

Clarion

NEWSPAPER OF THE PROFESSIONAL STAFF CONGRESS / CITY UNIVERSITY OF NEW YORK



MARCH 2015



RIGHTS Check your file

Review your
personnel
file every
year.

PAGE 8



PSC TO ALBANY:

KEEP PROMISE TO CUNY

"At CUNY, we've kept our promise. Albany, it's time to keep yours." That's the message the PSC is bringing to the State budget battle – in radio ads, grassroots lobbying and meetings with leaders in the New York Legislature.

The deadline for a new State budget is April 1, and the outcome will shape CUNY's ability to offer competitive wages and benefits in the years ahead. Above, PSC members join a NYSUT rally in the Capitol.

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ON CAMPUS

National Adjunct Action Week

Across CUNY, union members organized events to spotlight the harsh inequities of CUNY's two-tier labor system – and to foster action to change it. **PAGE 6**

CONTRACT

Virtual action gets response

With phone calls, emails and tweets, PSC members brought the heat. A stream of messages to trustees got a response from management. **PAGE 5**

CIVIL RIGHTS

On the march to Montgomery

Fifty years ago, CCNY students made the journey south to join the fight for voting rights. Many were changed by the struggle – as was their college. **PAGE 7**



TEACHING

Wikipedia, women & art

Surveys indicate that fewer than 13% of Wikipedia contributors are women. Some CUNY faculty members are part of an effort to change that. **PAGE 16**

With meetings, letters & radio ads, PSC members take case to Albany

By PETER HOGNESS

PSC activists have been hard at work on many fronts to win fair funding for CUNY in this year's budget fight. In public protests and private meetings, individual letters and radio broadcasts, faculty and staff have pressed legislators to provide the support that CUNY – and those who work and study there – deserve.

In coalition with student groups and with the PSC's state affiliate New York State United Teachers (NYSUT), PSC members traveled repeatedly to Albany in February and March to take their case to legislators and aides. A joint student-faculty-staff lobby day on February 26 brought nine buses to the State Capitol, and saw 125 meetings with policy makers. On March 2, PSC activists joined 1,000 New York State United Teachers members at a "Moral Mondays" protest inside the State Capitol building.

SIX HUNDRED TIMES

As budget discussions unfolded, two PSC radio ads were in heavy rotation in the Albany area and in New York City, airing nearly 600 times in all. The first focused on past prom-

ises to cover CUNY's existing costs, telling listeners that "Albany's latest budget proposal leaves CUNY millions of dollars short." With a look back at CUNY graduates such as Dr. Jonas Salk, who led develop-

"Albany's budget proposal leaves CUNY short."

ment of the polio vaccine, and famed actress and activist Ruby Dee, the ad concludes: "The next generation of inventors, scientists and writers is sitting in our classrooms right now. Will they get their chance to change the world? At CUNY, we've kept our promise. Albany, it's time to keep yours."

(You can hear the ad at tinyurl.com/PSC-ad1-2015.)

A second radio ad contrasted the national praise for CUNY's ASAP initiative, which has more than doubled graduation rates for participating community college students, with the continued lack of raises or a new contract at CUNY.

PSC members have sent thousands of messages to their legislators, backing the union's budget plan. "Albany has broken its promises. Students, their families and the entire CUNY community deserve better," wrote Jeffrey Butts, a Higher Education Officer at John Jay College. "Since joining CUNY in 2010, I have raised

nearly \$10 million in foundation and federal research grants. Yet I haven't had a pay raise in five years. I love New York and CUNY, but it gets harder to stay here each year under these circumstances."

"Let's face it: we have no oil in

New York State," wrote Ekaterina Sukhanova, who has worked at CUNY since 2005. "Our economy relies on having a well-trained workforce ready to work in fields requiring a college degree."

"I attended City College when it

was free. I could not attend under today's onerous conditions," wrote Peter Jonas, a retiree from LaGuardia Community College. "Do your part to move CUNY forward," Jonas urged. "Please keep the promise: fully fund CUNY."

PSC officers who met with legislative leaders said that the union's message – in visits to Albany, in member letters, in mass media and social media – was being heard. But while the call for fair funding was winning support from many legislators, the outcome still hung in the balance.

POLITICAL PRESSURE

"We need a State budget for CUNY that restores funding for community colleges and covers basic annual senior-college cost increases for energy, rent, fringe benefits and collective bargaining," said PSC First Vice President Steve London.

"As the Legislature proceeds to negotiate next year's budget, we need to keep up the pressure," London said. "Our members have sent more than 2,200 letters to legislators urging them to keep Albany's promises to CUNY students, faculty and staff. But we need more!" If you haven't yet sent a letter, London said, "Now is the time." (See page 12 to find out how.)



Bronx Community College's PSC chapter chair, Sharon Persinger, and a student meet with a State lawmaker on the need for fair funding for CUNY. The meeting was one of 125 in a joint student-faculty-staff grassroots lobby day.



LETTERS TO THE EDITOR |

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

Contract organizing and PSC history

● The contract impasse not only denies much-needed compensation and improvements in benefits for individual members, it weakens the PSC. While the Taylor Act discourages strike actions, we could organize strike-like activities that could result in a breakthrough.

An incident in the history of the Hostos PSC chapter supports implementing such a tactic that had genuine effect. In the spring of 1973, when the PSC was just being formed, CUNY faculty and staff were working without a contract. The fledgling union called on the chapters to organize informational picket lines in front of the campus entrances. At Hostos, the president-to-be of the PSC, Irwin Polishook, and its director, Arnold Cantor (who recently died), joined 15-or-so professors in a

very sad-looking picket line.

Shortly after we began shuffling around, a couple of student onlookers approached me, and asked what was going on. After I told them we had been working without a contract, they asked, "Can we join you?" Well, the picket line swelled with students who began chanting, "We need a contract!" (At the time, no one saw that as being a bit incongruous.) The informational picket line could be seen as prefiguring the real thing, and it also manifested the potential of faculty-staff-student unity.

Although we didn't realize it at the time, this faculty-staff-student picket line was the beginning of a coalition that achieved great victories for Hostos: the acquisition of facilities and funds for their renovation and, most consequentially, the rescission of a Board of Higher Education resolution in 1976 to close the college. For sure, the informational picket lines also helped the PSC obtain its first contract.

Gerald Meyer (emeritus)
Hostos Community College

Don't exclude adjuncts

● When I first saw the "15-Minute Activist" box on the back page of the most recent *Clarion* – headlined "Know A New Retiree?" – I was miffed that the headline didn't say "full-time retiree." My sense of neglect was magnified by the headline for the related article on page 9, "Your Medicare Part B Premium Refund."

As a longtime CUNY adjunct, I wondered where I was in the "your"? As the text of the article stated, reimbursement for retirees' Medicare B premiums is available only to those with retirement health coverage from the New York City Health Benefits Program. But while eligible adjunct faculty are now covered by the NYC plan while working, it still does not cover us in retirement.

The article made no mention of the PSC's unsuccessful struggle to get post-retirement health benefits for adjuncts or the fact that we don't have any. As an older adjunct, I realize I am sensitive to this issue, but

I'm not alone: 14,000 part-timers, many of whom, like myself, have worked for CUNY for decades, are left with slim pensions and without the support of short-term disability benefits or medical insurance reimbursements in retirement.

Marcia Newfield
PSC Vice President for
Part-Time Personnel

Clarion Editor Peter Hogness responds: *Marcia Newfield is right, and we apologize for the error. It would have been simple to add "Full-Time" to the short headline on the back page, and to note clearly on page 9 – in the main headline, or the secondary head, or the pull quote – that the benefit the article describes is one available to full-timers. Headlines must often leave out important information that is provided only in the article itself, but in this case we had better alternatives and didn't use them. The same is true in this case for the article itself, which discussed the history of the benefit and could have included this point in that discussion.*

Thanks for showing us where we went off-track; it will help improve our coverage in the future.

CUNY admissions deserve close scrutiny

● In discussion on the recent *Atlantic* article on race and CUNY admissions [tinyurl.com/Atlantic-CUNY-admissions], let's keep the big picture in mind.

LynNell Hancock and Meredith Kolodner are two of New York's best reporters, journalists of great integrity and enormous knowledge, especially on education. They took on a very big, important story, one no other journalists had bothered to try and tell: the long-term impact of Giuliani-era changes at CUNY on low-income and college-needy minorities. That this aroused outrage in some quarters [tinyurl.com/CUNY-Atlantic-reply] is no surprise. Neither is the possibility of mistakes or important information that remained shrouded. Reporters know these are the hazards of the business we've chosen. But they take nothing away from the importance of Hancock and Kolodner's tough scrutiny of what is one of New York's greatest institutions.

Tom Robbins
CUNY School of Journalism

Write to Clarion

Letters to the editor may be on any topic, but must be less than 250 words and are subject to editing. Send letters to phogness@pscmail.org.

Proposed budget fails CUNY

By PETER HOGNESS

“At CUNY, we’ve kept our promise. Albany, it’s time to keep yours.”

That’s the message the PSC is bringing to this year’s state budget battle – in radio ads, grassroots lobbying and meetings with leaders in the New York Legislature. The deadline for adopting a new state budget is April 1, and the outcome will shape CUNY’s ability to offer competitive wages and benefits in the years ahead.

At issue is New York State’s failure to provide “maintenance of effort” in its funding of CUNY and SUNY since 2012, when a five-year plan for annual tuition hikes was adopted. “The promise,” as PSC President Barbara Bowen said at a February budget hearing in Albany, “was that every dollar of the painful 24% increase in tuition would be used to enhance education – to add faculty, reduce class size, expand program offerings.” The State was supposed to do its share by maintaining funding levels for current programs, including any mandatory cost increases for existing services.

BROKEN PROMISE

“The promise has not been kept,” Bowen told legislators at the hearing on February 10 (see page 11). “The State has failed to provide a true maintenance of effort.” Budgets since 2012 have underfunded CUNY’s existing operating expenses and left them running behind inflation, Bowen explained. “The 2016 Executive Budget does not fund one dime of CUNY’s mandatory cost increases,” she emphasized. “We’re talking about rent hikes, rising energy costs, price increases for office supplies and equipment, fringe benefit cost hikes and contractual salary steps.” Full funding for CUNY’s mandatory costs will require an additional \$62.9 million in this year’s budget, the union says.

As a result, “the Governor forces CUNY to use tuition revenue to keep the lights on” rather than to make “desperately needed improvements for students,” Bowen said. Unless the Legislature takes a stand this year, she warned, the pattern will continue.

Also speaking at the February 10 budget hearing was CUNY Chancellor J.B. Milliken, who told legislators that adequate state support is essential to reaching agreement on a new union contract. “Our ability to attract and retain talented faculty is compromised by our inability today to reach a collective bargaining agreement,” Milliken testified. The chancellor spoke of the need for a contract “including retroactive increases that will recognize the commitment our faculty and staff have made over the last six years,” but added that “we cannot make an agreement we cannot pay for.”

PSC: State must keep promise to cover costs



Students push for fair funding for CUNY and for the NY DREAM Act, which would free up student aid for undocumented New Yorkers.

(See page 3 for more.)

The State’s broken promise on maintenance of effort comes in the context of a severe decline in funding over the past 25 years: after inflation, State support for CUNY’s senior and community colleges has fallen by one-third per full-time equivalent student (FTE). This year’s Executive Budget proposal does nothing to reverse that trend – in fact, it slashes funding for some successful and widely praised CUNY programs.

ZERO FUNDING FOR ASAP

For example, the governor’s budget plan eliminates all funding for CUNY’s Accelerated Study in Associates Programs (ASAP) initiative, which has gained national recognition for its record in boosting graduation rates through investing in increased support for students.

When President Obama announced his national plan for free community college, the White House singled out ASAP as a model for others to follow. Community colleges should “adopt promising and evidence-based institutional reforms to improve student outcomes, such as the effective ASAP programs at the City University of New York which waive tuition, help students pay for books and transit costs, and provide academic advising and supportive scheduling programs,” said a White House fact sheet on the federal plan.

And colleges nationwide are starting to follow CUNY’s lead. “CUNY is exporting its lauded Accelerated Study in Associate Programs (ASAP) to Ohio, where three

community colleges are piloting it this spring,” reported *Capital New York* on March 4. An Ohio Board of Regents official told *Capital* “that there are not significant differences between CUNY’s ASAP and Ohio’s implementation: ‘We’re really trying to adhere to the same model,’ he said.” Meanwhile, CUNY officials say that Tennessee Governor Bill Haslam has expressed interest in ASAP, calling it the best such program in the nation.

Albany insiders say that ASAP is likely to secure funding by the end of this year’s budget process: Governor Cuomo’s elimination of all ASAP funding is seen as a maneuver to increase his leverage in budget talks with the Assembly and State Senate, with the intent of forcing them to give up something else in order to secure funding for a program with wide support. “He’s cynically using ASAP as a bargaining chip,” said one observer, “instead of holding it up as an example for the nation, a success that should make New Yorkers proud.”

PERFORMANCE-BASED BUDGETING

Instead of building on proven successes like ASAP, the Executive Budget proposes shifting resources into a “performance-based” budgeting model, under which 10% of CUNY funding would depend on a set of “performance measures” that CUNY faculty say are dangerously short-sighted.

“In the absence of increased investment per student by the State, they could create dangerous pres-

sure to cut educational corners for the sake of higher graduation rates, or worse – compromise CUNY’s historic mission,” the PSC said. Performance-based funding

Union seeks a true ‘maintenance of effort’

creates an incentive to enroll a student body that will generate the statistics needed to guarantee funding, especially when the statistics privilege graduation above all. In a society in which we are far from equal opportunity, such measures generate pressure to enroll students who are less likely to come from under resourced New York City schools, students who are less likely to be low-income and people of color... Bad incentives lead to bad results.”

FINANCIAL INCENTIVES

A requirement to condition State funding on “experiential learning” for all CUNY and SUNY students is also opposed by the PSC as micro-management and interference with curriculum decisions that can best be made by faculty. (See page 11.)

Another performance-based plank in the Executive Budget would mandate “financial incentives for campus presidents who provide proven leadership resulting in commercialization of research through the Start-Up NY program,” which has established tax-free zones for businesses at many SUNY and CUNY campuses (see *Clarion*, May 2014, at tinyurl.com/Clarion-Tax-Free-NY).

Assemblywoman Deborah Glick, who chairs the Assembly Higher Education Committee, warned that this proposal “could create danger-

ous conflicts of interest,” reported *Capital New York*. “At a time when we’re talking about how important ethics are, I don’t think that it’s appropriate changing the role of a college president into a venture capitalist,” Glick said. The PSC also opposes these proposed bonuses as a diversion from college presidents’ main mission (see page 11).

