.P. Morgan Funds is now paying him more than his \$490,000 annual salary from CUNY.

PRIMARY COMMITMENT

According to the CUNY rules governing the chancellor's role, outside work "may not interfere with the executive's primary commitment to CUNY." There are hard limits in place as well: CUNY officials in policy-making posts are limited to two days per month of "outside consultation or professional activities," and these must generally be charged to annual leave. That limit dates from the 1980s, when New York legislators expressed concern that commitments to corporate boards might diffuse the attention that should be paid to university affairs (see sidebar).

Donald Schepers, associate dean at Baruch's Zicklin School of Business and former director of Baruch's Zicklin Center for Corporate Integrity, says that Goldstein's upgrade to chairman of the J.P. Morgan Funds means a significantly increased time commitment. Chairs are public figures, charged with counterbalancing their full-time corporate counterparts. "Chairman of the board, of any board, is going to be a demanding job," says Schepers, and a chair might be expected to spend hundreds of hours per year on his or her duties.

Goldstein's predecessor as board chair, Fergus Reid, gave an estimate of his work week in a May 18, 2004, letter to the head of the Securities and Exchange Commission, which is posted on the SEC's website. "I have served as an independent chairman of the J.P. Morgan Funds (or predecessor funds) for over 14 years," wrote Reid. On an ongoing basis, he explained, "on average I spend more than one-half of a regular business week on the affairs of our Boards and our Funds and can assure you that most of our trustees would be willing to do the same if called upon."

According to Fund Director Intelligence, an industry news site, when Reid decided it was time to retire as chair, planning for the transition began a year in advance. Reid said at the time that increased regulatory pressure, the complexity of financial products subject to trustee approval, and a "dramatic"

increase in the scope of the J.P. Morgan Funds' business had created "a bigger workload and greater responsibilities in the board room."

Clarion asked CUNY's press office for a current list of Goldstein's board roles, and how much time he has recently devoted to these and other outside commitments. CUNY spokesperson Michael Arena replied that, according to the office of CUNY's general counsel, "the service and time allotted by the chancellor is within the executive compensation plan guidelines, including the two-days-a-month rule." He did not provide details.

A recent report from Reuters, however, gives a sample of the kinds of duties Goldstein's new job entails. As chair of the overall Board of Trustees for the J.P. Morgan Funds, Goldstein sits on the boards of a number of individual funds within the group. He chairs the Governance Committee of one such fund, the Pacholder High Yield Fund, and his responsibilities in that role include "participat[ing] in the selection and nomination of persons for election or appointment as Directors; periodic review of the compensation payable to the Directors; review and evaluation of the functioning of the Board and its committees; oversight of any ongoing litigation affecting the Fund, the Adviser or the non-interested Directors; oversight of regulatory issues or deficiencies affecting the Fund; oversight of the Fund's risk management processes; and oversight and review of matters with respect to service providers to the Fund."

OTHER BOARDS

While serving as CUNY chancellor, Goldstein has spent periods of time on several other corporate boards, including Health-Chem Corp.; the National Financial Partners Corp.; and Centro NP, a New York-based property group now known as Brixmor. While these posts have brought him significant income – in the mid-2000s, for example, he was paid nearly \$50,000 a year each by Centro NP and National Financial Partners – his JPMorgan work has paid far more. Goldstein has also been a member of several non-profit boards and government commissions, and chaired Mayor Michael Bloomberg's Charter Revision Commission in 2010.

Some argue that CUNY can benefit from leaders' links with the business world, particularly an association with a large firm like JPMorgan. The company is one of only a handful mentioned in CUNY's 2012-2016 master plan, which celebrates JPMorgan's partnership with Queens College on a "workforce pipeline" for IT students.

LABOR IN BRIEF

TIAA-CREF drops controversial real estate project

Facing fierce protests from unions, TIAA-CREF has sold its interest in a real estate construction project at 5-11 47th Avenue in Long Island City that has become notorious for its poor working conditions and failure to pay prevailing wages and benefits. The campaign against the Queens construction "sweatshop" was spearheaded by the New York District Council of Carpenters (NYCDDC) and received important support from the PSC and its national affiliate, the American Federation of Teachers, persuading TIAA-CREF CEO Roger Ferguson to drop support for the 47th Avenue development.

"Carwasheros" sign first union contract

On May 29, workers at the Hi-Tek Car Wash & Lube in Queens became the first group of "carwasheros" in New York City to ratify a union contract. The three-year contract provides for annual raises, a fair distribution of work hours, five paid sick days a year, unpaid leave to visit their home countries and the establishment of a grievance procedure. The carwasheros are affiliated with the Retail, Wholesale and Department Store Union (RWDSU), which is working with community allies to unionize the roughly 200 car washes in New York City that have an estimated 5,000 workers, most of whom are immigrants.

Marching into the future



Members of the class of 2013 received their degrees in commencement ceremonies held across CUNY in late May & early June. (Above) City Tech's newest graduates celebrate at the Javits Center on June 4.

Administrators usurp faculty role

By PETER HOGNESS

As Spring semester came to a close, Brooklyn College's Faculty Council condemned the college administration's decision to eliminate the school's foreign language requirement. The unilateral decision by the school's provost, in the face of sharp faculty opposition, was part of the administration's efforts to implement Pathways, CUNY's new curriculum for general education that is scheduled to be in place this Fall.

UNTENABLE

"As implementation of Pathways moves forward, it is becoming increasingly clear how it is degrading educational standards," said a statement from Brooklyn College's PSC chapter. "By strictly limiting the number of hours per course and the total number of courses required for General Education, colleges are being forced to make untenable choices about what to keep and what to sacrifice."

When Pathways critics warned that the plan would force many colleges to drop their foreign language

Rush to implement Pathways

requirements, CUNY central administration insisted this was not true. Pathways, the administration argued, gave colleges the flexibility to make their own choices within the Pathways structure: "A college could, for example, require that [students] take two semesters of foreign language," a Pathways policy document said last year.

But since Pathways sharply cuts the total number of credits in general education, any flexibility is severely limited in practice. "The Pathways framework...require[s] that the college eliminate some of its existing requirements in order to comply with the Chancellor and Board's grand plan," the BC PSC statement notes.

RESTRICTED

Pathways restricts general education classes to three credits and three hours, with very few exceptions, and BC's provost explained that was a problem in relation to language instruction: "Some intro-

ductory language courses do not comport with the 3-credit/3-hour policy," wrote Provost William Tramontano, and thus any attempt to retain the college's language requirement within Pathways would be "complex."

BC faculty also objected to the provost's unilateral elimination of requirements related to speech and ESL. "These are just more examples of how local administrations are overriding faculty governance in their rush to implement Pathways," the union statement said.

At LaGuardia Community College, the school's AA program in psychology was rejected by CUNY central administration for running afoul of Pathways rules. According to George Sussman, a professor in LaGuardia's social science department, the problem was that an anatomy course and a statistics course required for psychology majors were included in LaGuardia's Pathways courses in the Required

Core sections on science and math. "The University objected that these were STEM (science, technology, engineering, and mathematics) courses and, therefore, could not be included in an AA curriculum," Sussman wrote in an open letter.

Brooklyn college admin axes language requirement.

This left LaGuardia's psychology faculty with two choices: either reshape their program as an AS degree – a complicated process that would have required halting new admissions for a year or more – or replace the existing anatomy class with a non-laboratory science course, and replace the statistics course with a less rigorous course in math.

