

Clarion

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NOVEMBER/DECEMBER 2016

PSCcuny / Professional Staff Congress / City University of New York
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Dear CUNY Students,

First, we pledge that no matter what happens in the months and years to come, our classrooms, laboratories, libraries, studios and offices will remain spaces where the targeting of students based on their identities, beliefs, appearance or immigration status **will never, ever be tolerated.**

Second, we pledge to stand up, both within CUNY and among a broader public, against all the forms of sexism and racism, of Islamophobia and anti-Semitism, of xenophobia and homophobia, of hatred and discrimination based on ability, class, sexual or gender identity – in short, **against all the forms of hatred** that have been unleashed over the course of this election campaign – that threaten to become part of our nation's public policy.

Third, we pledge to model and teach critical thinking in all of our interactions with students, in order to empower CUNY students to analyze, interrogate, challenge and reshape public discourse, now and in the future.

American Federation of Teachers Local 2334
New York State United Teachers • New York State AFL-CIO
American Association of University Professors • NYC Central Labor Council

TRUMP'S ELECTION WHERE WE STAND

Thousands of CUNY faculty and staff have already signed a pledge of support for students, vowing to create an alternative to the hatred and violence unleashed by the Trump campaign. The PSC has begun organizing to defend the well-being of members, the safety of students and the survival of institutions that will be under attack by a GOP-led Congress and White House. Inside, PSC members look at what to expect and how we can organize for the fight ahead.

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CUNY RISING Alliance kicks off with forums



The union joined students at three assemblies calling for more investment in higher education.

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PATHWAYS

Members address City Council

Armed with information, two PSC activists testified before City Council, countering the CUNY administration's rosy portrayal of the Pathways program, which the union has called 'austerity education.'

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QUEENS COLLEGE

Organizing for full-time lines

Queens College department chairs have documented the loss of full-time faculty lines, helping to organize the chapter and providing an opportunity to confront the administration about the matter.

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FINANCES

State probes CUNY

A recent report by the state's Inspector General found financial abuse and lack of oversight. The Cuomo administration has vowed to make changes, and some have already happened.

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LETTERS TO THE EDITOR | WRITE TO: CLARION/PSC, 61 BROADWAY, 15TH FLOOR, NEW YORK, NY 10006. EMAIL: APAUL@PSCMAIL.ORG.

Break with the Dems

● On Tuesday, November 8, like thousands of other New Yorkers, I cast my ballot for Green Party presidential candidate Jill Stein. I voted for the Green Party not only because it has the most progressive, pro-labor platform of any major party on the ballot, but because a vote for the Green Party represents a vote against the neoliberal consensus of free markets and the ongoing privatization and austerity of the Democratic and Republican parties.

Therefore, I was disappointed, but not really surprised, to receive an email from Mike Fabricant only a day earlier, breathlessly urging me and other PSC members to vote for the Wall Street-backed candidates Hillary Clinton and Charles Schumer. Being asked to support these two clear enemies of working people was bad enough, but what I found most annoying was that I was being asked to do so on the ballot line of the ironically named Working Families Party, which has effectively operated as little more than a cheerleader for the New York Democratic Party and its candidates, including our current governor, Andrew Cuomo, who threatened to cut hundreds of millions of dollars from the budget of CUNY as part of a cynical ploy to undermine the union's ongoing contract struggle earlier this year.

Even in an election between the two most unpopular candidates in history, even in an election where the representatives of a truly progressive anti-capitalist party stood a chance of making historic gains, our union chose to continue its failed policy of supporting the Democratic Party in the seeming hope of wringing from them some small future concessions. And, yet, such concessions never materialize. Despite Clinton's one term in the senate and Schumer's long tenure as a New York senator, state and city funding for CUNY has continued to decline dramatically as a percentage of CUNY's overall budget. As almost everyone knows, but few seem willing to admit, the Democratic Party is not a friend of labor and has not been for decades, and the longer we support them, the longer we compromise any chance of building any real political power that is grounded in our role as laborers and not lobbyists.

It is time the PSC and the United Federation of Teachers stopped endorsing the party of corporate America and its allies (the WFP), and instead used its members' dues to support movements and political alliances with other unions and working people everywhere to build a real workers' alternative to the two-party system that has fought so long to privatize public education and undermine the power of labor unions.