PROPOSED MEASURES

In addition to funding real maintenance of effort and rejecting performance-based funding, the PSC asked legislators to:

- Restore community college funding with a base aid increase of \$250 per FTE student, for a total increase of \$19.5 million;
- Support CUNY’s request for \$23.3 million in programmatic increases, including plans to hire 500 additional full-time faculty;
- Approve \$4.3 million for legislative initiatives in both senior and community colleges, restoring funds that the Executive Budget would cut for ASAP, opportunity programs like SEEK, and other successful CUNY programs;
- Pass the NY State DREAM Act, providing financial aid for undocumented students who are New York residents, with \$27 million in funding. The union also backed proposals of the Coalition to Reform TAP to update New York’s Tuition Assistance Program for the 21st century, and called for \$8.4 million to cover the cost of CUNY’s tuition waivers for students who receive the maximum TAP award;
- Fully fund CUNY’s \$1.4 billion capital budget request, for “critical maintenance and new construction needs.”

The PSC also urged legislators to oppose the Executive Budget’s attempts to force major policy changes through the budget process. The union said the Executive Budget is wrong to link the NY State DREAM Act with the proposed “Education Income Tax Credit,” which the PSC called “an unjust use of public dollars for private schools.” The PSC also opposes the Executive Budget’s changes in teacher education policy, and urged legislators to reject them. (See also the May 2014 *Clarion*, at tinyurl.com/Clarion-May-2014-edTPA.)

After several years of on-time State budgets, sometimes even adopted days before the April 1 deadline, Albany observers say that the stubborn conflicts this year could cause a budget agreement to be delayed. As always, key developments may happen in the last few days of March.

To stay informed on what actions you can take, sign up for the union’s electronic newsletter, This Week in the PSC (at tinyurl.com/ThisWeekPSC) and check the PSC website (psc-cuny.org). For an action you can take right now, see page 16.

Marty Keirns, Jr.

For-profit college investor buys *Inside Higher Ed*

By DAVID HALPERIN

Quad Partners, a New York private equity firm that is invested heavily in for-profit colleges, and whose founder has aggressively opposed regulation of that troubled industry, has acquired a controlling stake in the respected trade publication *Inside Higher Ed* (*IHE*), which often reports on for-profit colleges and the policy disputes surrounding them.

The Quad Partners website now lists *Inside Higher Ed* as one of its investments, among a range of education-related companies that includes the for-profit trade schools Beckfield College, Blue Cliff College, Dorsey Schools, Pacific College of Oriental Medicine, and Marinello Schools of Beauty.

FOR-PROFIT ADVOCACY

There was no public announcement at the time of the sale, but Doug Lederman, one of *IHE*'s two top editors, confirmed to this reporter in January that Quad had purchased a majority interest in *IHE* in November. Quad Partner James Tieng is now an *IHE* board member. Quad also owns the influential college admissions management company Noel-Levitz and other education technology companies that contract with colleges and universities – another sector that *IHE* covers.

Lederman notes that Quad's for-profit college investments are in relatively small college chains, not in the major publicly traded companies that have dominated the industry in the past decade.

But Quad Partners founder Lincoln Frank was one of two co-chairs of the Coalition for Educational Suc-

cess, a trade group aimed at curbing the Obama Administration's gainful employment rule and other oversight of for-profit college abuses. The group, considered by some a more aggressive counterpart to the longtime trade association APSCU, included some of the biggest publicly traded college companies – ITT Tech and EDMC – and was headed, for a period, by relentless Washington lobbyist Lanny Davis.

The Coalition launched an offshoot called the Foundation for Educational Success, which was charged with creating a voluntary code of conduct for the industry as an alternative to government regulation. The foundation and code of conduct were trumpeted in a press release and in a *Politico* op-ed by two members of the foundation's new board of advisors, former governors Tom Kean (R-NJ) and Ed Rendell (D-PA) – neither of which disclosed that the foundation was funded by for-profit colleges or that Kean is himself one of the Quad Partners. The code of conduct had little impact, and soon after the Coalition for Educational Success, without explanation, simply ceased to exist. Its lobbying was covered by *Inside Higher Ed*.

In addition to using campaign contributions to acquire friendships with members of Congress, and donations to curry favor with policy think-tanks and advocacy groups, the for-profit college industry has purchased ties to the news media. For example, in 2012, the *Chronicle of Higher Education*, *IHE*'s older rival, allowed Career Education Corp., a giant for-profit college company with a high student-loan default rate, not only

to sponsor a *Chronicle*-hosted event on loan defaults but to select all the speakers. Meanwhile, the largest for-profit college, the University of Phoenix, has been the lead sponsor of NBC's Education Nation events, and also has sponsored education policy events held by the *New Yorker*.

'It's not the way to run a media outlet.'

There also is precedent – very bad precedent – for a single company owning both for-profit colleges and major media outlets: the former Washington Post Company, which until 2013 owned the *Washington Post* newspaper, as well as the troubled Kaplan college chain and a major stake in the even-worse Corinthian. Throughout the debate on Obama Administration regulation of for-profit colleges, company CEO Donald Graham has been perhaps the most influential lobbyist for the industry, while his paper consistently editorialized against new accountability measures.

CONFLICT OF INTEREST

When informed of Quad's purchase of *IHE* and Lederman's comments, Barmak Nassirian, a higher-education policy expert who for years has worked for public-college associations in Washington, said, "This is just vexing – it's not the way to run a media outlet." Nassirian stressed that he had great respect for the work of *IHE*, and the talent and integrity of Lederman and co-editor Scott Jaschik, but said the purchase was nonetheless disturbing. "The high margins and easy money activity that for-profit colleges represent should be the target – not the owner – of investigative

journalism outfits," Nassirian said.

Inside Higher Ed's Lederman said his publication's situation was different from the Post Company owning Kaplan, because *IHE* and the for-profit colleges controlled by Quad would have only "a dotted-line connection through the investor."

MAINTAINING CREDIBILITY

Lederman says that at the insistence of *IHE*, the purchase agreement includes a clause that precludes Quad Partners from any involvement in editorial operations. *IHE* was launched by Lederman and two cofounders in 2004, with a modest investment from three Washington, DC-area venture funds, including the owners of the lead-generation company Double Positive. Those three investors, who sold their shares to Quad in November, also had no role in editorial operations, says

Lederman.

Lederman notes, correctly, that a trade publication always faces issues regarding financial interactions with companies it covers, including as advertisers. *IHE* continues to publish articles about for-profit college issues, and Lederman said that if there are significant references in *IHE* to specific Quad-owned companies, the publication will disclose the relationship.

"I would expect people to be watching us" in light of this purchase, says Lederman. "Our credibility is hugely important to us, and ultimately it will rise or fall on the nature and tenor of our coverage." He says *IHE* will go on as before: "The proof will be in what we publish."

The original version of this article appeared on Republic Report (republicreport.org)

Digital strategy for unions

By CLARION STAFF

Organizing 2.0 is an annual conference focused on training union activists and staff in digital strategy, organizing and campaign skills. Now in its sixth year, Organizing 2.0 will convene this year on April 10-11 at CUNY's Murphy Institute for Worker Education in Midtown Manhattan.

Charles Lenchner, a conference organizer who is also a CUNY adjunct and PSC member, says the goal of the conference is to help the labor movement be as effective online as anyone else, including large corporations and purveyors of cat videos. "By building our digital campaign skills we can make our voices louder in Albany, Washington or anywhere else," Lenchner told *Clarion*.

While Organizing 2.0 offers many advanced skills, this year's focus is

on member-activists using social media to help their union. "One hour of Twitter or Facebook training can turn an enthusiastic member into a much more effective organizer," Lenchner says. He cites one attendee from last year who is now on a first-name basis with senior legislative staff, as a direct result of Twitter engagement.

Organizing 2.0 workshops often describe successful campaigns that others can learn from. The hashtag #AllKidsNeed has served as a way for P-12 teachers, parents and community members to get involved in advocacy for public education: over 40,000 tweets with this hashtag have been sent in the last month.

For more information on the April 11-12 conference, visit Organizing20.org. Scholarships and childcare are available.

Heat & pressure build up at car wash



Above, City Councilmember Carlos Menchaca speaks to a March 4 rally in support of workers at Vegas Auto Spa in Park Slope. The carwashers, who have voted to unionize, were locked out by the owner after suing him for \$600,000 for failure to pay minimum wage and overtime. Menchaca and City Councilmember Brad Lander were among seven people arrested for blocking the street outside the car wash in an act of civil disobedience. The workers welcome supporters on their daily picket line, at 7th Ave. and 19th St. in Brooklyn. To learn more, see facebook.com/groups/parkslopecarwasherosonstrike.

Official NYC Council Photo by William Alariste

New York AAUP conference

The nation's oldest faculty organization, the American Association of University Professors (AAUP), is marking its 100th anniversary this year. In the lead-up to the centennial celebration, the New York State AAUP chapter is holding its annual chapter conference, "Academic Freedom and Shared Governance," at Columbia Teachers College from April 24-26.

"In a time when Academia faces increasingly harsh attacks on shared governance, academic freedom and tenure, it is essential that we build our state AAUP chapters," said PSC members and AAUP leaders Anne Friedman and James Davis in a joint statement. "AAUP core values are being undermined by long-term structural changes to the academy: corporatization, budget cuts, and reliance on a growing contingent workforce."

John Dewey and other prominent intellectuals met at Teachers College one hundred years ago to found the national AAUP. This year's state conference will reflect on the group's beginning, but will also address pressing issues in higher education. Topics include: reaffirming the right to tenure for all faculty, expanding unionization into private universities, organizing efforts at the for-profit Kaplan Language School, fighting for adjunct rights and protecting faculty governance. The conference is free. For those who want to attend the Saturday night dinner, the charge is \$32. Register and find more information about the conference at nysaaup.org. To keep track of conference attendance, PSC members who register should contact James Davis at jcdavis@brooklyn.cuny.edu. -SA

PSC contract fight escalates

By PETER HOGNESS

The PSC began this semester with a “virtual mass action” – a day of phone calls, emails and messages on social media to demand a new union contract. And within a week, the tactic had shown some results.

On February 2, union members sent CUNY trustees a stream of strongly worded and sometimes personal messages about the burdens that the lack of a contract has imposed on them, their families and CUNY students. PSC members spoke directly with a number of trustees. With hundreds of members taking part, phone lines were tied up and inboxes quickly filled.

MEMBER REALITIES

“This year, I have to relocate out of my modest one-bedroom apartment to make a 75-minute commute because I cannot keep up with the cost of living in New York City,” one member wrote. “Professors who give their heart to this University should not be forced to relocate – the long commute is taking away from my time with students. It also creates incentives for us to leave and take our talents and efforts to places where we will be better appreciated and with a lesser workload.”

“Why am I expected to live on less than \$27,000 a year,” asked a long-serving adjunct, “with no security of reappointment next term? This is a losing proposition. Valuable teachers are being asked to sacrifice in ways that previous generations were not. At the end of the day, it is our students and our institutional reputation that suffer when we are left out on a financial limb.”

“Three full-time faculty in our department accepted positions at other universities” in a four-year period, another member noted, “primarily because of the salary stagnation at CUNY. In the national searches to replace our former colleagues, highly qualified candidates either withdrew applications or declined job offers once they learned about CUNY’s noncompetitive salary schedules. Time and again, people who were ideal fits for our research and teaching needs told us that they simply couldn’t get by in the New York metropolitan area on the amounts of money that were being offered.”

“Thank you for writing with such honesty, and for responding so strongly to our call,” PSC President Barbara Bowen told members the following week. Bowen said the continued lack of a contract provoked deep anger at “a University board that pays its chancellor \$670,000 a year but cannot get an economic offer on the table for faculty and staff.”

Evidently management was feeling the heat: the following week, CUNY Chancellor J.B. Milliken went beyond his prepared remarks at a budget hearing in Albany to speak out in support of raises for CUNY faculty and staff.

Member action draws response

“Our ability to attract and retain talented faculty is compromised by our inability today to reach a collective bargaining agreement,” Milliken told members of the New York Assembly Ways and Means Committee and the State Senate Finance Committee in Albany on February 10.

“It is essential we get State support for an agreement that will be in alignment with those of other State unions, including retroactive

advocates for decent pay for CUNY faculty and staff as essential to providing quality public higher education in New York State, Buchsbaum said – it is part of their job. “Where is your voice?” he asked in a letter to Board Chair Benno Schmidt.

TRUSTEE RESPONSE

One trustee, speaking on the phone with a union member during the PSC’s “virtual mass action,” confided that the lack of



PSC bargaining team makes case for adjunct job security at a bargaining session with CUNY administrators this February.

increases that will recognize the commitment our faculty and staff have made over the last six years.”

Milliken’s statement did not change anything at the bargaining table – CUNY still has not made an economic offer to the PSC – and he said this could only happen with State support. But the very public statement in favor of raises for CUNY faculty and staff was more than Milliken, or other recent chancellors, had done before.

MANAGEMENT RESPONSE

“The messages from PSC members made a difference,” Barbara Bowen told union delegates on February 19. “They made CUNY management feel the urgency of members’ concerns.” Specifically calling for raises and retroactive pay “was something we have not heard before” from CUNY’s chancellor, Bowen noted. “And it happened the week after union members spoke out with such force.”

At a CUNY trustees’ hearing on February 17, PSC members had a message for CUNY management: Once is not enough!

“I appreciate that Chancellor Milliken has made a case [for CUNY raises] in Albany – but we need to hear this more in public,” said Jonathan Buchsbaum, professor of media studies at Queens College and chair of the PSC chapter there. The University’s trustees should be public

raises for CUNY faculty and staff was “shameful.” He suggested that union members take their case to the media to seek public support. But that same trustee has not yet spoken out publicly on the issue himself. At the Brooklyn hearing, PSC members told the trustees that this kind of silence needs to end.

Along with applying pressure to CUNY management, PSC members campaigned in Albany to seek passage of a State budget that would be fair to CUNY, with funding for wages and benefits competitive with public universities in comparable states. A central theme was the necessity for the State to provide a true “maintenance of effort,” with funds to cover mandatory cost increases in the cost of current services. That includes rent, heat and electricity charges, office supplies, fringe benefits and contractual salary steps, the union emphasized. (See pages 3-4.)

ADVOCACY IN ALBANY

Fighting for that promise to be kept has been the PSC’s priority in a wave of activity on the State budget in March. In hundreds of meetings and thousands of messages, union members urged legislators to do the right thing for CUNY and those who work there (see pages 3-4).

As the State Legislature debated its budget decisions, a PSC radio ad highlighted the need for a new CUNY contract. The ad, one of two aired by the PSC in March, was scheduled to be broadcast 260 times, mainly in Albany but also in NYC. The 60-second spot contrasts the lack of raises at CUNY with national praise for its ASAP initiative, which has more than doubled graduation rates for participating community college students.