CURRICULUM DESIGN

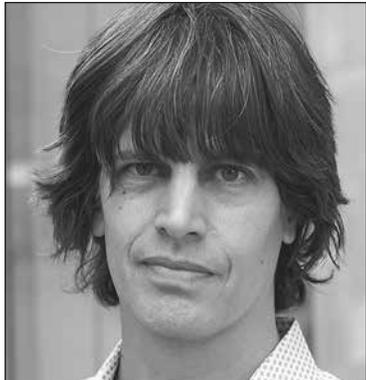
The episode was most troubling, Sussman wrote, as an example of the way Pathways is taking curriculum design out of the hands of academic departments: "Curriculum design, once an integral part of our responsibilities, is now in the hands of administrators, who may or may not be trained in an academic dis-

cipline but answer to a politically appointed board, and the individual professors whom they pay by the task to implement their ideas of curriculum and give those ideas professional credence," he wrote. It was, he concluded, another reason to vote no confidence in the referendum on Pathways (see facing page).

NO CONFIDENCE

As the semester ended, more than two dozen Pathways courses failed to win the support of the College Council at Medgar Evers College (MEC). "No Pathways courses were approved by the College Council – none of them," said Clinton Crawford, a professor of art at MEC and chair of its PSC chapter. "We had two meetings in the same month, and they were not approved either time."

MEC's administration may choose to submit Pathways courses to CUNY central administration, even without faculty approval, said Crawford, as has happened at many other CUNY colleges. "But the College Council has sent a definitive message: we have no confidence in Pathways."



JIM TOLAN
Associate Professor, English
Composition Coordinator
BMCC

None of the curricular changes that have been made are based on any kind of pedagogical grounding. I would be less offended if they would just acknowledge it's about money and numbers.

Matthew Goldstein came to our college and sold Pathways as a way to improve transfer for our students. As someone who teaches at a community college and has seen students who were vulnerable to having their credits denied, I thought this was a good idea.

So I agreed to serve on one of the Pathways committees.

Later, when I realized this had nothing to do with transfer and was about watering curriculum down, I felt dirty. But it was already too late to disassociate myself from this when they claimed Pathways was driven by faculty input.

We would never drive curricular changes that would give our students fewer of the skills they need to succeed. I felt duped.

The referendum offered a chance to make clear how faculty working on curriculum really feel.



« **JACKIE JONES**
Associate Professor, Computer
& Information Science
Brooklyn College

Pathways seems to be the epitome of curriculum made by people who have never set foot in a classroom. It's going to dilute the quality of education at the senior colleges.

It's going to cause us to produce students who know nothing about computers except the misapprehensions they brought with them when they came to college, who are less able to communicate verbally, who are less able to write and who are less able to work in a lab.

Why I voted No Confidence

Clarion spoke with a number of full-time faculty members about their vote in the referendum.

« **TAMARA MOSE BROWN**
Assistant Professor, Sociology
Director, Caribbean Studies
Program
Brooklyn College

Pathways communicates that learning another language is just not that important. And I think the opposite is true.

In most other countries, students learn three or four other languages. Our students need language skills to become global thinkers and part of the global workforce, as today there are fewer and fewer boundaries across countries and continents. Having that language base helps broaden the way you think as a global citizen.

I'm very upset about the Brooklyn College administration's elimination of our language requirement, which we've had for years. Why is CUNY reducing language study in the 21st century? It doesn't make any sense.

We are seeing wrong-headed standardization and centralization in US education across the board. Both K-12 teachers and college professors are being told what to teach and how. The view is that we should no longer have the autonomy to make such decisions ourselves.

Interviews by John Tarleton



CHARLES NEUMAN
Associate Professor, Physics
Queensborough Community College

The Pathways curriculum values science less. You need a general background in science. It's important no matter what kind of work you go into. It goes far beyond the specific content of a given course – it teaches scientific thinking and logical thinking.

It's bad to encourage less science. We can't help students as much as we feel they deserve. The three-credit science courses being created under Pathways may not transfer to many schools outside of the CUNY system, including SUNY colleges.

Matthew Goldstein stepping down is one big vote of no confidence in Pathways. He's jumping ship before things hit the fan. If he believed in Pathways, he would stick around for the implementation.

Big vote against Pathways

By PETER HOGNESS

In a referendum on Pathways, the CUNY administration's overhaul of general education, 92% said they have "no confidence" in the new curriculum. More than 60% of the 7,202 eligible voters took part in the referendum among full-time faculty, which was conducted by the American Arbitration Association at the request of the PSC.

There were 3,996 votes supporting a statement of no confidence; 323 votes against; and three voided ballots. The landslide result, combined with the high level of participation, means that an absolute majority of CUNY's full-time faculty has expressed its lack of confidence in the administration's new curriculum, which is scheduled to go into effect this Fall.

STUNNING REBUKE

"The vote is a stunning rebuke to the Pathways curriculum and the coercive measures used to impose it," said PSC President Barbara Bowen, an associate professor of English at Queens College and

92% say "no confidence"

the Graduate Center. "With a new interim chancellor about to take office and Trustees' Chair Benno Schmidt's term soon to expire, the moment is right to repeal and rethink Pathways."

Press coverage of the vote included articles in *The New York Post*, *The Chronicle of Higher Education*, and *Inside Higher Ed*. The vote was

"an overwhelming thumbs-down to the controversial Pathways program," the *Post* reported.

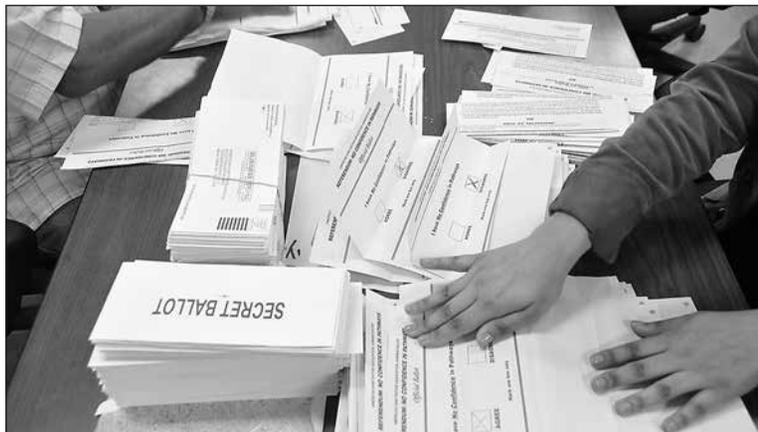
"Our students deserve an education that is broad, deep and rigorous – but Pathways undermines these goals," Alex Vitale, associate professor of sociology at Brooklyn College, told the *Post*. "The level of faculty opposition to Pathways is unprec-

edented because our students' futures are at stake."

The no-confidence referendum offered "a unique opportunity to talk to our colleagues and engage them," said Alan Feigenberg, a professor of architecture at City College and PSC chapter chair. "It was an opportunity to discuss not only the issues, but also the importance of our union and of organized resistance."

"It was indeed a wonderful organizing experience," agreed Judy Barbanel, outgoing chapter chair at Queensborough Community College and a professor of academic literacy. "I spoke to and got to know many faculty I had never met before, and who had never attended a union chapter meeting. It was an exhausting, but exhilarating experience, and I am thrilled that the results were so strong."

The PSC Delegate Assembly saw debate over the structure of the referendum, with some delegates objecting to the Executive Council's decision to organize it as a vote among CUNY's full-time faculty. A motion for the vote to include part-time faculty as well as professional



Ballots were counted by the American Arbitration Association.