James Dennis Hoff, Borough of Manhattan Community College

Make the rich pay

● The October *Clarion's* special article "How cost-cutting and austerity affect our schooling," by Michael Fabricant and Stephen Brier, is replete with lament: "economic crisis," "disinvestment," "intensifying scarcity," "ever starker revenue generation," "enforcing austerity" and "austerity policy-making" are some of the piece's terms.

Suppose, however, that the amassed wealth of the 1 percent living in the country's richest city is meagerly taxed. (Newspaper and magazines report regularly and precisely on such tax abuses. Even *The New York Times* (3/16/16) opines that the hemorrhaging of New York tax money is rampant and must stop.)

Suppose, then, that money to fairly fund CUNY is available and that austerity is, in fact, a myth and that a kleptocracy lives and prospers in our city.

Suppose, further, the PSC decides to track down the money

everyone knows is there and doggedly documents the enormous tax losses...with specificity. (There's no "supposing" that the PSC counts many of the best math minds in the country among its members!) The PSC leadership, thus armed with the research (the "arithmetic," we used to say) would thus lament less about "austerity" and "an economic crisis" by showing where the money is and exactly who isn't paying fair taxes.

Suppose, finally, with accounting records in hand, the PSC demands a stop to the tax drain. It would be a way to replace the tears with a solid, creative action.

Bill Duncan, Kingsborough Community College, retired

Adjunct poverty

● I have been a dedicated adjunct professor for almost a quarter of a century and this semester I suddenly and arbitrarily had one of my scheduled classes taken away from me, resulting in my being cut off

from health insurance. This happened just as I was coming home from a rehab facility as a newly disabled person.

Now I am unable to pay for the home safety and mobility equipment, follow-up doctor visits and home health aide that I literally need to survive. While the PSC continues to congratulate itself on the new contract, I hope its full-time members consider the price paid by the part-time faculty for their gains.

I also hope that all adjuncts who voted in favor of the new contract realize how foolish that was. By not holding out for minimum class commitments based on seniority, an elevated base pay of \$5,000 per class and improvements in health insurance eligibility, we have shot ourselves in the foot. I have given more than half of my life to CUNY and now I don't know how I am going to manage to continue to live.

John Angeline
John Jay College

PSC President Barbara Bowen responds: Your letter is heartbreaking. I agree that it is unconscionable that a person could give more than half his life to working at CUNY and then be treated as a disposable employee. CUNY's adjunct system

is based not only on low salaries but also on a total lack of job protection. Management has created a workforce of people whose jobs they can cut and lives they can ruin at a moment's notice.

It is exactly for that reason that the union prioritized job security for adjuncts in this contract. The three-year appointments we negotiated are not perfect and they do not provide full security, but they will protect thousands of adjuncts from what just happened to you. I know that is hardly a comfort now, but it was because of situations like yours that the union held out until we achieved agreement on greater adjunct job security.

Where I disagree with you is in the assertion that the gains made by full-timers in the new contract came at the expense of adjuncts. In fact, the leverage of full-time faculty and staff was what enabled the PSC to hold out for job security gains for adjuncts. In a total contract settlement that just kept up with inflation, there was no ability to carve out additional money to lift adjunct wages. Doing that will take more than one contract; it will require an overhaul of CUNY's budget - something the union is fighting for now.

I wish you well with your recovery.

The environmental agenda

By SHOMIAL AHMAD

As *Clarion* went to press, the PSC Environmental Justice Committee convened a forum, "Organizing Urgency: The Climate Crisis and What CUNY Should Do About It."

Jim Perlstein, one of the orga-

nizers for the November 30 forum, said that the group wanted to have "more than a conversation" about climate change, but to also address specific ways that PSC members could get involved in environmental activism at their campuses and in their neighborhoods.

Perlstein said a lot can be done at the campus level, where a significant portion of non-transportation-related energy consumed by public institutions in the city comes from CUNY. The union invited panelists from groups working on environmental projects,

including the labor and community group Alliance for a Greater New York (ALIGN) and the environmental justice group UPROSE, based in Sunset Park. ALIGN is working with the city to increase use of solar and other forms of renewable energy, and UPROSE tackles issues around waterfront development, "brownfields," or vacant or underused properties, and air quality needs. PSC member Stephen Pekar, a professor of geology at Queens College, also spoke at the forum, describing how he has seen climate change in his own research on oceanographic changes in Antarctica.