“After President Obama announced plans to make higher

in the past several years. As always, the last days of budget season will be critical; see page 12 to find out what you can do.

Meanwhile the PSC and CUNY management bargaining teams continued to meet, seeking to engage and make progress wherever possible, so that a settlement could be reached relatively quickly once an adequate financial offer is made. At a bargaining session on February 19, the PSC presented the case for its demand for job security provisions for long-serving adjunct faculty.

“Right now, no matter how good you are, how long you’ve served or how much your students appreciate how much they learn in our classes, we cannot count on working next term or next year,” said Blanca Vázquez, an adjunct assistant professor of media studies at Hunter and a member of the PSC bargaining team. “We live with the fear that the rug can be pulled out from underneath us and we will be left scrambling to find another class.”

This is not good for CUNY students or for CUNY as an institution, Vázquez said. If a faculty member is effective enough to be brought back year after year after year, she said, her commitment to CUNY and its students should be recognized, Vázquez emphasized. “Job security is...about the dignity of work, about not feeling disposable and exploited.” Several adjunct faculty attended the session as observers.

ADJUNCT SECURITY

“When universities increasingly hire part-time faculty who are insecure, it makes it much easier for the employer to impose the same conditions on full-time faculty and the rest of the academy’s labor force,” PSC Treasurer Mike Fabricant told *Clarion*. “As a full-time faculty member, I will fight for adjunct job security because our fates are bundled together.”

The call for fair treatment for adjuncts featured prominently in members’ messages to CUNY trustees, as did the union’s demands on full-time faculty teaching load and professional advancement for those in the Higher Education Officer series. What united them all was the insistence that it is the administration’s responsibility to deliver decent pay and conditions for the faculty and staff who make CUNY work.

“We need a new contract that includes meaningful raises and back pay. We remain incredulous that such a contract has not yet been forthcoming,” wrote one department chair. “My colleagues really feel abandoned by the CUNY administration, yet we continue to do our best for our wonderful students every day, and we take pride in the wonderful education that CUNY affords them. Please do your part, and do not leave us to struggle financially in order to do the jobs we love.”

‘Three faculty in our department accepted positions at other universities.’

education accessible for all, he described one program in the entire country to show how successful community college could be,” the PSC ad begins. “That program was at CUNY, the City University of New

York.” Yet the faculty and staff “who make CUNY great are being denied a fair contract. They’ve worked five years without a raise and are paid significantly less than faculty members at comparable universities. Many may have to consider leaving CUNY, just to support their families.”

“We love what we do, and we feel privileged to teach CUNY students,” PSC President Barbara Bowen says as the ad concludes. “But it is difficult to continue our important work without a contract. Like President Obama, we believe in CUNY. It’s time for Albany to believe, too.” (You can listen to the ad online at tinyurl.com/PSC-ad2-2015.)

At a joint legislative hearing on State funding for CUNY, several legislators “noted the importance of a new [CUNY] contract during their question times,” reported Capital New York. But what the next State budget holds for CUNY won’t be known until after the April 1 deadline for passage – or possibly some days after, with observers viewing a late budget as more possible than

National Adjunct Action Week at CUNY

By PETER HOGNESS

Adjunct faculty worked with their PSC chapters to organize campus actions during National Adjunct Action Week, February 23-27. Through local events across CUNY, organizers sought to make the university community more aware of the PSC's contract demands on behalf of part-time workers, to increase adjunct membership in the union and to educate adjuncts and continuing education teachers about their rights and benefits.

The week was inspired by the call for a National Adjunct Walkout Day on February 25, advanced early last fall by an adjunct writing instructor at San Jose State University. Inside Higher Ed was reporting that the idea "is gaining traction on social media," particularly via the hashtag #NAWD.

TAYLOR LAW

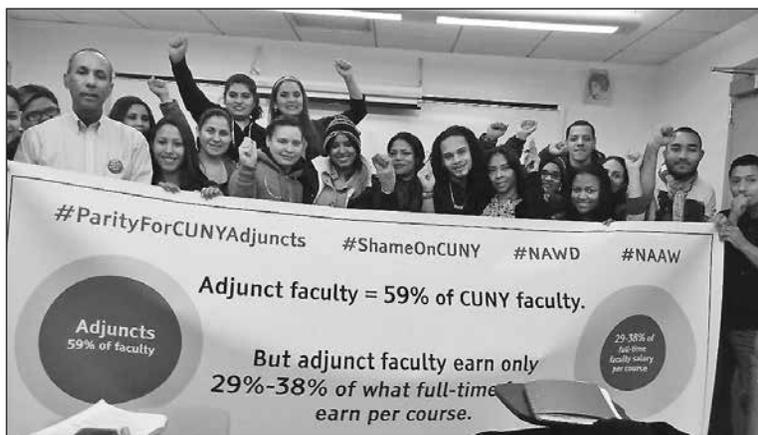
New York State's Taylor Law bans strikes by public employees, including CUNY faculty, and imposes steep penalties on those who walk off the job. So here and in some other areas across the country, organizers broadened the call to a "National Adjunct Action Week," planning events and actions from teach-ins to tabling, from speak-outs to tweet-a-thons.

That last idea was taken up by the PSC chapter at Hunter College, where activists invited students and full-timers to take to Twitter in support of adjunct equity. "Demand

Speaking out across University



Above, PSC members tabling at BMCC, talking with colleagues about unfair treatment of CUNY's adjuncts and how to change it.



Above, Hostos students show solidarity with their teacher, adjunct associate professor Luis Pelicot. Students were often shocked to learn the facts that the banner reveals.

better pay, job security and respect for your adjunct teachers and colleagues," the Hunter PSC's flyer stated, urging that tweets on these themes be sent to CUNY Chancellor J.B. Milliken. "My English professor for the past two semesters is an adjunct, and I have never had a better teacher. @jbmilliken #AdjunctsNeedARaise" read one of the resulting messages, all of them pro-adjunct and anti-austerity.

At the Graduate Center, activists from the GC's growing PSC chapter and the Adjunct Project of the Doctoral Student Council leafleted colleagues and the public with a flyer condemning CUNY's two-tier labor system and called for change. An eye-catching banner prepared by the Adjunct Project laid out some basic statistics about the two-tier labor regime: "Adjunct faculty = 59% of CUNY faculty...But adjunct faculty earn only 29%-39% of what full-time faculty earn per course."

"We had about 30 folks out there, with a good mix of people," said Luke Elliott-Negri, a member of the PSC chapter's executive committee and an Adjunct Project coordinator. "Graduate employees, adjuncts, full-timers, HEOs – and a few members of other AFT locals who came in support." The banner helped draw attention to flyers prepared by the union and the Adjunct Project, he said: "We made a good impact."

The banner used at the GC raised consciousness in a different way at

Hostos Community College later the same week. Adjunct activist Emelyn Tapaoan took it around to nearly a dozen classes, and took pictures – perfect for posting online – of adjuncts and their students holding the banner up together (see photo at left).

When students read the stark facts laid out on the banner, "they just said, 'Wow!'" Tapaoan told *Clarion*.

Call to end two-tier labor regime

"They were really shocked. I think even their teachers were surprised at the students' reactions, at how sympathetic they were."

Then Tapaoan delivered her message: "OK, I would tell them. 'Now I would like to request for you to come out in solidarity with us, and come to the event we are having later this week.'" Tapaoan herself could not attend the event – because she was scheduled to teach at another CUNY campus at the same time.

MORE INVOLVEMENT

Taking the banner around "helped create an awareness of 'who we are,'" Tapaoan told *Clarion*. "And people got more actively involved than if I just made an announcement."

At other CUNY campuses, PSC chapters hosted town hall meetings or set up tables to distribute leaflets and buttons. Some even handed out roses (following the time-honored union slogan, "We Want Bread – and Roses, Too"). Across the University, the events for National Adjunct Action sought to raise awareness – not as an end in itself, but as fuel for action.

Protest vs. childcare center closing

By PETER HOGNESS

Students at City College are protesting an administration plan to close the school's childcare center during a planned 26-month renovation, while firing all current staff and providing no alternate childcare space on campus during that time. During the lengthy closure, CCNY would be the only CUNY campus with no college-based childcare.

"It is already a struggle for us to balance raising a family with getting an education," said CCNY student Giuliana Tedesco at a City Council Higher Education Committee hearing on March 6. "For many of us, the Child Development Center closing is the tipping point that may force us to interrupt or even cease our studies."

QUALITY PAY CARE

City College students with children who currently use the Center are demanding that its staff not be laid off, and that the Center be provided with alternate space on campus so that it can continue to operate while the renovations proceed.

The college administration maintains that it will provide student parents with support during the renovation period. "To ease the transition, City College will assist parents for one year by providing subsidies for the differential in childcare tuition, not to exceed market rate, for students enrolled in the 2014-2015 academic year," CCNY Vice President for Communications and Marketing Dierdra Hill told *Clarion* in March. "City College also will provide parents with a listing of other childcare centers near the campus."

Student parents fault the administration's plan on several grounds. "The subsidies are just for one year, but they say the construction work will take 26 months," said Marina Massaro, a master's student in art education. Even during that year, affordability is a concern. "They don't say clearly what they mean by 'market rate,'" said José Fernández Nuñez, a civil engineering major.

Finding good-quality day care is not easy, and the most affordable

option may not provide quality care, said Tedesco. "My personal experience with alternative day care in the Hamilton Heights area is this: having my son sitting in someone's home day care, parked in front of a TV set all day. For \$1,200 a month, he learned all about Ninja Turtles, SpongeBob Squarepants and Power Rangers, all while developing a love of mozzarella sticks and chicken nuggets."

"I think they are not being serious about these other options," Massaro told *Clarion*. "In November, they said they will give us a list of childcare options in the neighborhood, and they said this in writing in December. But we still don't have these details."

"The subsidy promised will only cover current parents affected, and not any incoming parents," Fernández Nuñez emphasized. This objection was voiced repeatedly by parents currently using the center: What, they ask, are parents who enroll at City College next year, or the year after, supposed to do?

Students fault CCNY plan to shut Center for 26 months.

Many student parents say that the Center's on-campus location and its clear orientation to City College students have been critical to their ability to pursue college study. Affordable, good-quality day care that is a subway ride away, or with a schedule that doesn't align with that of City College, will not provide the support for their studies that the Center provides them with today, they said. "Today we get top-quality education for our children at an affordable price within minutes of our classrooms," Fernández Nuñez told Council members. "Some of the neighborhood daycares close much earlier than the CCNY center's 5:30," noted Massaro; this, she said, can be a problem for class schedules.

ABILITY TO PURSUE EDUCATION

"The Child Development Center offered to City College students was a major factor in deciding if and where I will pursue my master's," Massaro told the Council hearing. "My life as a single working mother is so chaotic. But I feel comfortable

knowing that Agatha has a stable environment to go to," she said. "I felt happy and relieved and comfortable about going back to school because the college offered high quality and affordable childcare. I personally would not have even started studying if City College did not have on-campus child care. And the same is true for many other parents."

"It is frustrating as a parent to try to pursue your education," agreed Fernández Nuñez. "You go online, you do your research, you ask, the service is provided there so you feel a sense of security. And now this sense of security is no longer there."

Students praised the work of the Center's current staff. The CDC has "an amazing group of teachers," student Eridiana Diaz said in written testimony. "We ask for you to find a site to relocate our teachers, our children, and our Center so that we may continue to further our education semester after semester without any interruptions."

"Every day we bring our children to the CDC and we look over our shoulders at the brand new, huge, multimillion dollar structures being built only steps away from us," said Tedesco at the conclusion of her testimony. "We ask you, is there not some small place you can find for our children?"

City College, Selma, Montgomery

By SHOMIAL AHMAD

CCNY students headed south after King appeal

Fifty years ago City College Student Government President John Zippert received a Western Union telegram from Dr. Martin Luther King, Jr., asking him – and other student body presidents – to make their own “personal witness” in support of voting rights and “join me in the march to Alabama’s Capitol.”

Zippert had joined civil rights protests in New York, picketing a Woolworth’s in support of Southern lunch-counter sit-ins and protesting at the 1964 World’s Fair against the lack of hiring of black workers. But this was different.

Two efforts to march from Selma to Montgomery had been turned back, by brutal violence or the threat of it. In the past month a local civil rights activist and an out-of-town supporter, one black and one white, had lost their lives in Selma. But Zippert made the decision to go.

GOING SOUTH

“I had a feeling at the time that the march would be a historic moment, but I didn’t know how historic it would become,” Zippert told *Clarion* in 2015. “It seemed from the TV coverage that it was a turning point,” he said, “and I felt the more people who went, the more support it would show.”

Zippert and two other City College students left New York together, and another 40 CCNY students made the journey to Alabama three or four days later. They paid the \$40 round-trip fares and took packed buses that left at night from Port Authority.

Baruch College journalism professor Josh Mills, then a City College student, was one of those students who made the trip. A native New Yorker, Mills has vivid memories of the first lengthy stop that their bus made, in Richmond, Virginia.

“There were segregated water fountains and segregated bathrooms. And it was like, ‘Woah, we’ve heard of this – but here we are about an hour from the nation’s capital and seeing a water fountain that said WHITES ONLY,’” Mills told *Clarion*. “It was kind of stunning.”

The students would join the final leg of what would become the last of three efforts to march from Selma to Montgomery, and the first one to reach the capital. The marches were pivotal in the passage of the Voting Rights Act that summer. The first, on March 7, 1965, became known as Bloody Sunday: state troopers and white racists tear-gassed and savagely beat nonviolent protesters as they sought to cross the Edmund Pettus Bridge (named after a Confederate general who became a Grand Dragon of the Alabama Ku Klux Klan).

At the second march, two days later, activists returned to the bridge, but did not advance past the heavily armed state troopers massed on the other side. That night Unitarian Uni-

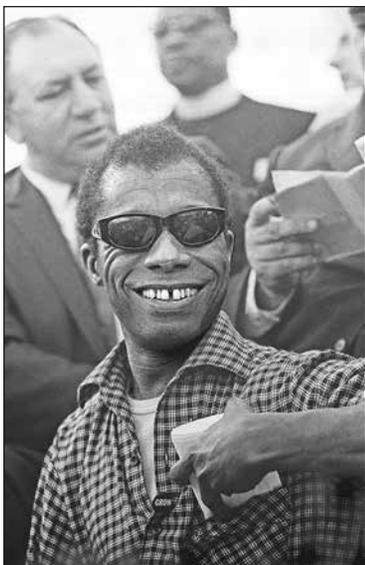


In 1965, City College student Stephen Somerstein documented the last of the three efforts to march from Selma to Montgomery. His photos are now on display at the New York Historical Society until July 12.

versalist minister James Reeb, who had come from Boston to take part in the march, was attacked by segregationists and died a few days later.