Gary Schichet

Confidence in Pathways

Referendum on Pathways. Here is what some of them had to say.



LYNNE TEPLIN
Lecturer, Counseling Department
LaGuardia Community College

I don't buy the claim that this is going to be better for transfer. In terms of curriculum, I think the old one was better because it was carefully chosen by faculty to prepare students well for a four-year school. Students who lack confidence in their abilities may choose the easiest course in each area, and that will harm them when they go on to senior colleges.

Most of the students I talk to about Pathways are more confused than happy. When I try to explain Pathways to them, they are confused about what they see.



FAY ROGG
Professor and former Chair,
Modern Languages Dept.
BMCC

I do not believe that any educator would endorse a program that takes away an extra hour of class time with the professor and the student in languages and sciences. After the move to open admissions, we fought so hard for the extra hour of instruction to meet the needs of our students. Sadly, CUNY's motive for implementing Pathways is economic, not educational.



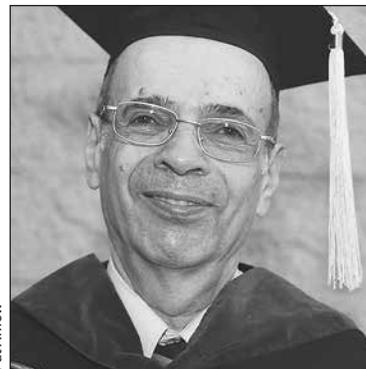
ALFONSO GARCÍA OSUNA
Professor & Chair, Foreign
Languages Department
Kingsborough Community College

Our mission at the community colleges is to do right by students who have been shortchanged by every institution. And Pathways says, "No, we won't!" They don't believe in our students.

I'm incensed that they would even consider doing something like this – we fought it tooth and nail. Even a child could tell this makes no sense. When 92% of the people say, "This is wrong," you can't just shut your eyes and go forward.

RENETA LANSIQUOT
Associate Professor, English
Assistant Director, Honors Scholars Program City Tech

Pathways lowers the standards for our students. It lowers the bar. Students won't have to take sciences with a lab, or a proper math course, or any classes in the social sciences. With these catch-all "buckets" of courses, students can avoid an entire area of study. So both the depth and the breadth of the education that our students receive will be at risk.



HENRY AFRICK
Professor & Chair, Mathematics Dept.
City Tech

Pathways is making it easier for students to graduate, but by lowering the standards for getting a degree. For example, for our math majors, it is no longer possible to require courses in general education, like economics, which would be relevant to a math major. These courses can be recommended, but not required. As a result, we've had to remove some of our math requirements to make room for Pathways general education courses. This is going to weaken the degree. For non-STEM majors, we have had to cut our four-credit quantitative reasoning course to three credits. There is no way you can cover the same amount of work in three hours as you could in four.

Points of contention

Pathways lowers the number of credits that can be required as part of a CUNY college's general education plan, and it restricts almost all general education courses to three credits. As a result, say critics, Pathways means reduced foreign language study, basic science classes without lab sessions, and pressure for less class time in introductory writing courses (see tinyurl.com/Clarion-Pathways). CUNY's administration contends that Pathways will help students graduate more quickly by easing transfer between different CUNY schools – but faculty say the data does not support that claim (see tinyurl.com/UFS-PSC-Pathways-Research).

staff, while excluding anyone who is not a union member, failed by a vote of 50 to 15. Adjuncts, full-time faculty and professional staff were each found on both sides of the vote.

Critics argued that Pathways is a union issue and affects all members, so all union members should vote. Not to do so, they argued, would be exclusionary, and would perpetuate CUNY's two-tier system, while including all union members would build a more united union. Those who voted not to change the referendum said that it was a strategic decision, based on a realistic assessment of how CUNY is organized today, where the Bylaws assign responsibility for formulating policy on curriculum to the full-time faculty. When some departments and college senates have voted under pressure to approve Pathways courses, they said, management has claimed that this shows Pathways has faculty support. A no-confidence vote by a clear majority of the full-time faculty, they argued, would counter such claims.

EMPOWERING

The referendum was conducted between May 9 and May 31, and results were announced June 1. "The result of the referendum empowers us at a critical moment," Bowen wrote in a message informing members of the outcome. "Equipped with this landslide vote, we can take the campaign to a new level [and] continue the fight in the Fall."

"No one can deny that there is massive faculty opposition to Pathways in its present form," said PSC Treasurer Mike Fabricant, a professor at the Hunter School of Social Work, and former executive officer of CUNY's doctoral program in social welfare. "This is a call for management to begin to negotiate on where we go from here."

"The rush to implementation is deepening the problems with the whole Pathways project," Fabricant observed, "and the rotten fruit of this process will be with us in the fall." But as students encounter the reality of Pathways and as the courses are reviewed, he said, faculty will have both the opportunity and responsibility to speak up in favor of a more rigorous curriculum. "We're not only going to be watching, but acting," Fabricant said. "Pathways will come under scrutiny of a unified, vigilant faculty across the University."

Pat Amow

Update on adjunct health insurance

By DEBORAH BELL
& PETER HOGNESS

In August 2011, the long-standing underfunding of adjunct health insurance at CUNY came to a head. Trustees of the PSC-CUNY Welfare Fund announced that continuation of adjunct health insurance was in danger, and, unless changes were made, it would not last beyond the coming year.

The PSC responded with an energetic campaign to save adjunct health coverage, to maintain this long-standing, basic benefit and put it on a firmer foundation. The campaign secured State funding for continuing this basic benefit and reached important agreements with CUNY management on ways to provide substantially the same coverage in a more sustainable framework. But despite this hard-won progress, a permanent new plan is not yet in place.

This article looks back at what has been achieved so far, and at what must still be done. Some agreements reached in the talks between the union and CUNY management will take effect in the coming months; these include additional CUNY funding for the benefit; an adjustment in eligibility rules in preparation for moving adjuncts into an existing public-worker health plan; and increased funding for the Adjunct Professional Development Fund.

LONGTIME GOAL

Achieving financially sustainable health insurance for part-time faculty at CUNY who have no other source of coverage has been a goal of the PSC leadership for over a decade. When adjuncts first gained health insurance at CUNY in 1986, coverage was provided through the PSC-CUNY Welfare Fund and financed by a flat-rate contractual contribution from CUNY. The number of eligible adjuncts and the cost of coverage increased in the years that followed, but the University resisted union proposals to adjust the funding accordingly.

After the PSC-CUNY Welfare Fund trustees declared that the fund could no longer subsidize the provi-

Progress, but still no deal

sion of health insurance, union members rallied, testified and protested at CUNY, insisting on secure funding to ensure a stable program. PSC delegates made defense of adjunct health insurance a priority for this round of negotiations. Solving the crisis was seen as vital, both for adjuncts and for the financial stability of the Welfare Fund as a whole. In response, Chancellor Matthew Goldstein expressed to the CUNY Board of Trustees his desire to achieve a financially sustainable solution.

NEGOTIATIONS

With lobbying support from PSC, CUNY secured fringe benefit funding from New York State that would cover much, but not all, of the cost of adjunct health insurance beyond existing contractual contributions. PSC and CUNY then began to negotiate the terms of an agreement to take to the State and City, designed to provide adjunct coverage in a more rational, cost-effective way by including eligible adjuncts under one of the public-employee health benefit programs. Because these large public programs cover hundreds of thousands of employees, such plans are much more stable and efficient than the kind of small-group plan the Welfare Fund purchases for about 1,800 eligible adjuncts.