LOOKING AHEAD

John Hyland, a PSC retiree member on the committee, said the purpose of the forum is to "educate ourselves and plug into the environmental justice movement more effectively." A next step for the committee is organizing locally and turning out union members for the People's Climate March in Washington, DC, which will be held on Saturday, April 29, 2017. (For more information, go to peoplesclimate.org.)



The PSC, along with other unions, participated in the 2014 protest against climate change in Manhattan. A similar march will take place in Washington, DC, on April 29, 2017.

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CUNY Rising launches ambitious agenda

By SHOMIAL AHMAD

The November 16 meeting of CUNY Rising launched a citywide campaign to demand substantial investment in public higher education, and also served as a forum to, as one sign put it, “raise consciousness.”

“Any student in this room who has gone through a hardship, whether it’s financial or balancing life with school, [needs] to take the time to sign this petition,” said Alicia Arrington of the Alliance for Quality Education at the meeting at Borough of Manhattan Community College (BMCC). As a panelist, she spoke of the need for investment in public education from kindergarten to college, and urged people in the meeting to let lawmakers know their concerns. “All your elected officials have an obligation to serve you,” she said. “You are not ‘less than’ because you are black or because you’re Latino or because you’re undocumented. You deserve to have access to college.”

BILL OF RIGHTS

Activists at the meeting at BMCC, and at two other forums at the City College of New York and Brooklyn Borough Hall, called for support for the CUNY Student Bill of Rights, released this fall, which calls for free tuition, more full-time faculty, upgrades to CUNY’s aging infrastructure and lower caseloads for academic advisors and mental health counselors, among other demands. The “call-to-action” meeting also kicked off a petition

Students, faculty and staff demand funding



Alicia Arrington told attendees to focus on lawmakers and insisted, ‘You deserve to have access to college.’

campaign, urging state and city lawmakers to support the demands outlined in the Student Bill of Rights. (To sign the petition, go to tinyurl.com/cuny-rising-petition.) More than 30 community, labor and student groups are a part of the CUNY Rising alliance, and the group’s goal is to have 100,000 people sign the petition in the coming months.

Panelist Meg Williams, a Hunter College graduate student and PSC

member, described how budget cuts have real effects on CUNY campuses, including campus disrepair and lack of funding for adequate numbers of full-time faculty.

‘A real space and opportunity... to work together’

“The system of adjunct labor...has been used to create a structure of systematic abuse against a large portion of the university’s workforce,” Williams said. “At the department where I work as a secretary, we

have over 150 adjuncts and only 40 full-time professors. Students often don’t get to have a full-time professor until they’re in upper-level courses and sometimes not even then.”

The day of the forum, city lawmakers established a task force to examine the issue of affordability at CUNY. City Councilmember Inez Barron, a Hunter College alum leading the task force’s implementation, attended the BMCC meeting and told students there to get involved

with the coalition, call her office about their concerns around higher education and push to make the petition’s demands a reality.

“There are those who say this can’t happen because of this, that and the other,” Barron said. “If you have a will and a mind for something to happen, you come to that openness. In fact, you can examine what are the ways that that can happen.”

NO ‘IFS’ OR ‘BUTS’

BMCC student Sherrod Stanton didn’t mince words when he took the microphone at the CUNY Rising event, saying, “CUNY should be free – no ifs, ands or buts about it. I don’t care what they say... We got to organize and strategize and get that message out and build community.”

Brooklyn College undergraduate Zoey Wolfe said at the Brooklyn event, “The professors who provide... education deserve to be treated with respect and paid accordingly, not as replaceable and interchangeable... Students deserve relationships with professors who are not overburdened with course loads, overfull classes, and late paychecks. [CUNY’s] students deserve buildings that are not crumbling and an administration that prioritizes their needs.”