Civil rights leaders secured federal protection of their third march, a 50-mile trek that went through open farmland, residential neighborhoods and business districts. A federal court order both backed and restricted the march this time: President Lyndon Johnson federalized the Alabama National Guard and vowed to send whatever federal forces the defense secretary deemed necessary. But the terms of the court order limited the size of the march to no more than 300 people along the two-lane highway to Montgomery.

“We marched out of Selma on Sunday,” Zippert recalled. “We returned to Selma on Sunday evening because only 300 selected people were allowed to march the



Writer James Baldwin in Montgomery

full distance....I spent the next few days in Selma working at the SNCC [Student Nonviolent Coordinating Committee] Freedom House and helping to mimeograph leaflets.” Zippert then got a ride on the back of a truck and rejoined the march in its final day, as 25,000 people marched into Montgomery to demand voting rights for all.

DOCUMENTING THE MARCH

The City College students who went were social activists. Some, like Josh Mills, were on the staff of the college’s more left-leaning student paper, *Observation Post*. In its pages, they shared their experiences of marching with nuns and African-American residents from Marion, Alabama, of hearing “Dixie” blasting from a nearby appliance store, and listening to an old woman proudly sing from her front porch, “This little light of mine.”

Stephen Somerstein, who attended City College at night and was managing editor of the evening school paper, *Main Events*, documented the last day of the march in photos. Many of those photos are currently on display at the New York Historical Society in an exhibit titled “Freedom Journey 1965: Photographs of the Selma to Montgomery March,” which runs until July 12. Somerstein took five cameras and about a dozen rolls of film. With a limited amount of film, he knew that each photo had to tell a story; he says he decided early on that he wanted to document what the march meant for African Americans living in Alabama.

“I wanted to capture that sense of hope and reality, the joy and anticipation and thoughtfulness,” Som-

erstein told *Clarion*. “There was a certain amount of joy among the younger people. The older people were very serious. It was not a picnic. It was a serious statement that they were making.”



City College student on the bus

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AT THE CAPITOL

In one of Somerstein’s photos there’s a multi-generational black family sitting in front of Coke billboard watching the procession. In another photo, the march turns a corner with its destination in view: the white Alabama State House with a Confederate flag flying above it. At the Capitol, Somerstein stepped onstage while Dr. King delivered his “How Long? Not Long” speech.

Somerstein says he didn’t want to take King’s photo from down in the crowd: “I saw there was no one to the back of King. I slid over, found a spot and took three shots” from

different angles.” One of the resulting pictures is instantly familiar today: it shows the back of King’s head with the sea of the crowd stretching away in the background. An image from this perspective was adapted for the poster for the movie *Selma*.

RACIAL JUSTICE ON CAMPUS

“I’m back in New York now, safe and secure, and removed from the terror that is Alabama,” wrote City College student Mickey Friedman in an article published in the March 31, 1965 edition of the *Observation Post*. “I endured Alabama for a day, [Alabamians] must endure it for a lifetime. The heroes of the march were the Alabamians – for their sacrifice is the greatest.”

City College was a politically active campus at the time, with students who ranged across the political spectrum from Young Republicans to Maoists. “Free tuition, civil rights and the peace movement were the big issues on campus,” recalled Vivian Kahn, City College ’65 and former *Observation Post* editor. The largest crowds turned out for protests in defense of free tuition, in response to Governor Rockefeller’s support for a measure to start charging tuition at CCNY (a stance that, according to *The New York Times*, led the college’s president to resign in protest). Pro-civil rights activity had a strong presence at CCNY throughout the early-to-mid 1960s: John Lewis and Malcolm X spoke at the campus, while students picketed Woolworth’s and took part in the March on Washington. When the march from Selma arrived in Montgomery, 200 City College students joined in a solidarity march in Harlem.

But questions of racial justice did not only exist in the Deep South. A February 1965 editorial in the *Amsterdam News* charged that City College of New York was “almost as lily white during the day as the campus of the University of Mississippi.” The daytime student body in the mid-1960s was overwhelmingly white, and most students accepted that state of affairs.

“We were quick to jump on the bus to go to Selma,” former City College student Ron McGuire told *Clarion*. McGuire had marched in Montgomery, and later as a civil rights lawyer went on to represent many CUNY student activists. “But we were reluctant to bring black students to our college.”

While no official statistics by race were taken by City College at the time, according to York College associate professor Conrad Dyer around 1% of City College’s graduates from 1960-1965 were black. The student body in the evening

Continued on page 8

'Review Your Personnel File Week'

By SHOMIAL AHMAD & PETER HOGNESS

The PSC encourages all of its members – full-time and part-time teaching and non-teaching faculty, Higher Education Officers and College Lab Technicians – to review their personal personnel file at least once a year. To encourage making this review a regular practice, the union is organizing its second annual “Review Your Personnel File Week” this year, from April 20-24, 2015.

When it comes to your career and your professional rights, accurate, complete and up-to-date information contained in your personnel personal file is crucial.

FILE CONTENTS

Article 19 of the contract states that you have two personnel files at the college: the “personal personnel” file and the “administration” file. Under the union contract, you have the right to review your personal personnel file, not the administration file. (The administration file is available only to those involved in decisions such as an employee’s reappointment, promotion, certification or tenure.)

Your personal personnel file should include your academic and professional accomplishments at the college. Observation reports,

Make sure your file is accurate



Jud Guiteau

annual evaluations, materials related to professional performance and documents submitted at your request are all included in the personal file.

Decisions about things like reappointment, promotion, certification and tenure are made, in part, based on the contents of your personal personnel file – so this file plays an important part in your career. You can request copies of materials that are in your personal file, and it’s a good idea to request a copy of any document that you don’t

already have for your own records. “If there is a problem with your file, it’s usually obvious,” says Renee Lasher, a PSC contract enforcement coordinator. “For example, it should contain all your evaluations. If you find an error or see that something is missing, it’s usually not hard to get it corrected.” What’s in your personal personnel file should come as no surprise, since management is required by the contract to let you review and initial materials before they are placed in your file. You have the right to rebut any document placed in your file. It’s important that you’ve previously seen all the documents in your file, and that any notes that you made to those documents have been included. If any document has been included in the file without your

Your file can affect reappointment, promotion and more.

knowledge, ask for a copy. Note on the copy that this is the first time you’re seeing it and record the date, and contact your chapter grievance counselor. (More details on reviewing your personal personnel file are on the PSC website.)

FINDING YOUR FILE

How to find and arrange to review your personal personnel file varies depending on your title and your campus. Some college offices may require you to make an appointment; others may allow you immediate access. Some may have someone present while you look at your file – which is permissible as long as it doesn’t interfere with your review in any way.

Specifics on how to find your personal personnel file at your college will be listed in the “Our Rights” section of the PSC website (psc-cuny.org) in early April. If you have any questions about the process, or any concerns about your file, you can contact your PSC chapter chair (psc-cuny.org/about-us/directory) or chapter grievance counselor (psc-cuny.org/our-rights/chapter-grievance-counselors), or call the PSC office at 212-354-1252.

While Review your Personnel File Week is a good reminder to check your file each year, you can request to review your file at any time.

City College and Selma

Continued from page 7

school, according to estimates by school officials cited in Dyer’s thesis, was almost one-third black, but the number of night students was much smaller.

The lopsidedly white enrollment in a school in the middle of Harlem troubled Allen Ballard, one of the few African-American faculty members at City College at the time. “The contradiction was just too intense in the midst of the whole revolution that was taking place in the country,” Ballard later recalled. In his memoir, *Breaching Jericho’s Walls*, Ballard wrote that “Black authors such as John Killens, James Baldwin and John Williams...frequently referred to the white citadel on the hill, inaccessible to the black population in whose midst it stood and whose taxes paid for the education of white students and the salaries of white faculty and administrators.”

PRECURSOR TO SEEK

A proposal from Ballard “to admit a selected number of black and Hispanic students to CCNY” with increased academic support led to the establishment in 1965, the year of the Selma marches, of a precursor to the SEEK opportunity program that exists at CUNY senior colleges today. It was just a start, but it was perhaps the first time that racial inequities in admissions became an institutional concern at City College.

The demands for change that were gathering strength in the mid-1960s led to dramatic changes in direction, for both individuals and institutions.

John Zippert, the student body president who went down to Selma, wrote in the pages of the *Observation Post* about feeling he was at a crossroads: should he “go South tomorrow,” “organize a group of students to go South this summer,” or “[work] harder here at home in Harlem”? Certainly there was work to do in Harlem, including at City College. Within four years, black and Puerto Rican students were leading an occupation of the campus, which they renamed “the University of Harlem,” and waging a student strike to demand open admissions.

CHANGING COURSE

Zippert ended up going back to the South that summer in 1965, where he joined a Congress of Racial Equality organizing project and worked with black farmers on marketing their sweet potatoes. When September came, he stayed.

“It’s been a long summer,” Zippert told *Clarion* in March of this year. Today he lives in Alabama and still works with low- and moderate-income farmers at the Federation of Southern Cooperatives, which grew out of the civil rights movement. “I went there for the summer, and it really led to the next 50 years of my life.”

For City College, the changes that began in the mid-1960s would prove to be just as profound.

April 22-23: Contract enforcement workshop

By CLARION STAFF

The PSC will be holding a two-day workshop in April. The workshops will examine how the PSC/CUNY contract works for you and how the union defends member’s rights through the grievance and arbitration process. The workshop will be held from 11 am to 3 pm on April 22 and 23; registration details are below.

Who is this workshop for? “Any PSC member who’s interested in knowing more about the union contract is invited to attend,” Debra Bergen, the PSC’s director of contract enforcement, told *Clarion* before a similar workshop last year. “Knowl-

edge is power, and any time you don’t know your rights, or your colleagues’ rights, you are putting yourself in a weaker position. By learning more, you can make yourself stronger and make the union stronger.”

BASIC RIGHTS

The first day will focus on basic contractual rights and protections such as annual evaluation and observations procedures, junior faculty research reassigned time and HEO/CLT workweeks as defined. Members who can only attend for one day are welcome. The second day will focus on skill-building tools that can be useful for any member, but especially

for members considering becoming more active in the union, as well as chapter chairs, grievance counselors, department representatives, prospective grievance counselors, members of the chapter executive committees and union delegates.

“The contract lies at the center of day-to-day union practice,” says Bergen, “and this is information every union member can use.”

Key topics include:

- An overview of basic contractual rights
- The structure and framework for contract enforcement at the PSC
- The legal and contractual frame-

work for grievance handling and union representation

- The role and responsibilities of the chapter grievance counselor

‘By learning more, you can make yourself stronger.’

- Creative strategies for resolving workplace issues.

Sessions will take place in the PSC Union Hall, on the 16th floor of 61 Broad-

way, on Wednesday, April 22, and Thursday, April 23, from 11 am to 3 pm both days. If you plan to attend please RSVP to Renee Lasher, coordinator of contract administration, at RLasher@psccmail.org no later than April 11.

Claim Earned Income Tax Credit

If a family earned \$52,427 or less in 2014, they may qualify for the Earned Income Tax Credit (EITC). The federal tax credit has been reducing economic stress for working people since 1975, but a significant number of people who qualify for the credit don’t apply.

“About a quarter of eligible working families fail to apply for this credit that is rightfully theirs,” said PSC Executive Council Member Susan DiRaimo. The PSC is part of a citywide outreach effort

to inform people of their possible eligibility.

For CUNY adjuncts, who make on average \$3,000 for each course they teach, the credit could mean help with paying rent or other necessities. City officials say the credit could be the largest “lump sum of money” that low income New Yorkers can receive this year.

That is why the city has launched a major outreach initiative, putting up subway ads and calling individual taxpayers to talk

about the EITC and let them know where they can get their taxes prepared for free.

“Too many New Yorkers who qualify for the Earned Income Tax Credit do not receive it due to either not being informed or because they are not able to provide proof of income,” said New York City Public Advocate Letitia James, who praised city efforts to increase awareness about the credit.

A family of four that makes a little less than \$50,000 – which is

higher than Brooklyn’s median household income – could qualify for a refund of up to \$5,460. The average credit is around \$2,500, according to city officials, and the maximum federal credit is around \$6,000. There are different qualifying income thresholds for people filing jointly and independently, and the amount of the credit depends on the number of dependents.

To find out if you qualify go to irs.gov/eitc, file your return with a reputable tax software that will check your eligibility or visit one of the 200 tax centers in the city that give free tax assistance for qualified individuals (find a location here: nyc.gov/taxprep). -SA

A NEW POLITICAL DIRECTION

Greece against austerity

By COSTAS PANAYOTAKIS

The electoral victory of Syriza, Greece's largest party of the anti-austerity left, has been felt far beyond Greece's borders.

Syriza's rise is a threat to European elites who fear that any success by Greece's new government will strengthen forces of the anti-austerity left in other countries, such as Spain and Ireland. Forcing Syriza to fall in line with the austerity orthodoxy would, in contrast, lend credence to the claim that "there is no alternative" to the current set of policies. The stakes are high, and Syriza's electoral victory has intensified the debate regarding the pitfalls of austerity across Europe, much as the Occupy movement transformed growing inequality from a taboo topic to a subject of heated political debate.

The brutal austerity measures imposed on Greece have attacked many of the values and principles that we as educators and PSC members hold dear. Draconian budget cuts have hit education and health care really hard. Schools and universities are understaffed, as teachers and administrative workers have been fired, while the ability of students to learn has been undermined by the rapid growth of hunger. If Greece changes course, it could set an example that would strengthen opponents of austerity elsewhere – not only in Europe, but also here in New York, where budget cuts remain the order of the day despite a \$5 billion State surplus.

GLOBAL CRISIS

The context for this confrontation is one that transcends the specific peculiarities of Greek society. Capitalism's recurrent structural crises always give rise to social struggles that determine which social classes and groups will bear the brunt of these crises and whose interests will guide the institutional restructuring that resolving such crises requires. In the ongoing global capitalist crisis, Greece is an especially clear example of this dynamic. First, it is an example of the attempt to "solve" the crisis on the backs of those least responsible for it, namely ordinary citizens and the working class. But Greece is also an example of the social and political struggles that this attempt has unleashed.

The experience of the global crisis in Greece, as well as in other countries of the European periphery such as Italy, Spain, Portugal and Ireland, has been crucially shaped by their membership in the eurozone, a common currency area that encompasses 19 countries from across Europe. Even before the current crisis, the eurozone project had served to reorient European societies from a postwar social model distinguished by a substantial welfare state toward a neoliberal free-market model tailored to the needs of the European capitalist class and the financial sector. Similarly to what has happened in other parts of the world, including the US, this model generated rising inequalities, dramatic increases in poverty even in Europe's economically stronger countries such as Germany, and a period of easy credit and financial and real estate bubbles that disproved the neoliberal faith in the rationality of financial (and other) markets, while paving the way for the sovereign debt crisis that began in Greece five years ago, only to



Thousands took to the streets in Greece to celebrate Syriza's electoral victory.

spread to the other countries of the European periphery soon after.