The terms of coverage and financing that PSC and CUNY have negotiated over the past year largely replicate eligibility terms for adjuncts under the current Welfare Fund coverage. An adjunct must have worked at CUNY for at least two continuous semesters and be teaching at least six contact hours (CUNY-wide), and have access to no other source of health insurance coverage to be eligible. The plan provides individual coverage only while the adjunct maintains eligibility. (Adjuncts can buy family coverage by paying the difference between the individual and family rate.)

CUNY doctoral students – even if employed as adjuncts – are eligible

to receive primary health insurance coverage under the New York State Health Insurance Program (NYSHIP); they are thus not eligible for CUNY's current adjunct health insurance, and that will remain true under the new plan as well.

As part of their negotiations, the PSC and CUNY resolved a series of university-wide grievances about adjunct overloads over several semesters, primarily concerning instances where waivers were never requested, and identified sources of funding for future cost increases in the program. CUNY also agreed to make a one-time supplemental contribution of \$250,000 to the Adjunct Professional Development Fund.

The talks with CUNY management were complex and had to address many details. Union negotiating team members say that CUNY proved to be a serious negotiating partner: the two sides often disagreed, but both were committed to getting it done. But the prolonged

talks left covered adjuncts worrying month-to-month about their future coverage. The PSC-CUNY Welfare Fund trustees repeatedly extended their deadline as CUNY provided some supplemental funding to help cover the costs.

In January, CUNY and PSC took a joint proposal to New York City,

Some changes for non-teaching adjuncts

which provides for eligible adjuncts to receive health insurance coverage under the New York City Health Benefits Program and supplemental health benefits (prescription drugs, dental, optical) under the PSC-CUNY Welfare Fund. This is how coverage for full-time faculty is structured – though under different eligibility terms.

Although there would be no cost to the city, so far, a final agreement has remained out of reach. “Talks are continuing and we remain hopeful about reaching an agreement,” said PSC President Barbara Bowen at the beginning of June. “It’s a strong proposal, there is a detailed agreement between union and management, the funding is in place and it’s clearly the right thing to do.”

In order to give adjuncts a measure of security while discussions continue, the PSC and CUNY negotiated an understanding and the Welfare Fund trustees agreed to accept funding terms allowing the current Welfare Fund health insurance coverage for adjuncts to continue through June 30, 2014.

ELIGIBILITY RULES

As part of the PSC-CUNY talks so far, eligibility rules were adjusted to reflect the proposed terms for covering eligible adjuncts under the City health plan. Effective with the Fall 2013 semester, *non-teaching adjuncts* with two semesters of service at CUNY *must be working at least 15 hours per week to be eligible* for health insurance coverage. (A non-teaching adjunct who worked 10 or more, but less than 15 hours in the two semesters of the 2012-2013 academic year, will continue to be eligible as long as they work 15 or more hours per week starting Fall 2013.) Adjuncts whose eligibility is achieved through a combination of teaching and non-teaching work may also need to increase their non-teaching hours.

Adjunct unemployment benefits

By MARCIA NEWFIELD

PSC Committee on Part-Time Personnel

If you become unemployed, you have the right to unemployment insurance (UI), based on availability for work and your prior income base. But this benefit is complicated for adjuncts at CUNY and other institutions of higher learning, since federal labor laws deny UI benefits to employees of educational institutions when they have “reasonable assurance” of re-employment after summers or other normal vacations from receiving unemployment benefits during these periods.

This regulation was set during the 1970s, before the proliferation of adjunct faculty hired on a contingent basis in higher education. The letter

of appointment that CUNY sends to adjuncts specifies that the appointment is subject to change based on shifts in curriculum, funding, or staff – and adjuncts often lose classes before the start of the Fall semester.

This level of uncertainty does not add up to a “reasonable assurance.” Thus, adjuncts often successfully apply for UI benefits if they are jobless during the summer months.

Adjuncts who have received letters of non-reappointment will have the clearest case for unemployment benefits, and will likely receive UI benefits without problem if they are not working.

If, on the other hand, you have received a letter of reappointment, but no promise of a definite class, either in writing or verbally, you may also apply for UI benefits. Be prepared to possibly be challenged, since CUNY maintains that the letters we receive are tantamount to reasonable assurance. It is critical to be meticulously accurate and complete about what you have, or have not, been told about the number of courses you are being offered for the Fall semester; this includes both written and oral communication.

KNOW YOUR RIGHTS

If the New York Department of Labor denies your application, you may request a hearing within 30 days of the denial notice. You will receive a hearing date within a few weeks, and will then go before an administrative law judge to present the facts of your situation.

If you are granted UI benefits, CUNY has the right to request a

hearing in order to challenge the decision. You can expect to start receiving your benefits in the meantime. If the decision to grant your UI benefits is overturned, your benefits will cease.

But as long as you are found to have been complete and accurate in your application, you will not have to return UI benefit payments you have already received. While some adjuncts have been ordered to pay back money already received, this is unusual.

Note that if you do *not* apply at the end of the Spring semester and then you are, in fact, not given courses in the Fall, you cannot apply for UI benefits retroactively.

If you are in doubt about your rights, please contact an adjunct grievance counselor at the PSC at 212-354-1252, or the Workers Defense League at 212-627-1931. The WDL often represents adjuncts at UI hearings when they appeal a negative decision.

California and Washington State have modified their application of the federal labor regulations to clarify adjunct faculty's right to UI benefits, in the same way as other seasonal workers. The PSC has developed legislation for a similar reform in New York State; while not yet passed, it has made progress in the Legislature. To help win passage of this bill, contact Adam Tripp (adamtripp1980@gmail.com), or Michael Batson (m64batson@gmail.com) to join local visits to legislators, or contact Amanda Magalhaes (amagalhaes@pscmail.org, 212-354-1252) to join lobbying visits to Albany.

Making the case for CUNY



Paul Washington (second from the right) of the PSC Legislative Committee is joined by CUNY students as he urges Brooklyn City Councilmember Darlene Mealy to support investment in public higher education. The City budget, which helps fund CUNY community colleges, is expected to be completed in June.

New way to retire

By JOHN TARLETON

Long-serving full-time faculty and professional staff at CUNY who are participants in TIAA-CREF or similar plans now have a new retirement option: phased retirement.

Under a three-year pilot program negotiated by the PSC and CUNY, eligible full-time faculty may take a voluntary phased retirement of one, two or three years in which they carry 50% of workload and receive 50% of pay. HEO-series employees and full-time CLTs can take a phased retirement for either six months or one year, at 80% of workload and 80% of pay. The decision to fully retire after the phase-in period is irrevocable.

CONDITIONS

To participate, faculty and staff must be enrolled in the Optional Retirement Plan (TIAA-CREF or the alternate funding vehicles with MetLife or Guardian); must be at least 65 years of age; must have tenure, a CCE or 13.3b status; and have at least 15 years of continuous, pensionable service. Unfortunately, current New York State law does not allow a phased retirement option for participants in the Teachers Retirement

Making a gradual departure

System (TRS). According to CUNY, more than 800 faculty and over 100 professional staff met these criteria as of October 2011, which gives some idea of the potential scope of the new program.

SAME STATUS

“For people who can financially afford this option, this can be a good way to transition into retirement,” said Jared Herst, PSC Coordinator for Pension & Benefits. “But you need to be sure about your decision, because it’s irrevocable.” If you take phased retirement, you can decide to fully retire sooner, but not later, than your original target date.