Stanton and others talked about the history of free public education, and how CUNY for the most part was free for nearly 130 years. They talked about the need for more guidance, an expansion of student support programs like Accelerated Study in Associate Programs (ASAP) and the need to keep tuition down so that CUNY can remain accessible to the very students its original mission proclaims to serve – “the children of the whole people.” PSC First Vice President Mike Fabricant told the BMCC audience that it is important for students, faculty and the New York City community to unite and “build our power together.”

A total of around 650 people attended the three events.

“This is a real space and opportunity for faculty, staff and students to work together,” Fabricant said. “Without working together, we’re not going to advance the Student Bill of Rights. We’re not going to be able to advance a common cause that we all share, which is quality, free higher education.”

Report on spending abuse means changes ahead

By ARI PAUL

A report by the New York State Inspector General (IG), issued on November 15, found a lack of oversight at several CUNY colleges and foundations that has allowed abuse of college and foundation funds.

The IG’s investigation, which came at the request of CUNY Board of Trustees Chairman William C. Thompson, found that:

- “There is no effective oversight of foundation funds at CUNY. This has created the potential for widespread waste and abuse.”

- Former Brooklyn College president Karen Gould used discretionary funds to pay \$36,000 for a part-time housekeeper and \$35,000 for a retirement party.

- A \$50,000 embezzlement of funds by a “business director” five years ago at the School of Professional Studies was paid back, but the CUNY administration failed to report the episode to the IG.

- The CUNY chancellor’s office used a private attorney rather than the IG to investigate possible wrong-

More oversight and review

doing by former City College president Lisa Coico, at a cost of \$180,000.

- The university and college foundations have spent \$1.6 million in lobbying since 2013 that, the report said, “appears to be duplicative... and warrant[s] scrutiny.”

- Executive compensation needs further scrutiny. For example, the report noted that senior college presidents can receive housing allowances of up to \$90,000 in addition to a car and driver. Chancellor Emeritus Matthew Goldstein has a five-year post-job salary of \$300,000.

‘STRINGENT CONTROLS’

The investigation is ongoing, but the report said that CUNY should “implement centralized spending policies to increase organization and uniformity of action and reduce the potential for fiscal mismanagement immediately,” and that it must “take steps such as the institution of more stringent controls over the

relationships between all CUNY-based foundations and their affiliate colleges to ensure proper fiscal oversight of the foundation funds managed by those institutions.”

As a result of the IG’s report, Governor Andrew Cuomo has vowed to create special IG offices to oversee both CUNY and SUNY. Chancellor James B. Milliken said that he took the findings “very seriously” and pledged to work with the state and the Board of Trustees in reducing financial mismanagement. The governor also ordered the “CUNY Board to review the entire senior management at CUNY, to evaluate how deeply this permissive culture extends, and how extensive a change is necessary.”

Executive compensation at CUNY is not a new issue for the PSC, which has repeatedly opposed increases in executive salaries and denounced Goldstein’s golden parachute.

The report has already claimed casualties in the CUNY administration. Board of Trustees Secretary Jay Hershenson was replaced by Gayle Horwitz and moved from his role as senior vice chancellor to a position at Queens College. Frederick Schaffer, CUNY’s general counsel, who was criticized in the report, announced his retirement after the investigation went public.

The New York Times noted that it is “somewhat unusual for the inspector general to release its finding from what it calls a ‘preliminary investigation,’” something that caught the eye of many CUNY advocates.

‘Even one penny wasted is unacceptable.’

“Obviously, Cuomo has wanted to cut some of the funding to CUNY on the premise that

there’s so much waste, and this plays into that argument,” said Peter Brattis, an assistant professor of political science at Borough of Manhattan Community College, who focuses on the politics of corruption. “It’s very possible that one of the developments that is coming down the line is a decrease in state funding.”

PSC President Barbara Bowen told *Clarion*, “Even one penny wasted at CUNY is unacceptable, especially when CUNY has been starved of funds for so long, but these findings should not distract us from the real issue, which is that the state should fully fund CUNY.”

CLT mass meeting

A general membership meeting for college laboratory technicians is scheduled for Tuesday, December 13, from 6 to 9 pm (light dinner available at 6) at the PSC Union Hall, 61 Broadway, 16th floor.

The agenda includes the newly ratified contract, new demands and elections for two vacant alternate delegate positions.

RSVP to Amy Jau, ajeu@hunter.cuny.edu.