By the time the sovereign debt crisis began, many of the large European banks were effectively bankrupt and had to be bailed out both directly and indirectly. Direct bailouts carried out by national governments led to the deterioration of government finances, thus feeding the sovereign debt crisis. In the case of Greece direct bailouts of the financial sector by the government were also accompanied by the indirect bailout of European banks that held much of the Greek debt.

The two massive bailout loans that Greece received from the European Union and the International Monetary Fund were not motivated by solidarity for the Greek people but by a determination to prevent the collapse of European banks and the global economy that a Greek default in 2010 would have likely triggered. Consistent with their long-standing practice, when faced with a debt crisis resulting from the bad decisions of creditors and borrowers alike, neoliberal elites decided to protect the former while directing all their wrath on the latter. This political choice, which is consistent with neoliberalism's long-standing project of redistributing wealth and power upwards, was ideologically justified through a kind of racialization, by Northern European media, of the supposedly "lazy," "profligate," "corrupt" and "irresponsible" inhabitants of PIGS (a telling acronym used to describe Portugal, Italy, Ireland, Greece and Spain).

AUSTERITY MEASURES

This ideological move had two effects. On one hand, it justified the imposition of brutal austerity measures on the highly indebted countries. On the other, it also created divisions within the European working class, thus making it possible to respond to the crisis of the neoliberal model through a seemingly paradoxical attempt to entrench this model even further. The result has been

a brutal assault on the living standards of ordinary people, not just in Greece but throughout Europe.

In Greece, where this assault has been most extreme, budget cuts and austerity have led to over 25% unemployment, drastic reduction in people's salaries and pensions and a systematic destruction of the social fabric expressing itself in dramatically increased levels of suicide, poverty, hunger and homelessness. Labor and collective bargaining rights have been decimated, while the growing levels of unemployment have further undermined the ability of Greek workers to resist the capitalist onslaught. As a result, even many of the Greeks who still have a job are owed months of back wages.

POLITICAL SCAPEGOATS

Just as the imposition of brutal austerity on the European periphery has been justified in Northern Europe through a vilification of people in the highly indebted countries, similar ideological strategies have been used to keep working people divided within those countries. In Greece public-sector workers became a favorite scapegoat early in the crisis, as austerity was justified through wild exaggerations of the size of the Greek public sector. The vilification of the public sector has also justified the privatization of valuable public assets at a fraction of their true value, thus redistributing wealth from ordinary Greek citizens to business interests closely tied to the political elites ruling the country up to the January 25 election.

Immigrants have been another popular scapegoat. In fact, one of the most disturbing developments since the beginning of the Greek crisis has been the rapid rise of Golden Dawn, a neo-Nazi party with paramilitary units roaming until recently the streets of Greek cities in search of immigrants and anti-fascist activists to terrorize, assault and (on several occasions) even

murder. The leaders of the conservative and socialist parties, which ruled in coalition until recently, have in the past pandered to neo-Nazi sympathizers, thus legitimizing the racist xenophobic agenda. The murder by a Golden Dawn member of Greek anti-fascist rapper Pavlos Fyssas, along with the massive anti-fascist protests that followed it, finally pushed the authorities to charge Golden Dawn leaders with heading a criminal organization. Despite the fact that its leaders were in jail waiting to be tried, Golden Dawn proved its resilience in the recent election, receiving 6% of the vote and becoming the third largest party in the Greek parliament.

POPULAR RESISTANCE

The rise of Golden Dawn is only one example of austerity's assault on democracy. As austerity measures have understandably led to intense popular resistance, police and state repression intensified and so did the attempt of European elites to seal entire countries' fates without consulting with their citizens. In a famous example, the Greek prime minister George Papandreou, who initiated Greece's austerity program, was unceremoniously deposed when Greek and European political elites came together to foil the referendum on Greece's second bailout that he was "foolish" enough to announce. Soon afterward Greece, and then Italy, found themselves ruled by unelected prime ministers who were former bankers and enjoyed the trust of European economic and political elites.

Given all this, the magnitude of the challenge facing the new Syriza government is clear. From the very beginning, it has had to confront the weakening of democracy throughout Europe as it is coming under intense pressure from its European lenders to continue the exact same policies that the Greek voters have just rejected. Even its attempt to moderate (rather than reverse) austerity has been met with threats and stiff opposition.

To withstand these pressures from the outside, the new Syriza government will have to address one of the important contributing factors to Greece's shaky finances, namely the ability of Greek oligarchs to evade taxes. Any progress on that front would lead to intense resistance from capitalist interests inside Greece but would contribute to a progressive redistribution of income, which would increase the government's popularity, while also providing it with the fiscal room necessary to reverse some of the damage inflicted on the Greek welfare state (such as it is) and the country's social fabric.

The success or failure of Greece's new government will reverberate throughout Europe and beyond. If Greece charts a new direction, it will encourage others to do the same. If Syriza falls short, this could bolster challenges to the status quo that come not from the left but from the far right. The dramatic rise of Marine Le Pen's National Front in France, Europe's second largest economy, is just one example of this possibility.

What is clear is that the success or failure of the Syriza government will have a profound effect on social struggles outside Greece. And it will provide valuable lessons to all of us who are interested in understanding and transforming the capitalist socioeconomic system in which we live, work and struggle.

Costas Panayotakis is professor of sociology at City Tech and author of Remaking Scarcity: From Capitalist Inefficiency to Economic Democracy.

Voters in Spain & Ireland are watching.

CALENDAR

TUESDAY, MARCH 24 / 5:30 pm – 8:00 pm: PSC Environmental Health and Safety Watchdog Committee meeting. PSC Union Hall, Justice Room, 61 Broadway, 15th floor. Contact hswatchdogs@psccmail.org or call (212) 354-1252.

WEDNESDAY, MARCH 25 / 6:00 pm: The PSC Academic Freedom Committee sponsors a forum, “Academic Freedom and Politics in the Age of Digital Media,” with presentations by Robert M. O’Neil, former director of the Thomas Jefferson Center for the Protection of Free Expression and author of *Academic Freedom in the Wired World: Political Extremism, Corporate Power, and the University*, and Ellen Schrecker, professor emerita of history at Yeshiva University and author of *The Lost Soul of Higher Education: Corporatization, the Assault on Academic Freedom, and the End of the American University*. Reception (wine and light refreshments) at 5:30 pm and discussion session following presentation. PSC Union Hall, 61 Broadway, 16th floor. For more information e-mail sleberstein@gmail.com.

FRIDAY, MARCH 27 / 4:00 pm: “First Fridays” adjunct meeting will be held at the PSC, 61 Broadway, 15th floor. For more information, contact Marcia Newfield at mnewfield@psccmail.org.

MONDAY, APRIL 6 / 1:00 pm – 3:00 pm: Retirees Chapter meeting. Discussion topic: “Is the Labor Movement Revivable?” PSC Union Hall, 61 Broadway, 15th floor.

FRIDAY, APRIL 10 – SATURDAY, APRIL 11: The sixth annual Organizing 2.0 conference, at CUNY’s Murphy Institute, 25 West 43rd Street. (See page 4 for details.)

FRIDAY, APRIL 17 / 12:00 pm – 5:00 pm: PSC Junior Faculty Development Day, “How to Survive and Thrive at CUNY.” PSC Union Hall, 61 Broadway, 16th floor. (See page 12 for details.)

FRIDAY, APRIL 17 / 6:00 pm – 9:00 pm: Labor Goes to the Movies screens *Chinatown* (1974), one of the great US films of the second half of the 20th century. Roman Polanski directed a Robert Towne film noir script, based on a true story, about ecological, financial and sexual crimes in Los Angeles during the 1930s. The film was far ahead of its time, tracing the perverse reverberations of the battle over water rights in California, with drowning in the midst of a drought, incest, voyeurism, and adultery, all generated by capitalist greed, and all ultimately obscured by the fog of orientalist projection. Nominated for 11 Oscars, including Director, Screenwriter, Actor (Jack Nicholson) and Actress (Faye Dunaway), with a spooky performance by Polanski. Discussion to follow the film. Light refreshments provided. PSC Union Hall, 61 Broadway, 16th floor.

WEDNESDAY, APRIL 22 – THURSDAY, APRIL 23 / 11:00 am: Workshop: Introduction to Contract Enforcement and the Grievance Process. PSC Union Hall, 15th floor. (See page 8 for details.)

FRIDAY, APRIL 24 – SATURDAY, APRIL 25 / 1:00 pm: Academic Freedom and Shared Governance: The AAUP Centennial. Columbia University, Grace Dodge Room, 116th St. and Broadway. (See page 4 for details.)

WEDNESDAY, APRIL 29 / 10:00 am: “CUNY at the Council” Grassroots Lobbying Day, at 250 Broadway. For information contact Amanda Magalhaes, amagalhaes@psccmail.org or call (212) 354-1252 ext. 221.

A FACULTY VIEW FROM BARUCH

Race and admissions

By GLENN PETERSEN

Faculty leaders at Baruch College have for years now been expressing their dismay at the college’s admissions policies – policies that have resulted in consistently low numbers of black and Latino students admitted to Baruch as freshmen. In January, *The Atlantic* published an article about this problem; the CUNY administration disputed the story of the student described at the beginning of the article and some other details, and the article was revised as a result. But the bigger issues raised by the article go far beyond that dispute, and are central to CUNY’s mission.

CUNY is attempting to deny that admissions policies at Baruch and the University’s other leading campuses are based primarily on applicants’ SAT scores, which is the central issue in *The Atlantic* story. Yet at meetings with the college’s faculty, Baruch’s president and provost regularly begin by informing us of the SAT averages of the most recent group of incoming freshmen, and crow about how they have yet again improved. Then a professor will rise and point out the well-known fact that SAT scores are more closely correlated with students’ families’ socioeconomic status than with how they are likely to perform in college, that CUNY’s historic mission has been to educate the children of the city’s working class and immigrant populations and that by placing so much emphasis on SAT scores the college is failing to honor this charge. Then the president or provost acknowledges the problem and says that they’re trying to do better. At the next meeting, the exact same conversation takes place.

OVEREMPHASIS ON SAT SCORES

The college’s leadership consistently concedes that black and Latino admissions are too low, and that this is because of the emphasis on SAT scores. It describes its efforts to deal with the problem, but nothing changes.

We have been told by colleagues who were present at the time that former Chancellor Matthew Goldstein informed Baruch’s president that Baruch was to be the first CUNY college to achieve an SAT average of 1200. And we understand exactly how this has been achieved. The SAT scores of transfer students are not reported, and at present nearly three-quarters of the new students coming to Baruch are transfer students. The incoming freshman class accepted is actually very small, thus enabling the admissions office to set the freshman SAT bar very high.

The faculty admissions committee for the Baruch component of the Macaulay Honors College has repeatedly worked to craft an

incoming class that is balanced in a variety of ways by evaluating portfolios of student work, only to have the admissions office discard their rankings and set applicants’ SAT scores as the primary admission criterion. Each year, the committee struggles; each year, the battle repeats itself.

DECLINING DIVERSITY

I have taught at Baruch for 38 years and I have seen the changes in our enrollments over the last 15 years or so. They are impossible to miss. No matter what claims CUNY’s leadership tries to make, we know that we are not teaching the same mix of students we once did. CUNY argues that the change in the makeup of freshman classes is compensated for by transfer students. We don’t see this as even remotely compensating for what has been lost. But even if their claims were true, they still fall far short of the goal of bringing in highly motivated students as freshman, rather than requiring the vast majority of them to serve an apprenticeship at the community colleges.

Baruch’s own numbers verify professors’ perceptions. Over past decades, the percent-

ages of black and Latino students entering as freshmen in the fall have declined precipitously. In 1990, 47% were black and Latino; in 1995, 43%; in 2000, 32%; in 2005, 27%; in 2010, 18%. This past fall, after what administrators say were rigorous efforts to reverse the trend, the number improved to 22%. We are inclined to believe the trend would have continued downward if we had not demanded improvement.

We respect and admire all of our students, and what I have said here is in no way meant to disparage those who are studying with us now. But we teach at CUNY because we wish to serve all people, and CUNY campuses like Baruch are simply failing to do so. For CUNY’s leadership to deny this suggests either that they are not paying close enough attention or that there are other factors at work here. What are they trying to distract attention from? Perhaps someone can enlighten us, someone at CUNY Central not afraid to blow a whistle.

Glenn Petersen is professor of anthropology and the chair of Baruch College’s department of sociology and anthropology.

Watching the changes in enrollments.

Bending toward justice



Above, demonstrators marching in Harlem on Martin Luther King Day to protest police brutality and denounce “broken windows” policing. The march, which was initiated by Justice League NYC, began at Harlem’s Second Canaan Baptist Church and headed to the United Nations. Protesters chanted, “We will not remain silent while police remain violent.”

Clarion MARCH 2015

Newspaper of the Professional Staff Congress/City University of New York, collective bargaining representative of the CUNY instructional staff. Vol. 44, No. 2. PSC/CUNY is affiliated with the American Association of University Professors, National Education Association, the American Federation of Teachers (Local 2334), AFL-CIO, the New York City Central Labor Council and New York State United Teachers. Published by PSC/CUNY, 61 Broadway, 15th floor, New York, NY 10006. Telephone: (212) 354-1252. Website: www.psc-cuny.org. Email: phogness@psccmail.org. All opinions expressed in these pages are not necessarily those of the PSC.

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NY HIGHER ED POLICY

Don't undermine CUNY's mission

The following excerpts are adapted from the PSC's testimony at the joint legislative hearing on the 2015-2016 state budget in Albany on February 10, delivered by PSC President Barbara Bowen. Full text of the testimony, with details on a range of programs and proposals, is online at tinyurl.com/PSC-State-budget-2016.

Four years ago, Albany made a promise to the students of CUNY and SUNY.... The promise has not been kept.

The 2015-2016 Executive Budget proposal repeatedly states that future funding for CUNY and SUNY will be based on the premise that the State's contribution has provided "stability" in funding. Sadly, that notion is a myth.

The State failed to provide a true maintenance of effort, which would cover mandatory inflationary costs. CUNY calls these annually increasing costs "mandatory needs" or "mandatory costs" because they must be funded to maintain the University's current level of services and programming. We're talking about rent hikes, rising energy costs, price increases for office supplies and equipment, fringe benefit cost hikes and contractual salary steps. The Executive Budget would not fund one dime of CUNY's mandatory cost increases, leaving its senior colleges \$63 million short.