The financial aspects of phased retirement are important because, while “phasing,” employees remain active employees and will not have access to their primary CUNY retirement annuity. In fact, retirement contributions will continue from both CUNY and employees, based on their reduced rate of pay. Those who are phasing will have access to funds in their supplemental retirement accounts, because they are older than 59 and 1/2. Employees

may also have access to other sources of income. Explicitly, in the language of the agreement, PSC and CUNY encourage employees to consult a financial professional and/or retirement counselor and review all aspects before making the decision to phase.

Employees on phased retirement will retain their rank and their tenure, CCE or 13.3b status until they complete the phasing period. They will also be entitled to the same health insurance and PSC-CUNY Welfare Fund benefits as full-time employees, under the same terms as full-time employees, and will have largely the same access to college facilities as before.

To be approved for phased retirement, faculty members are required to meet with their department chairs and HEOs or CLTs with their supervisors to reach a mutually agreeable configuration of their reduced work schedules. Any subsequent changes in a member’s part-time workload configuration must be approved by the department chair or supervisor.

Those taking phased retire-

ment will continue to have access to Travia Leave and can use it in one of two ways. Travia Leave is a long-standing option that permits employees to be compensated for the partial value of unused sick days, up to a maximum of one semester, before officially retiring. Those taking phased retirement can combine it with Travia Leave by taking their Travia as a lump sum payment at the end of the phasing period or can stay on payroll for up to one semester (depending on the amount of unused sick days) at the end of the phased retirement period, at 100% pay. The combination of phased retirement and Travia leave cannot exceed three years, and requires an irrevocable choice of full retirement at the end of the phasing period.

The agreement between PSC and CUNY to establish the phased-retirement program was reached April 26. Those interested in participating starting next Fall, had until May 15 to submit a notice of intent to their department chair/supervisor and a formal application had to be submitted by June 7. In the course of the negotiations, the union succeeded in gaining coverage for library and counseling faculty and for professional staff, who were not included in management’s original proposal.

For BMCC Professor of Biology Edith Robbins, the initial availability of phased retirement presented a difficult choice. Robbins, 71, has taught at BMCC since 1968 and serves as the biology team leader in her school’s department of sciences where she decides on textbooks, online homework assignments and other issues related to overseeing 50 sections of biology classes per semester.

DIFFICULT CHOICES

Faculty who take phased retirement may arrange their schedule to teach full-time for one semester and be off the other – something Robbins

said she would like to do in order to go on more bird-watching excursions around the world. But despite increasing frustrations with Pathways (see pages 6-7) and CUNYfirst (see pages 10-11), Robbins eventually decided not to take phased retirement – at least, not yet.

“The irrevocability of the decision weighed heavily on me,” she told *Clarion*. “You can’t come back, which is the one reason I didn’t want to make the decision now.”

SIGNING UP

For Robbins and others in her situation, there will be more opportunities to take phased retirement. Under the terms of the three-year pilot program, notification for taking phased retirement is due by October 1 for the following academic year and final arrangements are to be made by February 1. HEOs or CLTs who intend to enter phased retirement at the start of the Spring semester must provide notification no later than May 1 of the preceding year and final arrangements must be in place by October 1.

Before members meet with their campus HR offices or their department chairs to discuss phased retirement, Herst said they should speak with him in order to go over the details of the program. Before making a decision, he also encourages members to meet with their TIAA-CREF consultant or their financial planner.

“Retirement should be a time in which a person enjoys the fruits of their labor and a life well-lived,” Herst said. “But, it’s important to plan carefully and make sure you fully understand all the implications of phased retirement, financial and practical, before you make a major life decision like this one.” Members can meet with Herst to go over the details of the program. Herst also encourages members to meet with their TIAA-CREF consultant and their financial planner.

To contact the PSC Pension & Benefits Office, call 212-354-1252.

Chancellor’s lucrative exit

By JOHN TARLETON

The Board of Trustees has approved a retirement package for outgoing CUNY Chancellor Matthew Goldstein that will pay him a six-figure salary for nearly seven years after his retirement takes effect July 1.

The retiring chancellor will go on “study leave” for one year at his current salary of \$490,000, a year take five months of paid Travia leave and then serve as chancellor emeritus for five years at an annual salary of \$300,000. Goldstein will collect his chancellor emeritus salary concurrently with his CUNY pension.

The board’s resolution states that \$100,000 of the chancellor emeritus salary “shall come from non-tax-levy funds.” In the past, this has meant that the funds come from the CUNY Research Foundation, with money from the RF’s “overhead” on faculty members’ research grants.

‘UNDERPAID’

Shortly before trustees approved the plan at their April 29 meeting, Board Chair Benno Schmidt told the *New York Post* that board members wanted Goldstein’s send-off to be “on the generous side.”

“I think he’s been underpaid as

“Emeritus” post to pay \$300K

chancellor,” Schmidt said of Goldstein, whose compensation has included a \$90,000 annual housing allowance.

The chancellor’s outside income currently includes his salary as board chair of the J.P. Morgan Funds, thought to be at least \$500,000 per year (see page 5). He is expected to continue in that role for several years to come.

In the past, the position of chancellor emeritus – like faculty emeritus positions – was unpaid. Last year the Board of Trustees voted to change that, adding “chancellor emeritus” to the titles in CUNY’s Executive Compensation Plan (August 2012 *Clarion*). Schmidt told the *Post* that Goldstein’s duties as chancellor emeritus would include teaching, fundraising and work on some special projects.

The board’s resolution on appointment of a chancellor emeritus did not directly address why it was necessary to make this a salaried position. Instead, it cited Goldstein’s record as chancellor, saying that he has been “a true visionary.”

The Board’s action comes at a time when faculty and staff have not received a raise since 2010, and

students are being hit with a tuition increase of 31% over five years. Thirty-nine percent of CUNY students come from households that earn less than \$20,000 per year.

“It’s disgraceful,” said Bob Cermele, an associate professor of mathematics at City Tech and PSC chapter chair. “It’s horrifying that someone would take so much money from a public institution that is starved for funds.”

TREMENDOUS NEED

Gerald Meyer is a professor emeritus of history at Hostos Community College. Since Meyer’s retirement, he has regularly taught one class per semester, for which he is paid as an adjunct. Meyer says that Goldstein’s retirement package is symptomatic of deeper trends in society, leading to “the collapse of the ethos of the public sector based on a concept of service and stewardship.”

In 2006, Meyer co-founded the Hostos Circle of 100 Scholarship & Emergency Fund, which has raised almost \$200,000 since its inception. The Fund has distributed \$1,000 scholarships and \$500 emergency grants to hundreds of standout students who are close to graduating but need a financial assist. “The need is tremendous,” Meyer told *Clarion*.

One solid foundation



About 90 CUNY Research Foundation workers and their supporters, including RF workers Roger Waldon (foreground) and Abel Guan (background), picketed May 21, outside a meeting of the foundation’s board of directors. The RF Central Office Chapter has been without a contract since January 1, and is insisting that management make a fair wage offer.

John Tarleton

PSC members' experiences

After publishing David Arnow's op-ed on the new CUNYfirst computer system ("CUNYfirst, Users Last," May 2013 Clarion), we asked readers to tell us their own experiences with CUNYfirst. Some of the responses are excerpted below; most of those who commented chose to remain anonymous.

Users' criticisms of CUNYfirst are specific, widespread and growing. You can read the original article and the full range of comments it drew at psc-cuny.org/clarion/may-2013/CUNYfirst-users-last.