By not providing General Fund support for all of CUNY's mandatory costs, the governor forces CUNY to use tuition revenue to fill the gap. That means CUNY is using its available funds to keep the lights on and is unable to make the investments that students need in additional full-time faculty, counseling and advisement, academic tutoring and student services. Unless the Legislature takes a stand this year, the pattern will continue.

ALBANY'S BETRAYAL

Beyond underfunding, the Executive Budget calls for a restructuring of state funding for SUNY and CUNY that fundamentally misunderstands what colleges do and how new knowledge is generated. The financial betrayal of our students and their families is in danger of being compounded by a betrayal even more profound – of their right to a meaningful college education.

For most of the half-million students enrolled in the City University of New York, CUNY is their only chance for an education that can lead to the kind of life we all want for ourselves. Three-quarters of CUNY students are people of color; more than half are from families earning less than \$30,000 a year; 40% are immigrants; and 42% of them are working while attending school. They are New York's strivers and New York's hope. They are the next generation in the great story of generations of poor and working-class New Yorkers who built this state. They do not deserve to be betrayed by Albany and deprived of the chance for a college education with lasting value.

The Executive Budget proposes a massive restructuring of state funding for CUNY and SUNY that would cheapen the meaning of college education and degrade its quality. The 2016 Budget proposes to hold hostage 10% of the State's already inadequate funding to "performance measures" that come with no evidence of enhancing education. As currently proposed, the performance



PSC First Vice President Steve London and PSC President Barbara Bowen answered questions at the joint hearing of the New York Assembly Ways & Means Committee and the State Senate Finance Committee.

measures would skew college curriculum to the short-term needs of employers and rob our students of the skills and knowledge that have been shown to be the best predictors of lasting success. In the absence of increased investment per student by the State, they could create dangerous pressure to cut educational corners for the sake of higher graduation rates, or worse – to compromise CUNY's historic mission. The result could be less access for students, more pressure for tuition increases, and continuing austerity for CUNY and SUNY.

In contrast, President Obama has called on states to invest *more* in college education, and legislators on both sides of the aisle in Washington are seeking ways to make college more affordable. When he unveiled his proposal for free community college, President Obama cited CUNY's Accelerated Study in Associate Programs (ASAP) Initiative as a model. ASAP has shown that by investing in smaller classes and more support for community college students, graduation rates can be dramatically raised. In the most recent ASAP cohort, 56% graduated from community college within three years – a result that far outpaces national averages. ASAP has been widely praised, and is now being imitated by colleges in Ohio and elsewhere.

ELIMINATION OF ASAP

But the 2016 Executive Budget, like the 2015 Executive Budget, would eliminate all state funding for ASAP. Instead of welcoming ASAP as a model, as an example of how to move public higher education forward, the governor's Executive Budget provides zero state funding for ASAP – a program with real results – and in its place proposes measures that have a bad track record.

We thank the Legislature for restoring ASAP funding last year, and urge that it

do so again. But we also ask you to stand up for public higher education in a more fundamental way. The governor's plan for performance-based funding will lead to less opportunity for New York's students. It is the wrong direction for public higher education.

Over a 25-year period, state expenditures, when adjusted for inflation and full-time equivalent (FTE) students, are down by one-third for both senior and community colleges. This year, the only significant increase in the Executive Budget for public higher education is associated with the governor's plan to replace enrollment-driven funding with a performance-based model of funding. The Executive Budget adds insult to injury by proposing this as the new direction for state funding overall.

HIGHER TUITION, MORE STUDENT DEBT

Consider this: the SUNY 2020 plan recognized that the State had not properly funded CUNY and SUNY for decades and, consequently, had shifted much of the cost of public higher education onto the students – a move that contributes to the student debt crisis. The State then failed to properly implement SUNY 2020 and left students to continue to fill in the funding gaps left by state disinvestment. Now, the Executive Budget proposes that 10% of state funding, already acknowledged to be inadequate, be held hostage to so-called performance measures, which have demonstrated little success and have the potential to do real harm to the missions of CUNY and SUNY. "Performance measures" are the flavor-of-the-day among conservative policy makers. But they cover over a policy that will heap more financial burden on students and continue the state's disinvestment in access to public higher education.

Performance-based funding creates an incentive to enroll a student body that will

generate the statistics needed to guarantee funding, especially when the statistics privilege graduation above all. In a society in which we are far from equal opportunity, such measures generate pressure to enroll students who are less likely to come from under-resourced New York City schools, who are less likely to be low-income and people of color. They are dangerous for CUNY, an institution founded on the mission of educating "the children of the whole people" – a mission no less groundbreaking now than in 1847. Bad incentives lead to bad results.

The Executive Budget requires CUNY and SUNY to submit Campus Performance Improvement Plans, which would include student outcome measures and would also include:

- "experiential learning" as a graduation requirement;
- a "master researcher" program to pay bonuses to professors who generate commercialization opportunities;
- financial bonuses for public-college presidents who recruit businesses to locate in their tax-free START-UP NY zones.

The experiential learning requirement is a bad idea that risks putting businesses, not students, first. When done right, internships, service learning, and other out-of-class experiences can be of great benefit to students. They can stimulate students' academic interests and civic engagement, expand their cultural awareness, hone their leadership skills and teach professionalism. CUNY's commitment to providing such opportunities to students is apparent, and CUNY faculty and staff have the professional expertise to set curriculum and manage programming so that internships are really a learning experience, thoughtfully integrated into the larger curriculum.

ACADEMIC INTERFERENCE

But the governor's proposal to set a SUNY- and CUNY-wide experiential learning requirement is an unwarranted intrusion into the faculty's professional purview, and is likely to lead to bad results. Internships should exist for the benefit of the intern; if they are managed poorly they can end up being just a source of free or cheap labor for employers. (Federal courts are currently deciding challenges to the legality of such arrangements.) A statewide mandate for every student to take part in experiential learning even if it is not pedagogically appropriate or when the resources are not available to manage it properly, is a one-size-fits-all approach that encourages corner-cutting. It is an unwise move that can lead to a wasted experience or, worse, an exploitative situation.

The master researcher bonus proposal fundamentally misunderstands how new knowledge is created and commercialized and the real conditions at New York's public universities. Research discoveries, commercial applications, and new knowledge depend on long-term infrastructural investments in physical plant and human capacity. The real impediments to individual CUNY faculty engaging in research are a lack of institutional resources and high teaching loads. For example, most community college faculty do not have their own laboratories and must go to other institutions to use colleagues' labs. CUNY senior college and community college faculty have crushing teaching loads with overflowing

Bad incentives will lead to bad results.

Continued on page 12

Budget testimony

Continued from page 11

classes and little time left over for engaging in research. What faculty need is more time and resources to do research, not a \$20,000 bonus.

START-UP NY creates tax breaks that diminish much-needed state revenues that could be going to public education. The Campus Performance Improvement Plans required by the Executive Budget include financial bonuses for college presidents who demonstrate commercial success through START-UP NY programs at their campuses. CUNY's college presidents should be focused on the mission of CUNY: to provide the best quality college education to "the whole people of New York." Such bonuses create unacceptable incentives for public-college presidents to give their core responsibilities and instead line their own pockets by becoming boosters for the governor's tax giveaway.

A NEW DIRECTION FOR HIGHER EDUCATION

The Legislature should reject the governor's plan to shift state funding for CUNY senior and community colleges toward an ill-conceived performance-based model and oppose the other requirements of his Campus Performance Improvement Plans.

The PSC asks legislators to redeem Albany's promise to the students and families of this state, and to work with us to set a new direction for New York's higher education. The timing is right: President Obama has opened up a discussion on the future of higher education by calling for free community college. College education has not been as prominent in the national conversation since the creation of the G.I. Bill.

The White House cites CUNY's Accelerated Study in Associates Programs as a shining example of how to increase retention and graduation rates. ASAP invests more, not less, in student success. Money for smaller classes, more focused advisement, free books and free tuition have all been key to its success.

New York should engage this idea and remember that the promise of the 1847 Free Academy still remains to be fulfilled. To engage this idea means to make the needed investments now and in the future, investments that for too long have been deferred. With a \$5 billion surplus, New York State is in a sound fiscal position to start changing course.

Junior Faculty Professional Development Day:

"How to Survive and Thrive at CUNY"

Friday, April 17, 12:00 pm – 5:00 pm
PSC Union Hall, 61 Broadway, 16th Floor

The challenges junior faculty face can be both daunting and alienating. But you don't have to face them alone. April 17 is an opportunity for junior and senior faculty to come together and share ideas and experiences to help all faculty thrive at CUNY.

Workshops featuring department chairs and recently tenured faculty from a variety of disciplines will offer guidance on navigating the tenure process and using the resources available at CUNY to support scholarship. Members of the PSC leadership and contract administration staff will be on hand to answer questions on how the work of the union can shape and improve these experiences.

Lunch and refreshments will be provided. Questions? Contact Deirdre Brill, PSC Organizing Director, via e-mail: dbrill@pscmail.org or phone: 212-354-1252.

PSC elections – April 2015

Vote for union-wide officers

The PSC is holding union-wide elections this spring. Ballots will be mailed to eligible members' homes on April 1. Completed ballots must be received by 5:00 pm on April 29.

PSC elections occur on a three-year cycle. In 2016 there will be elections for chapter-level positions in half of the union's chapters, and chapter elections in the other half will follow in 2017. The next election for union-wide offices will be held in 2018.

On the following pages are statements from Executive Council candidates and the slate to which they belong. PSC election rules provide all candidates for Executive Council positions with access to union publications in order to put their views before the members. Each candidate for an Executive Council po-

sition is given a certain number of words for a statement; candidates running on a common slate may pool this amount and devote some of it to a statement from the slate as a whole.

This year's election for positions on the PSC's Executive Council is uncontested: these candidates are all running as candidates of the New Caucus, which won contested union-wide elections in 2000, 2006 and 2009, and uncontested races in 2003 and 2012. All candidates for the PSC's delegates to the American Federation of Teachers (AFT), New York State United Teachers (NYSUT), and the American Association of University Professors (AAUP) are also running on the New Caucus slate.

To be eligible to vote, you must have been a PSC member in good standing for at least

four months when ballots are mailed out on April 1. If you believe you are eligible but still have not received a ballot by April 10, please call Barbara Gabriel at 212-354-1252 for a duplicate ballot or to check your membership status.

The election for AAUP delegate positions is separate from the elections for Executive Council and AFT/NYSUT delegates, but all follow the same timetable. Only PSC members designated as members of the AAUP are eligible to run and vote for AAUP delegate positions. The American Arbitration Association will count the ballots in elections for Executive Council and AFT/NYSUT delegate positions; ballots in voting for AAUP delegates will be counted at the PSC office.

New Caucus candidates for delegates to New York State United Teachers and American Federation of Teachers conventions

Michael Batson	College of Staten Island	Glenn Kissack	Retiree
Cynthia Bink	NYCCT	Peter Kolozi	Bronx CC
Barbara Bowen	Queens College	Geoffrey Kurtz	BMCC
Shakia Brown	Medgar Evers College	Steve Leberstein	Retiree
Robert Cermele	NYCCT	Penny Lewis	Grad Center
Michael Cesarano	QCC	Steven London	Brooklyn College
Holly Clarke	John Jay College	Nivedita Majumdar	John Jay College
Lorraine Cohen	LaGuardia CC	Gerald Markowitz	John Jay College
Lizette Colón	Hostos CC	Joyce Moorman	BMCC
Frank Crocco	BMCC	J. Paul Narkunas	John Jay College
James Davis	Brooklyn College	Robert Nelson	Grad Center
Frank Deale	Queens College Law	Immanuel Ness	Brooklyn College
Iris Delutro	Queens College	Marcia Newfield	BMCC
Arthurine DeSola	QCC	Alan Pearlman	Baruch College
Leonard Dick	Bronx CC	Sharon Persinger	Bronx CC
Susan DiRaimo	CCNY	John Pittman	John Jay College
Jackie DiSalvo	Retiree	Anselma Rodriguez	Brooklyn College
Gregory Dunkel	Retiree	George Sanchez	College of Staten Island
Hester Eisenstein	Queens College	Jacob Segal	Kingsborough CC
Jacqueline Elliot	NYCCT	Albert Sherman	NYCCT
Mike Fabricant	Hunter College	Michael Spear	Kingsborough CC
Robert Farrell	Lehman College	Clarence Taylor	Baruch College
Alan Feigenberg	CCNY	Alia Tyner-Mullings	Guttman
Shirley Frank	York College	Sharon Utakis	Bronx CC
William Friedheim	Retiree	Andrea Vázquez	Grad Center
Anne Friedman	BMCC	Blanca Vázquez	Hunter College
Libby Garland	Kingsborough CC	Alex Vitale	Brooklyn College
Jay Paul Gates	John Jay College	Paul Washington	Medgar Evers College
Arlene Geiger	John Jay College	Dominic Wetzal	Kingsborough CC
Joan Greenbaum	Retiree	Stanley Wine	Baruch College
Anthony Gronowicz	BMCC	Janet Winter	John Jay College
David Hatchett	Medgar Evers College		

New Caucus candidates for American Association of University Professors annual delegates

Barbara Bowen	Queens College	Iris Delutro	Queens College
Mike Fabricant	Hunter College	Susan DiRaimo	City College
Nivedita Majumdar	John Jay College	Anne Friedman	BMCC
Sharon Persinger	Bronx CC	Geoffrey Kurtz	BMCC
Aaron Barlow	City Tech	Steve London	Brooklyn College
Michael Batson	College of Staten Island	Cecelia McCall	Retiree
Lorraine Cohen	LaGuardia CC	Alex Vitale	Brooklyn College
James Davis	Brooklyn College		

THE NEW CAUCUS

We need your vote for the New Caucus, the caucus of the PSC's current leadership – even though this is an uncontested election. You might ask why.

Why Does Voting Matter?

Unions nationally are under fierce, well-financed, reactionary attack, and our own union is in the midst of one of its toughest battles ever. Your vote for the New Caucus slate, led by Barbara Bowen, will signal support for the PSC's agenda of resistance to economic austerity. It will send the message that you stand with your union in the campaign for a good contract. A strong show of support in an uncontested election is an eloquent statement to CUNY management, the City and the State about union support. A resounding New Caucus vote will broadcast that the PSC membership is united in pursuit of a good contract; it will give the union power as we hold firm for salary increases, retroactive pay and enhanced teaching and learning conditions.

Vote in the union election, and vote New Caucus. Your vote will empower your union during one of the hardest political struggles in the union's history.

If you are among the thousands of CUNY faculty and staff who have participated in the campaign for a just contract – or in other union campaigns, such as the continuing fight against Pathways – think of your vote in the election in April as an additional way to build the union's power. If you are one of the minority of faculty and staff who have not yet signed a petition or come to a demonstration or testified to the CUNY trustees, start being active now and cast your vote.

What We Stand For

The New Caucus stands for the belief that CUNY is worth fighting for. We believe that the University's radical founding dream – of a college education for “the children of the people, the children of the whole people” – is as important now as it was in 1847. And we believe that the faculty and staff union has a critical part to play in achieving that goal. Our working conditions are literally our students' learning conditions. Fueled by those beliefs, the New Caucus has stood tall against efforts to degrade the quality of education at CUNY; we have built a union in which thousands of members are active; we have lived democratic principles and financial transparency; and we have been a leading force in the opposition to austerity budgets and policies.

These are hard fights, and we cannot win them alone, but the PSC under New Caucus leadership has developed a national reputation for backbone, energy and the ability to wage a smart, strategic fight. From Wisconsin to Kentucky to California to Illinois, labor rights, tenure, academic freedom and professional autonomy are under attack. A vote for the New Caucus is a vote to strengthen the PSC's position against similar assaults close to home.

As candidates proud to seek union office in a team led by Barbara Bowen, Mike Fabricant and other experienced PSC activists, we ask for your vote. All you have to do to vote New Caucus is open the envelope when it arrives in your home mail in early April, mark the ballot for the New Caucus slate and return your ballot in the envelope provided.

This election matters; we ask you to vote New Caucus.

Who We Are

If you read the short biographies of the New Caucus candidates for Executive Council in the following pages, you will see that we are a diverse group representing almost every CUNY college. We offer a rich combination of experience and change. The slate is led by current PSC president Barbara Bowen and treasurer Mike Fabricant, and introduces two powerful new faculty members, Nivedita Majumdar and Sharon Persinger, in principal officer positions. (Steve London and Arthurine DeSola have decided to return to their CUNY positions.) Our experience is deep and wide. We include prominent research faculty and dedicated professional staff, adjuncts who have devoted years of underpaid labor to CUNY students, and emerging faculty leaders.

What unites us is a belief that CUNY is contested political terrain, and that by using the collective power of CUNY's 27,000 faculty and staff we can win that terrain, or at least change its contours. The New Caucus was founded in 1995 in response to a university that had still not emerged from the disproportionate, racially inflected budget cuts it suffered during the 1975 NYC fiscal crisis. The New Caucus offered a new analysis of the conditions at CUNY, a new commitment to changing those conditions, and a new strategy of drawing on the collective, organized power of the union membership.

Now, after 15 years in union office, the New Caucus leadership of the PSC is known as a force to be reckoned with at the bargaining table, with CUNY management, in Albany and in City Hall. We have turned around the decline in full-time faculty numbers and substantially improved conditions for adjuncts and professional staff. The PSC is welcomed in national policy debates and is respected as one of the most progressive unions in the country. We were among the first unions to call for labor opposition to the war in Iraq, among the first to recognize the importance of Occupy Wall Street and one of the most consistent in our demand for racial justice in the streets and classrooms of New York City.

Results

The New Caucus combination of analysis, vision and organizing gets material results. Every one of the gains highlighted below arose from the same commitment: CUNY should not always be poor;

substandard conditions are not good enough for our students or for us. Our results include:

- increase in sabbatical pay from 50% to 80%
- paid parental leave
- health insurance, dental and optical benefits for adjuncts
- health insurance for graduate employees
- salary increases throughout the last three contracts
- full-paid released time for junior faculty
- professional development grants for adjuncts, HEOs and CLTs
- salary differentials for CLTs and aHEOs with advanced degrees
- paid office hours for adjuncts
- phased retirement option
- workload equity at City Tech and CSI
- access to health insurance with no monthly premium
- defense of teacher-preparation programs against the testing regime
- development of significant electoral power, notably in our influential endorsement of Mayor Bill de Blasio

More To Do

The New Caucus is proud of our record, but we know how much is still to be done. Our vision for CUNY and higher education is far from realized. Uppermost in all our minds is the fight for a fair contract. And we are in the fight of our lives.

We are up against powerful financial and political interests determined to impose economic and educational austerity. Five years is an unconscionable period of time to work without a contractual raise. If University management is serious about quality education, they must find a way to provide salary increases at all levels, retroactive pay, gains in protections and promotion and a real initiative to reduce the teaching load. CUNY management must accept responsibility for putting an economic offer on the table. It is offensive that a university would allow the chancellor's salary to increase by 49% since 2009, when faculty and staff contractual increases during that period have been 0%.

The New Caucus leadership will fight with every resource we have until a fair contract is reached. We will continue to join students and other allies to demand a reordering of priorities. The New Caucus has developed a strategy to rebuild higher education as a public good. And we have always started by addressing the conditions – economic and professional – of our own lives.

The New Caucus leadership promises that we will use everything we have learned in our collective experience to organize for a workplace and a university worthy of our aspirations. This is a harsh political moment, but after 15 years in office, thousands have joined the PSC effort, and we are fighting harder and smarter than ever.

Support us. Join us. Vote New Caucus.

NEW CAUCUS SLATE FOR 2015 PSC ELECTION

PRESIDENT

BARBARA BOWEN (QUEENS)

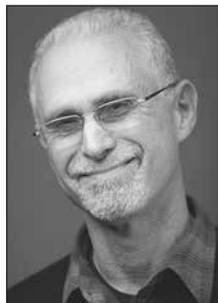
Barbara Bowen has been honored to serve as president of the union since 2000. Under her leadership, the PSC has made measurable gains for the CUNY faculty and staff, at the same time articulating a larger vision for public higher education. As that vision comes increasingly under attack, Bowen has emerged as a leader within the city and state in the fight against economic austerity, a fight that is at the heart of our current contract battle. Despite a tough political climate, Bowen developed the power of the union to win contracts that brought us sabbaticals at 80% pay, reassigned time for junior faculty, paid office hours for adjuncts, paid parental leave, professional development grants for adjuncts, HEOs and CLTs – as well as salary increases that regained ground lost in the 1990s. She led the campaign and negotiations that saved adjunct health insurance. A fierce opponent of accommodating to scarcity, Bowen has been an outspoken critic of Albany's failed strategy of disinvestment in CUNY and reliance on increased student tuition. She has gained a national reputation as a principled and articulate labor leader, known for her commitment to CUNY students and educational justice. Bowen earned her PhD in English from Yale; she holds faculty positions at Queens College and the Graduate Center.



FIRST VP

MICHAEL FABRICANT (HUNTER)

Michael Fabricant is a professor at the Hunter College School of Social Work and was Executive Officer of the PhD program in Social Welfare between 1999 and 2012. Mike has been a member of the PSC Executive Council and bargaining team for the past fifteen years. For the past nine years he has been treasurer of the PSC. As a leader of the PSC Mike has helped to build organizing campaigns that advance contract agendas, resist the standardized curriculum regimen of management's Pathways initiative, and promote health care for part-time faculty. Equally important, he has represented the PSC at the AFT Organizing and Civil Human Rights Committee and the Working Families Party, and has contributed to NYSUT statewide campaigns on higher education and EdTPA. He has also written extensively on K-12 issues including charter schooling, privatization, and community-labor collaboration. Mike has a long activist history in and outside the labor movement. He has cofounded a number of service and housing creation agencies serving homeless people in New Jersey and was a principal officer of the National Coalition for the Homeless.



SECRETARY

NIVEDITA MAJUMDAR (JOHN JAY)

Nivedita Majumdar is associate professor of English at John Jay College. She has been PSC Chapter Chair at John Jay College since 2011. She is a member of the Contract Campaign Advisory Committee, has completed the PSC Leadership Training Program and represents the PSC at the AFT Higher Education Program and Policy Committee. In her tenure as chapter chair at John Jay, she has spearheaded the building of a dynamic chapter that has led campaigns on several issues that extend beyond the contract. The signature campaign has been for workload mitigation for full-time faculty, which would entail a reorganization of workload in the interests of faculty and students. A sustained three-year campaign by faculty succeeded in its goal of getting the administration to institute a universal, non-competitive program that will benefit tenured professors and lecturers. This campaign, along with others like the anti-Pathways and adjunct seniority efforts, has dramatically increased the level of political awareness and participation among our members.



Nivedita has been active in progressive movements within and outside the university for more than 20 years in the US and India. She remains committed to working on improving the working conditions of our members while ensuring that our union actively works with other forces to protect and nurture public higher education and promote a progressive social vision.

Nivedita is an active scholar. Her research interests include Marxist theory, postcolonial studies, theories of nationalism and cultural studies; she has published widely in these areas. Her edited book, *The Other Side of Terror*, (Oxford, 2009) offers a Left critique of terrorism discourse. She is currently at work on her next book on postcolonial theory and literature.

TREASURER

SHARON PERSINGER (BRONX CC)

Sharon Persinger is an associate professor of mathematics and computer science at Bronx Community College, with a PhD in mathematics from the CUNY Graduate Center and a master's in computer science from City College. She has served as chair of the PSC chapter at BCC since 2010. With her leadership, the BCC chapter has worked to restore adequate funding for CUNY, improve health and safety at the college, win equity for adjuncts, and support the struggles of other unionized workers in the Bronx. She has served as a member of the PSC Executive Council since 2011, is a member of the Labor Goes to the Movies Committee and the Anti-Militarization Committee, and was recently appointed as a trustee of the PSC-CUNY Welfare Fund and a member of the NYSUT Policy Council. Born into a union family in West Virginia, Sharon learned about the importance and power of organized labor from the United Mine Workers.



VP SENIOR COLLEGES

ALEX VITALE (BROOKLYN)

Alex S. Vitale is an associate professor of sociology at Brooklyn College. A consultant for human rights organizations and police departments, a frequent op-ed writer and a contributor to *The Nation*, he researches the politics of policing and the policing of politics. His book *City of Disorder* deals with the rise of neoconservative politics and policing. Since coming to CUNY as a doctoral student in 1993, he served as co-chair of the Doctoral Students Council and as head of the Adjunct Organizing Project, was involved in the formation of CUNY Adjuncts Unite, has served six years on the PSC Legislation Committee, is a NYSUT PAC representative, and is now in his third term on the PSC Executive Council and in his first term as Brooklyn College chapter chair.



SENIOR COLLEGE OFFICERS

PENNY LEWIS (GRADUATE CENTER)

Penny Lewis is the Academic Director of Labor Studies at the Joseph S. Murphy Institute (SPS), where she is also an associate professor. She has held many positions at CUNY, including graduate assistant, adjunct, high school teacher and instructor. She has also held many positions in the PSC, including organizer, delegate, and executive committee member. She is currently a PSC university-wide officer, as well as vice-chair of the Graduate Center chapter. Her research interests are labor, social class and social movements; she is the author of *Hardhats, Hippies and Hawks: The Vietnam Antiwar Movement as Myth and Memory* (Cornell, 2013).



CLARENCE TAYLOR (BARUCH)

Clarence Taylor, a professor of history at Baruch College, researches the civil rights struggle in New York City and writes on African-American religion and labor. Among his six books are *The Black Churches of Brooklyn*; *Knocking at Our Own Door: Milton A. Galamison and the Struggle to Integrate New York City School*; and *Reds at the Blackboard: Communism, Civil Rights and the New York City Teachers Union*. Clarence has served as chair of the Black and Latino Studies Department and as acting chair of the history department. While at Florida International University, he was vice president of FIU's chapter of the United Faculty of Florida and was a member of the UFF statewide executive committee.



GEORGE SANCHEZ (CSI)

George Emilio Sanchez is a performance artist and writer. He has been creating original performance works for over 25 years. Besides his solo performance work, he has also collaborated on numerous pieces with choreographer Patricia Hoffbauer. Sanchez is also the Performance Director for Emergenyc, a program that explores the intersection between arts and activism. He is completing his third term as chairperson of the Performing and Creative Arts Department at the College of Staten Island and was twice elected to serve as vice-chair of the College Council. He is currently the PSC chapter chair at CSI.



VP COMMUNITY COLLEGES

LORRAINE COHEN (LAGUARDIA CC)

Lorraine Cohen, professor of sociology at LaGuardia Community College, serves on the PSC Executive Council and is a member of the contract bargaining committee. As LaGuardia's chapter chair, she helped organize the struggle against the ever increasing workload. She has embraced her role as an organizer, increasing activism at her campus especially against implementation of Pathways. A sociologist with deep roots at CUNY, Lorraine has been an outspoken advocate for CUNY faculty and staff. She believes that the union must act in solidarity with the issues facing our students, their families, and communities. She was NYSUT's 2005 Higher Education Member of the year.



COMMUNITY COLLEGE OFFICERS

LIZETTE COLÓN (HOSTOS CC)

Lizette Colón is a proud Puerto Rican mother of an incredible 18-year-old young woman and a staunch advocate for social justice issues. Since 1982 she has served Hostos Community College as College Discovery Program Coordinator, Special Assistant to the President for Community Affairs, executive member of the College Senate, College-Wide Curriculum Committee member, and Service Learning Committee member. She is currently a faculty counselor, the chair of the Hostos PSC Chapter, and an Advisory Board member of P.S. 18 Community Learning School in the South Bronx. She holds a BA from the University of Puerto Rico and an M.A. from Teachers College, Columbia University.



MICHAEL SPEAR (KINGSBOROUGH CC)

Michael Spear, assistant professor of history at Kingsborough Community College, is the vice-chair of the Kingsborough PSC chapter and he has served on the PSC Executive Council since 2011. He is a member of the PSC collective bargaining committee and of the PSC legislative committee, and is co-chair of the PSC archives committee. His scholarly research is on the New York City labor movement and post-World War II New York City history. His article "In the Shadows of the 1970s Fiscal Crisis: New York City's Municipal Unions in the Twenty-First Century" appeared in the September 2010 issue of *Working USA*.



ANTHONY GRONOWICZ (BMCC)

Anthony Gronowicz, an adjunct faculty member in political science at BMCC, is a member of the BMCC PSC chapter Executive Committee and of the PSC's International Committee and Academic Freedom Committee. He is the author of *Race and Class Politics in New York City Before the Civil War* and editor of *Oswald Garrison Villard: The Dilemmas of the Absolute Pacifist in Two World Wars*. The faculty advisor to BMCC's student government and to CUNY Divest (from fossil fuels), he believes that working with students is key to growing the PSC's political clout.



VP PART-TIMERS

SUSAN DIRAIMO (LEHMAN)

Susan DiRaimo, an adjunct in English as a Second Language at City College and Lehman and coauthor of *Life, Language and the Urban Experience*, has served as a PSC Executive Council member representing part-time personnel since 2003. She lobbies Albany for unemployment insurance for adjuncts and testifies regularly at the Board of Trustees, especially against tuition increases. Susan is co-chair of the PSC Open Access Committee and Anti-Militarization Committee and is the volunteer director of the Northwest Support Committee for the Homeless. She has an award from Community Board 10 for her work with the homeless.