Entering grades for Spring 2013

At home, I tried on two separate days to access CUNYfirst, and each time it rejected my password as invalid. On Tuesday, I went to Borough of Manhattan Community College to enter grades at the Registrar's [Office]. After passing through three levels of assistants in the office...the head registrar [had] to enter the system and enter the grades himself. It was a blood-pressure-raising experience! [But] it was handled most courteously by the people in the office: I only blame CUNYfirst.

If I had chosen this system, I would have been fired!

I want to thank you for not only the bold stand you took in your opinion piece in *Clarion*, but also for your recognition of HEOs at CUNY and the toll that CF (as we call CUNYfirst) and now Pathways have taken on us.

I am from a Wave 2 school and had to put in enormous hours of over-time in the year leading up to our conversion. Now that we are live, CF has slowed down our processes enormously, resulting in extra hours on a routine basis. I rarely leave my office on time. I still have to put in enough extra hours that I end up with a few days off in comp time about three times a year. (And that is with me being somewhat generous...)

A stack of paperwork arriving on my desk that would take about an hour in SIMS, can take anywhere from 3 to 7 hours, depending on the density of what is included, the complexity of the specifics involved, how slow CF will be on any given day, and how many times it will log me off for no apparent reason.

Even worse is how our end-clients, the students – Remember them? – have fared under this system. If those of us who have been using CF for one to two years still have problems with it, how can we expect students to master this crucial system?

We were told by someone who was supposedly on the university-wide committee from the beginning that was charged with choosing the vendor, that it came down to two finalists: Oracle and a European company. The person said that the European company was hungry to get into the US market and their presentation, product and response to questions ran rings around Oracle. Many members of the committee were dumbfounded when Oracle got the contract.

I wouldn't care if this was a workable system, but it is not. It should be clear to anyone who uses CF that it was not meant as a university administration product and that the people who rebuilt it for this market know nothing about college administration and the tasks we have to do on a daily basis.

Converting any system is an arduous task, but one usually can expect to get to a point where most things are working well. I don't think CF will ever work well and we will have problems with it until we finally convert to something else.

I agree with other posts here about the training being inadequate at best. My colleagues who did the CF "Train the Trainer" training were never given any hands-on time in the system. Rather, they were taught how to read PowerPoint presentations out loud (and urged to "smile more"). They themselves were frustrated that they were supposed to train colleagues on campus but were not given the proper training or tools to do so.

Then, in the middle of all of the CF problems, we are supposed to implement Pathways, which requires a great deal of administrative retooling in addition to its pedagogical issues. And now we are told that there will be significant changes being made in how financial aid will be delivered, also starting this fall.

How much are we, as HEOs, expected to shoulder at one time? Most of my colleagues are extremely tired, some to the point of increased illnesses. We get little recognition (except for us lucky ones with supervisors who acknowledge our hard work and dedication in the only way they can: thanks and the occasional pizza party) and rarely are eligible for merit raises or other "hard" compensation....

Again, I thank you for recognizing HEOs and the work we do to make our colleges run. I feel that the people at Central have forgotten what it is like to be on the ground at one of the colleges.

A total mess

At Hunter College [in May] a printed notice was posted...telling students that graduate registration was suspended because of "problems" with CUNYfirst. This came after another notice, telling students that they were not registering correctly and while they think that they have completed registration, they really haven't. A total mess.

CUNYfirst's "deprovisioning" of adjunct faculty

See page 16 of the Queens College Adjunct Task Force Report for details of how CUNYfirst "deprovisioned" hundreds of adjuncts:

"As the Adjunct Task Force prepared for one of its final meetings to review this report, many adjuncts at Queens College found it impossible to access the CUNY-

first system, or, if they were able to access CUNYfirst, were not accorded access to the Faculty Center screen which was necessary to post grades on the CUNYfirst system. The explanation given by the Office of Converging Technologies (OCT) was that 'CUNYfirst de-provisioned 500-plus adjunct accounts on June 1, 2011, because the contracts ended May 31, 2011.' The announced deadline for all Queens College faculty to submit grade rosters for the Spring 2011 semester was June 4, 2011.

"Just as teaching a course begins well before the professor takes attendance and ends after the class is dismissed, so too does the process begin well before the first day of classes for the semester and ends well after the final examination papers are collected. But the CUNYfirst system was programmed under the assumption that the adjunct faculty members' relationship with Queens College was in all respects severed after midnight of the 31st day of May...."

[from tinyurl.com/QC-adjunct-TF]

Such a terrible choice

Dogged HEO staff members have been putting in 13- to 14-hour days to try to get CUNYfirst to work, basically trying to fit a round peg into a square hole. This on top of implementing Pathways.

The system is repeatedly "down." Even when it is working, it takes about 15 minutes or more to use it to advise a student; whereas in the past, academic advisors could obtain the information they needed from SIMS in about a minute or two. Multiple 15 minutes times the students on your campus and you begin to see the magnitude of the problem.

In 2011, Montclair University sued Oracle [maker of PeopleSoft, the software used by CUNYfirst] for a failed ERP [Enterprise Resource Planning system]; in fact, the Montclair situation was named one of the 10 biggest ERP software failures of 2011 by *Computer World Magazine*. Montclair claimed that due to serious mistakes and delays on the part of Oracle, the project cost over \$5 million more than the original budget. Montclair also alleged that Oracle staffed the project with unprepared staffers, missed deadlines, didn't adequately test the software and even used a "rigged" software demonstration that falsely made it seem like some functionality was part of Oracle's base system. This case was recently resolved [see tinyurl.com/Montclair-U-settlement for details].... The last I heard, Cambridge University was also considering suing for the same reasons.

[In] an older suit, Ohio's attorney general filed a lawsuit against PeopleSoft, Inc.,

seeking \$510 million in damages stemming from an allegedly faulty installation of the company's ERP and student administration applications at Cleveland State University. Cleveland State University and PeopleSoft USA, Inc., reached a \$4.25 million settlement in 2005.

These are just a few lawsuits against PeopleSoft/Oracle by universities; there have been others by private corporations, municipalities and others for cost overruns, poor functionality, missed deadlines, etc....

SIMS was imperfect, but was basically responsive to the needs of each college. I'll never understand why an investment in enhancing SIMS to make it an integrated university-wide system was not done. Just yesterday I spoke to an admissions staff member at SUNY Buffalo where they use Oracle. She described it as a nightmare, saying she longs for the days when Buffalo used its own "homegrown" computer information system....

Duplicate records – 1

...Because the formatting of staff information is different than it was in the legacy system, when we import faculty data into a separate, mission-critical database, it causes duplicate records. This has had the effect of making it impossible for faculty to log in to that database and check on information relating to their students.

Duplicate records – 2

Duplicate record problems caused by CUNYfirst have exploded since the first campuses went live. I regularly have to deal with problems on the CUNY Portal and Blackboard, where students are suddenly duplicated because a campus they've never attended, or haven't attended in years, has gone live on CUNYfirst and imported unchecked or incorrect data. As a result of the bad data, they experience severe account issues. They find their Blackboard courses are suddenly gone, or when they log in to Blackboard, they see a different student's name and courses. Meanwhile, Blackboard is perceived as malfunctioning, when it's actually due to bad data management by CUNYfirst. Ultimately, it's the students who pay the price.

Department chair perspective

As an academic department chairperson, I needed to create requisitions and manage personnel actions, appointments, etc. I was unable to do anything at all in the financials because they were not made available to me despite my notifying the VP of Administration & Finance and the VP of Academic Affairs multiple times, over months, asking...for their assistance in rec-

"The system is repeatedly 'down.'"