PART-TIME PERSONNEL OFFICERS

BLANCA VÁZQUEZ (HUNTER)

Blanca Vázquez is adjunct assistant professor in Film and Media Studies at Hunter College. At the Center for Puerto Rican Studies, she was the founding editor of *Centro Journal* and a researcher on the Culture and Oral History Task Forces. In 2009, she received Hunter's Cecile B. Insdorf Award for Excellence in Teaching for Part-Time Faculty. Blanca has been a PSC delegate, secretary of the Hunter chapter, and liaison for part-timers. She has served one term on the PSC Executive Council and is on the bargaining team and the International Committee. She is a lifelong activist in social movements for civil rights, women's equality and Puerto Rican self-determination.



LENNY DICK (BRONX CC)

Leonard Dick works as an adjunct lecturer in the mathematics department at Bronx Community College. During the past ten years, he has been a member of the BCC PSC executive committee, chair of the PSC Peace and Justice Committee, a member of the PSC Delegate Assembly, and a delegate to AFT and NYSUT conventions. Leonard has worked to develop campus-community solidarity through campaigns to support the Bronx Stella D'oro strike and for justice for Ramarley Graham.



MICHAEL BATSON (CSI)

Michael Batson has been an adjunct lecturer at CUNY for fifteen years, teaching history and women's, gender, and sexuality studies at the College of Staten Island since 2000 and American history at Kingsborough Community College since 2010, and has been active in the PSC for twelve years. He served as adjunct campus liaison at CSI from 2007 to 2009 and since 2009 has been a part-time personnel officer on the PSC Executive Council. He is currently a member of the bargaining team and the Legislative Committee. He is proud to have played a role in securing adjunct health insurance through the city plan.



VP CROSS-CAMPUS

IRIS DELUTRO (HEO/GRADUATE CENTER)

Iris DeLutro, a senior counselor and CUNY wide coordinator of the LEAP to Teacher Programs of the Murphy Institute since 1984, is PSC Vice President for Cross-Campus Units and chair of the Higher Education Officer chapter. She serves on the Board of Directors of NYSUT, the PSC bargaining team, and the PSC Legislation Committee. She is also co-coordinator of the Political Action Committee for Queens. Iris works to ensure equity and advancement for the professional staff and to raise awareness of professional staff issues, including bullying in the workplace, changes to the time and leave timesheets, increased workload, and the lack of a promotional system for HEOs and CLTs.



CROSS-CAMPUS OFFICERS

ANDREA VÁSQUEZ (HEO/GRAD CENTER)

Andrea Ades Vázquez, the associate director of the American Social History Project/Center for Media and Learning, is the managing director of the Graduate Center's New Media Lab, a resource for both students and faculty. She is also the designer of many US history websites and documentaries used in CUNY and other college and high school classrooms. On the PSC Executive Council and bargaining team, Andrea is active in the HEO chapter and has helped to organize HEOs across CUNY. She has contributed to the union's use of social media and is involved with issues pertaining to educational technology.



ALAN PEARLMAN (CLT/BARUCH)

Alan Pearlman is a senior college laboratory technician at Baruch College and earned bachelor's and master's degrees there. A member of the PSC Executive Council, he is also the Vice Chair of the College Laboratory Technician (CLT) chapter and a member of the Delegate Assembly. As a cross-campus officer, he proudly represents a hardworking and often unseen labor force of the University. He brings to the Executive Council years of experience interacting with students, faculty and management, and he welcomes the opportunity to be an advocate for the professional staff.



JACQUELINE ELLIOT (CLT/NYCCT)

Jacqueline Elliot is co-chair of the PSC Environmental Health and Safety Committee, the co-chair of the New York City College of Technology campus Health and Safety Committee, union-wide officer at large for the College Laboratory Technicians chapter, CLT campus rep, a member of the City Tech Executive Committee, and a grievance counselor for the CLT chapter. She works in the biology department at City Tech and has mentored upcoming union activists for many years, encouraging her fellow union members to take their health and safety seriously. She is also a proud graduate from the first class of the New Generation leadership training program at the Professional Staff Congress.



UNIVERSITY-WIDE OFFICERS

STEVE LONDON (BROOKLYN)

Steve London is associate professor of political science at Brooklyn College. Steve has served the union in many capacities. He served five terms as first vice president, chaired the Legislation and Contract Enforcement Committees, is a member of the Negotiations Committee, serves as trustee and executive officer of the Welfare Fund, and is a NYSUT Board director. A founder of the New Caucus, in the 1990s he served three terms as Brooklyn College's chapter chair and as University Faculty Senator. Steve will bring his deep understanding of academic unionism, his rich knowledge of the PSC, and his fighting spirit to the new Executive Council.



PAUL WASHINGTON (HEO/MEDGAR EVERS)

Paul Washington, a Higher Educational Associate, is vice-chair of the HEO Chapter. He is the coordinator of outreach for the Black Male Development & Empowerment Center at Medgar Evers College. A member of the PSC Legislation Committee, he is also co-coordinator for the union's political action committee for Brooklyn. Before coming to CUNY, Paul was a counselor and case manager for the homeless, a teacher in NYC schools, and chief of staff to the New York City Council Chair for Higher Education, where he worked on increasing CUNY funds and coordinated the an initiative to provide education and resources to unemployed men of color.



ALAN FEIGENBERG (CITY)

Alan Feigenberg, a professor of architecture at City College and Director for the City College Graduate program in Urban Sustainability as well as an affiliate professor of environmental psychology at the CUNY Graduate Center, has been a practicing architect for over 40 years and a teacher-facilitator for over 35 years. Alan has initiated programs in New York City public schools using the urban environment a source for integrated learning and has taught design studio and construction technology, as well as classes on the architecture of New York City, teaching architecture, food and architecture, and the city as a museum. Alan has been PSC chapter chair at CCNY since fall 2011.



DAVID HATCHETT (MEDGAR EVERS)

David Hatchett is a lecturer in English at Medgar Evers College. He has been active in the PSC for more than 15 years. David was a part-time faculty organizer at Medgar Evers and Hostos Community College from 2000-05. In 2005 he became the coordinator of the adjunct organizing project. He was member of the Medgar Evers chapter Executive Committee from 2010-2012 and is currently a member of the PSC Delegate Assembly. He has served as a member of the PSC's Executive Council on two previous occasions.



ALIA TYNER-MULLINGS (GUTTMAN CC)

Alia Tyner-Mullings is assistant professor of sociology at Guttman Community College. She has also taught at Hostos and Hunter and worked at the City Honors Center. Alia is the third generation of her family to earn a degree at and teach within CUNY. Coming from a background of civil rights and union activities, Alia became the first PSC chapter chair at Guttman in 2014. She is an editor of *Critical Small Schools: Beyond Privatization in New York City Urban Educational Reform*, an author of *Writing for Emerging Sociologists* and the author of *Enter the Alternative School: Critical Answers to Questions in Urban Education*.



RETIREE OFFICERS

STEVE LEBERSTEIN

Steve Leberstein has been at CUNY over 42 years, beginning as adjunct lecturer in history at Brooklyn College and retiring as professor of History at City College in 2005, but continuing teaching as an adjunct professor of political science at Brooklyn College's Graduate Center for Worker Education until 2013. He was chair of the planning committee at the City College Center for Worker Education and served as its executive director for more than 20 years. A longtime PSC activist, he has been chair of the CCNY PSC chapter; chair of the PSC Academic Freedom Committee; co-chair of the PSC Social Safety Net Working Group; a member of the PSC Grievance Policy Committee and the Solidarity Committee; and a member of the AAUP Committee on Academic Freedom & Tenure.



GLENN KISSACK

Glenn Kissack taught mathematics at Hunter College High School, served on the chapter's Executive Board and was grievance counselor for 13 years, working on grievances that increased pay for teachers and counselors and overturned unfair non-reappointments. During that time, he worked with the PSC Health and Safety Committee to expose problems with the ventilation system at the Campus Schools, leading to a major system renovation. Glenn has represented the PSC at both AFT and NYSUT conventions, was active on the PSC Peace and Justice Committee, and currently serves on the PSC Anti-Militarization Committee.





15-MINUTE ACTIVIST

Tell Albany to fund CUNY

When the state imposed a five-year plan of tuition hikes, every dollar from that nearly 25% tuition increase would go to enhance education for CUNY students. But that promise has been broken. The latest State executive budget does nothing to enhance education nor does it provide for increased mandatory

costs, like rent hikes and rising energy costs. Before the budget gets finalized, we need to let state lawmakers know that CUNY deserves better. Take a moment and send a letter to the state elected leaders that represent you. Sign the State Budget 2015-16 Act Now Letter (tinyurl.com/act-now-letter) today.

Professional Staff Congress/CUNY
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Chipping away at Wikipedia's gender gap

By SHOMIAL AHMAD

The percentage of female Wikipedia contributors – those who edit or create entries in the popular crowd-sourced encyclopedia – is strikingly low. Surveys by the Wikimedia Foundation show that fewer than 13% of contributors are women. Wikipedia has a project page on countering systemic bias, which notes that lopsided demographics can contribute to “imbalanced coverage of a subject” (see tinyurl.com/Wiki-bias-proj).

That might help explain why Ximena Gallardo, professor of English at LaGuardia Community College, was “appalled” when she read the Wikipedia entry for Octavia Butler, an African-American female science-fiction writer. Gallardo says the entry was short when compared to other male science-fiction writers of similar stature, and the entry to one of Butler’s most famous books had errors in the plot summary.

Gallardo’s solution was to teach her students how to fix the problem. Last spring, her English 103 students revised the entry for one of Butler’s most well-known books, *Kindred*.

BECOMING EXPERTS

“We read the reviews, the criticism and the students debated the research,” Gallardo told *Clarion*. She divided the students into teams to research a specific aspect of the novel that they would eventually write as part of the Wikipedia entry. “They moved from being knowledge consumers to knowledge creators.”

During the same semester that Gallardo tasked her students with adding to an existing Wikipedia entry, she was involved in the inaugural Art+Feminism Wikipedia Edit-a-thon, an event that was repeated this year. Around 600 people participated in local edit-a-thons around the world during the 2014 event, creating about 100 new entries and enhancing around

The Art+Feminism Edit-a-thon



Participants in the 2015 Art+Feminism Edit-a-thon work on a Wikipedia entry.

90 more. Artists for whom new entries were created included Senga Nengudi, an African-American performance artist and sculptor, and Zarina Hashmi, an Indian artist who works primarily with paper.

The second Art+Feminism Wikipedia event took place this year on March 8, International Women’s Day. This time there were more than 1,500 participants at 75 events across the world, with the flagship event at the Museum of Modern Art in New York. Participants created about 400 new pages and made significant improvements to 500 articles.

LEARNING SKILLS

Ann Matsuuchi, an instructional technology librarian at LaGuardia Community College, led “train the trainers” sessions in preparation for the edit-a-thon this year. Matsuuchi has been active in the local Wikimedia community for some time, helping put together workshops, training sessions and assist-

ing faculty who use the site in the classroom.

People can contribute to Wikipedia at different levels, Matsuuchi says: they can work on a section, add references to an existing entry, upload an image or write an entirely new entry from scratch. “There’s no one right way to do it. Some areas are going to be trickier,” Matsuuchi told *Clarion*. But those who want to get involved will soon find that they’re not alone: “There’s a community to call upon for advice and guidance,” she emphasized.

Matsuuchi says that students who work on Wikipedia entries learn a host of skills, from properly referencing material to intellectual property issues. One of the advantages that college students have as potential Wikipedia contributors, Matsuuchi notes, is that they can have access to scholarly journals — which are often behind paywalls.

Those kinds of barriers can contribute to “a kind of information impoverishment, so our students are starting to see their privilege,” Matsuuchi told *Clarion*. “They can help provide access to high-quality resources.”

“I’ve never edited a Wikipedia page in my life,” Paola Sokayeva, one of the participants at this year’s Art+Feminism edit-a-thon told the *Wall Street Journal*. She was interviewed at MoMA while editing an entry on Elaine de Kooning, a prolific artist who was also the wife of abstract expressionist artist Willem de Kooning. “It doesn’t really have much in the way of her career, so I’m trying to beef that section up,” Sokayeva said.

ART+FEMINISM

Wikipedia “is one of the keystones of our digital commons, and it’s become one of the backbones of the Internet,” says Michael Mandiberg, an artist and associate professor of media culture at College of Staten Island who was part of the Art+Feminism organizing team. Many popular sites automatically pull content from Wikipedia, Mandiberg notes, and it’s a first point of reference for hundreds of millions of people around the world. “So gaps and absences there are ones that really matter.”

With Siân Evans, coordinator of the Women and Art Special Interest group for the Art Libraries Society of North America, and curators Laurel Ptak and Jacqueline Mabey, Mandiberg was part of the initial group (which soon expanded) that organized the 2014 Art+Feminism event at Eyebeam, a center for art and technology in New York City. Ptak was then a fellow at Eyebeam, where Mandiberg also works.

Similar edit-a-thons have aimed at addressing other gaps in Wikipedia’s demographics and content. This past spring, Schomburg Center for Research in Black Culture hosted a Black Life Matters Wikipedia edit-a-

thon, and the AfroCrowd initiative has organized regular editing sessions at the Brooklyn Public Library (tinyurl.com/AfroCrowd-NYC).

In his undergraduate course History of Design and Digital Media, Mandiberg had students write entirely new or enhance existing entries on one of the works they saw at a Museum of Modern Art exhibit. He gave extra credit to students who contacted the subject of their Wikipedia article to either release a Creative Commons photo of themselves or their work. “In their reflection papers, almost all the students said they really didn’t want to do the assignment, that it was really hard, but they were glad they did,” Mandiberg told the Wikimedia blog.

Gallardo says that when her students worked in groups on revising the Octavia Butler entry, they learned the power of Wikipedia and the community around it. They expanded the entry from around five pages to 20, and once their edits were posted, the Web page continued to morph with help from other Wikipedians.

AN ONLINE COMMUNITY

“It was like little elves came in,” Gallardo said. “They came in and reformatted the entry. Another person came in and copyedited, and someone else came in and added links.”

That one entry that her students significantly revised garners more than 6,000 page views per month. “Now everybody is reading something I wrote,” LaGuardia student Julia Pazmino told *CUNY Newswire*. “Maybe I’m influencing someone who was influencing me. I was that person looking for information and now I am actually helping someone else looking for information.”

For more information on how to teach writing for Wikipedia, go to tinyurl.com/Wikipedia-Teach or visit the Wiki Education website at wikiedu.org.