Clarion JUNE 2013

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with CUNYfirst

tifying the problem.... After this my access was enabled (no courtesy call, no apology, nothing), but things still did not go smoothly. They had to fiddle with it for months to try to get authorized users set up properly, [and] basically half of the year was gone by the time things were set up better (but remember, we have deadlines for submission of budget [requisitions], we do not actually get 12 months).

Horrible situations, still trying to get the system to work and receiving items is extraordinarily labor-intensive – [it's a] library department, [so] we receive lots of items. Regarding personnel matters, I had to still submit everything in multiple-page forms typed with a typewriter.... No savings or efficiencies here....

The problems have been many, and extremely frustrating for students, too.

First, "do no harm"

David Arnow's piece is excellent! And yet sad that it's what I suspected: CUNY lowballed the cost and nobody had enough sense to either scale back, look for a different solution, or at least say "do no harm" and leave the cobbled-together, but functional, systems in place.

Unconfirmed

I avoid CUNYfirst as much as possible. I use it mostly to enter grades. What drives me crazy is that I never know if the grades have been accepted. There is no kind of confirmation. And why does it take so long for the grades I enter to reach the Registrar's Office? Grades are sent to the "main" computer only at the end of each day....

Whenever I print out my roster or grade sheet, I sorely miss having a microscope! Could anything be printed in a smaller font?

I'm glad my grades are in and the summer is a-coming, so I won't have to face CUNYfirst until the Fall semester begins.

CUNYfirst good for just one thing: wreaking havoc

CUNYfirst has been, in a word, a disaster. It has hurt students, faculty and staff in ways no one could have imagined when it first arrived at our campus. The amount of hours in lost productivity, and the amount of money lost due to canceled classes is just staggering. (If something like this happened in the corporate world, heads would be rolling by now and the people who wreaked this kind of havoc would have been fired.)

We experienced numerous insurmountable challenges during our first semester with CUNYfirst, but registration was the worst. Dozens of courses were canceled because exhausted students simply gave up. (Imagine spending hours trying to sign up for a class and having all the information disappear from your screen *five times*.) One section of a popular course I have taught for several years was canceled because only six students managed to register for it successfully. As a result, I lost thousands of dollars of my meager income as an adjunct. I was not alone; many of my colleagues also lost classes and there was constantly scrambling to rearrange teaching schedules. This system is so outdated and so broken I don't think it can be fixed.

The powers-that-be at CUNY should admit they made a terrible mistake with CUNYfirst and just start over.

My experience with CUNYfirst

My experience with CUNYfirst so far is exactly as the author described: it is very rigid and poorly designed (feels extremely outdated)....

I don't understand why faculty's full social security numbers are displayed in

Printing from CUNYfirst

[One user commented that when trying to print out grade reports from CUNYfirst, "all I get are bits and pieces of the web page." That drew the following response, from another user.]

My experience is that you should be using Firefox when accessing CUNYfirst. [This can help with the problem] that when printing...at times the screen will not print com-



pletely. You will, at those times, get just the outside frame of the screen. Within Firefox, when you are at the screen that is not printing out correctly, you should right-click the area [with the] information you want to print. You will then see a pop-up menu [saying] "This Frame." Then another pop-up submenu appears. Click "Print This Frame," and click "OK" to print. This is a Firefox-only solution that I got from our IT department [on] our campus. I was an IT tech [when I worked] in corporate, so I asked those I knew in our campus IT department if they experienced this, and what they were aware of as a solution. Though CUNYfirst was difficult to use initially, and still has a good number of

CUNY last

...When you enter your grades you have no idea if they went through. Twice I had to hand-write my grades because CUNYfirst never submitted the grades.

"Hours in lost productivity..."

faults, it can be used to get the job done – albeit slower than the low-overhead systems that came before it.

...CUNYfirst definitely is not UI [user interface] coded as well as it could be. Half of [the reason] was CUNY Central's decision in the amount it chose to spend. The other was PeopleSoft's decision in not having a higher standard for its programmers when programming basic items. This unfortunately comes full circle due to the negotiated terms of the contract between CUNY Central and PeopleSoft. PeopleSoft can point to the contract, but, in the end it, was CUNY Central who signed on the dotted line.

From technophile to technophobe

EPIC FAIL. Those words can't be strong enough. The worst example of corporatizing ever in CUNY.... Not only is it poorly designed and non-intuitive, it constantly breaks down. It is so buggy that everyone ends up spending much more time on it than the old system. The biggest frustration is that no one seems to know how to fix anything, so the same HEOs keep getting bombarded with help questions. One of our best HEOs has resigned because, after two years, she has had it and would rather retire than deal with CUNYfirst. For faculty it's a nightmare, because instead of making it easy to register students, it's harder. [In one case] it took five hours and five different offices to fix one small item. CUNYfirst help desks are staffed by non-HEOs, who are sweet but generally don't have advanced answers. And so it goes... if this is representative of the conditions for teaching and learning at CUNY, then we, as an institution, are an EPIC FAIL!

Point-by-point

I agree with the points made [by others]:

It takes forever to get to the course site.

Submitting grades is too complicated.

I am not sure I did because I see no confirmation.

I do not need to see my employment data and feel prone to hacking knowing that that information is available on this site, which I use to submit grades.

Who wrote the instructions for grade submission at Hunter College? It is amateurish at best. Seven pages of instructions are too long. And why are there descriptions of features that are not even available?

It's hard to believe that this site and its features could have made sense to anybody.

Quick reference

The "Faculty Quick Reference Guide" to CUNYfirst has 78 pages. That is all.

A good investment?

In 2010, I was chair of my department and was urged to attend [a CUNYfirst] training workshop. Of the dozen or so people who came to this event, I was the only one able to even log on to the system, and that was just due to sheer dumb luck. Even the workshop leader, a very savvy staffer at Hunter's Instructional Computing & Information Technology Office, was unable to access the system. The workshop ended prematurely, but I stayed to explore the site and update my emergency contacts. I was tickled to find a page where I could buy "stock options" in "my company."

Not long ago when "reclaiming" my CUNYfirst account after several years of inactivity, I found that the stock options page still exists – an artifact, no doubt, of having a system that isn't "customized," but only "configured."

A good investment? I have my doubts.



15-MINUTE ACTIVIST

Speak out for CUNY funding

Negotiations are heating up for the City Council and the mayor in advance of the June 30 deadline for next year's New York City budget. So now is the time to call and urge support for full funding for CUNY and its community colleges. Let councilmembers know that we need them to continue to support items they

have funded in the past, such as the Murphy Institute, the Black Male Initiative and the Center for Puerto Rican Studies. You can send a message at psc-cuny.org/Council-2013-budget.

To get involved in the PSC's legislative efforts, e-mail Amanda Magalhaes at amagalhaes@psc-mail.org or call 212-354-1252.

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PSC chapter election results

By PETER HOGNESS

Thirteen PSC chapters held votes in April to elect chapter officers, delegates and Alternates to the DA to the union's Delegate Assembly. Seven campuses also voted to elect representatives to the PSC-CUNY Welfare Fund Advisory Council. There were contested races in the HEO Chapter, at the Manhattan Educational Opportunity Center, and at the College of Staten Island; ballots in those races were counted by the American Arbitration Association. All races in other chapters were uncontested; those ballots were counted by PSC office staff.

The Elections Committee has certified results in all the elections, except for the vote at the College of Staten Island, where the chapter election results have been challenged. The Elections Committee is reviewing the challenge, and *Clarion* will publish complete results in our summer issue. The PSC Delegate Assembly, at its May 16 meeting, accepted the Elections Committee's certification report on results of the elections at other campuses.

In all, 2277 votes were cast, out of a total of 6857 ballots mailed, for an overall voter turnout of 33%.

The names of those elected follow below, with those new to their position listed in italics.

Bronx Community College EOC: Chair, Frank Munoz

HEO Chapter: Chair, Iris DeLutro (Queens); Vice Chair, Paul Washington (Medgar Evers); Secretary, Janet Winter (John Jay); Officers-At-Large, Sherrian Grant-Fordham (York), Wayne Harewood (KCC), Karen Thomas (Bronx CC), Marc Ward (Lehman); Delegates to the DA, Anthony Andrews (York), Stephen Barrera (York), Cynthia Bink (NYCCT), Thomas Brennan (Staten Island), Arthur Ben Chitty (Queens), Jeffrey Connors (QCC), Berkis Cruz-Eusebio (Hostos), John Gallagher (BMCC), Donna Gill (Hunter), Marci Goodman (Queens), Zoraida

Continuity and change

Hernandez (Brooklyn), Nicholas Irons (Brooklyn), *Steven Levine* (LaGuardia), *Graciano Matos* (City), George Muchita (QCC), *Robert Nelson* (Graduate School), Gina Nurse (Medgar Evers), Geniece Pacifici-Elejalde (City), *Anita Rivers* (Bronx CC), *Carrie Roberts* (Brooklyn), Paul Washington (Medgar Evers), Janet Winter (John Jay), Cheryl Wu (Staten Island); Alternates to the DA, Mario Caruso (Queens), Jeff Clapp (City), *Marie Desir* (Graduate School), *Michele Doney* (John Jay), *Vanessa Jennings* (City), *Anselma Rodriguez* (Brooklyn), *Andrea Vasquez* (Graduate School), Vera Weekes (Medgar Evers)

Hunter Campus School: Chair, David Towber; Vice Chair, *Cristina Moore*; Secretary, *Sonya Glasser*; Officers-At-Large, Barbara Ghnasia, *Sue Monroe*, *Sylvia Schaindlin*, *Lee Weinberg*

Kingsborough CC: Chair, Rina Yarmish; Vice Chair, *Michael Spear*; Secretary, *Caterina Pierre*; Officers-At-Large, Donald Hume, *Eileen Kennedy*, *Michael Miranda*, *Eben Wood*; Delegates to the DA, *Susan Aranoff*, Michael Barnhart, *Scott Cally*, *Elizabeth Dill*, *Stephen Majewicz*, William Rooney; Alternates to the DA, John Acosta, *Stephen Armstrong II*, *Susan Farrell*, Alfonso Garcia Osuna, Florence Schneider; PSC-CUNY Welfare Advisory Council, *Gordon Bassen*, *Anthony Dilernia*

Lehman College: Chair, *Manfred Philipp*; Vice Chair, *Duane Tananbaum*; Secretary, *Rosalind Carey*; Officers-At-Large, *Juan De La Cruz*, *David Manier*, *Massimo Pigiucci*, Kevin Sailor; Delegates to the DA, *Steven Birnbaum*, *Robert Farrell*, *Wayne Halliday*, *David Hyman*; Alternates to the DA, *Amod Choudhary*, *Mine Doyran*, Christy Folsom, Vincent Prohaska; PSC-CUNY Welfare Advisory Council, *Amod Choudhary*, *Dana Fenton*

Manhattan Community College: Chair, Joyce Moorman; Vice Chair, *Geoffrey Kurtz*; Secretary, *Kathleen Offenholley*; Officers-At-Large, *Carol Bilsky-Biniak*, *Joy Dunkley*, *Hyacinth Martin*, *Joanne Zak*; Delegates to the DA, Francesco Crocco, *Erik Freas*, *Anthony Gronowicz*, *Craig Hutchison*, *Geoffrey Kurtz*, Howard Meltzer, *Hemalatha Navaratne*, Kathleen Offenholley, Charles Post; Alternates to the DA, *Matthew Ally*, *Thomas Burgess*, *K.E. Saavik Ford*, *Andrew Levy*, Yolanda Medina, *Benjamin Powell*; PSC-CUNY Welfare Advisory Council, *Jane Clark*, *Nelson Izquierdo*

Medgar Evers: Chair, Clinton Crawford; Vice Chair, *Iola Thompson*; Secretary, *Verna Green*; Officers-At-Large, *Obasegun Awolabi*, *Stanley Bajue*; Delegates to the DA, *Obasegun Awolabi*, *Stanley Bajue*; Alternate, *Moses Phillips*; PSC-CUNY Welfare Advisory Council, *James Gaynor*, *Kamau Chow-Tai*

MEOC Chapter: Chair, Karen Berry; Vice Chair, *Ronald Pettaway*; Secretary, Caughey Gwynette Kears, Officers-At-Large, *Evelyn McCatty*, *Samuel Paul*, Mabel Ramharack, Lawrence Williams; Alternate Delegate, Michael Hatchette

New York City College of Technology: Chair, Robert Cermele; Vice Chair, *Carole Harris*; Secretary, Teresa Tobin; Officers-At-Large, Mary Alice Browne, Stephen James, *Ben Shepard*, Sharon Swacker; Delegates to the DA, *Katie Albany*, Kyle Cuordileone, Andrew Douglas, *Laurel Kallen*, *Reneta Lansiquot*, *Sean MacDonald*, Joel Mason, *Shauna Vey*; Alternates to the DA, *Carole Harris*, *Stephen James*, *Patrick O'Halloran*, *Diana Samaroo*, Gerald Van Loon; PSC-CUNY Welfare Advisory Council, *Jacqueline Elliott*, Helen Frank

Queensborough Community Col-

lege: Chair, *Lana Zinger*; Vice Chair, *Aranzazu Borrachero*; Secretary, Michael Cesarano; Officers-At-Large, *Susan Jacobowitz*, *Maria Mercedes Franco*, *Charles Neuman*, *Julian Stark*; Delegates to the DA, Judith Barbanel, *Michael Cesarano*, *David Humphries*, Joel Kuszai, *Matthew Lau*, *Vartan Messier*, Alicia Sinclair; Alternates to the DA, *Aranzazu Borrachero*, *Jimmy Cutrone*, *Elyn Feldman*, *Julian Stark*, *Jennifer Maloy*

Research Foundation: Chair, Anthony Dixon

Retirees Chapter: Chair, *William Friedheim*; Vice Chair, Joel Berger; Secretary, *Jean Weisman*; Officers-At-Large, *Patricia Bramwell*, Francine Brewer, Judith Bronfman, *Jacob Judd*; Delegates to the DA, *Joan Greenbaum*, John Hyland, David Kotelchuck, Stephen Leberstein, Cecelia McCall, Jim Perlstein; Alternates to the DA, Miriam Balmuth, *Jackie DiSalvo*, *Ezra Seltzer*, *Santiago Villafane*, Robert Wurman; PSC-CUNY Welfare Advisory Council, Irwin Yellowitz

Staying well-informed



City Councilmember Tish James (center) holds the May issue of *Clarion* as she listens to a presentation on Pathways at a policy briefing for community leaders, organized by the PSC. The union is stepping up its efforts to educate the public about the negative impact of Pathways on students' education. (See pages 6-7.)

Dave Sanders