Members speak the truth about Pathways

By ARI PAUL

The PSC stood its ground on October 26 before a City Council committee, presenting both data and firsthand accounts from the field showing how the Pathways program, created to meet the fiscal constraints of underfunding, has adversely affected students and faculty members alike.

Pathways is “austerity education,” PSC President Barbara Bowen told the council’s higher education committee. In the spring of 2013, the union passed a resolution of no confidence in the Pathways program with 92 percent of participating voters.

Saying that Pathways reduces “academic richness and rigor” university-wide, Bowen noted that the program “offers students less, rather than more,” and that it is “a means of rationing public education,” creating a “stripped down, just-enough university,” which harms, above all, students of color and students from lower-income communities.

LIKE ‘COMMON CORE’

CUNY’s Board of Trustees created the Pathways program in 2011 to establish a university-wide general education curriculum, a sort of “common core” for higher education meant to make the transfer of credits easier. The union opposed the development of the program from the get-go, as it was created without faculty governance and resulted in the reduction of the core curriculum in order to meet the austerity funding. The union has said the program shows “disrespect for the centuries-old role of faculty as experts in their fields” and a “potential elimination of diverse course offerings from departments not in the common core.”

CUNY Dean for Undergraduate Studies Lucinda Zoe, in her testimony, heralded Pathways, saying, “from Fall 2012 to Fall 2015, the percentage of students who transfer to CUNY baccalaureate programs with associate degrees increased 31 percent” and that “the total number of credits that transfer students have earned and received credit for has also increased.”

Paul Arcario, provost and senior vice president for academic affairs at LaGuardia Community College, said that as a result of Pathways he believed “student stress and anxiety appear to be reduced regarding transfer of credits, at least in terms of the general education part of the degree.”

He added, “We have also found that Pathways has streamlined the process of developing articulation agreements with four-year colleges.”

Two PSC members gave impassioned and detailed testimony before the committee to the contrary, as presented in part here:

Kevin Sailor, chair of psychology, Lehman College:

I would like to present some key findings from a study of CUNY students who graduated shortly before the Pathways policies were implemented. This study used both transcript data for a large cohort

Views from the field



James Davis, left, and Kevin Sailor presented evidence to the City Council.

of students and data on how these courses are evaluated by different campuses from the TIPPS (Transfer Information and Program Planning System) database of course titles.

First, the establishment of a common general education curriculum was an overly broad solution to a transfer problem in a relative handful of courses.

The architects of Pathways argued that articulation agreements were too narrowly focused to fully articulate the huge number of course offerings across CUNY. Analyses of student transcripts indicate that there are very large discrepancies in how often different courses are taken and transferred across CUNY. An examination of the transcripts of nearly 11,000 students who took a class at community colleges revealed that they had taken nearly 6,000 unique course titles. However, just 100 to 120 of these courses accounted for 42 percent of all the credits earned by this group at community colleges. Similarly, 58 course titles at CUNY accounted for 50 percent of the credits earned in classes that TIPPS designated as not transferable. These patterns indicate that the effectiveness of transfer is largely driven by specific high-enrollment courses.

Second, the reduction of the number of general education credits required by many of the senior colleges was not necessary to facilitate timely graduation.

Analyses of transcript data suggest that the size of the general education curriculum at senior colleges had minimal impact on the overall number of credits earned and the number of credits not accepted during the transfer process. Students who earned a bachelor’s degree at schools with a larger general edu-

cation curriculum earned less than one credit more than students at schools with a smaller curriculum. Moreover, students who transferred into schools with a larger curriculum actually lost 0.67 fewer credits during the transfer process than students who transferred into schools with a smaller curriculum.

Third, the mandate that popular majors had to establish common “gateway” courses across the university was ill-conceived.

This mandate was based on the belief that transfer students were having to take more credits within their major discipline than students who started at a senior college, because senior colleges were not giving major credits for courses in the same discipline taken at a community college. Analyses of credits taken within a student’s major discipline indicated that transfer students and students who started at a senior college earn approximately the same

number of these credits. Moreover, the number of credits taken within the discipline at a community college did not reliably predict the total number of credits recognized at graduation by the senior college. These results suggest that excess credits cannot be attributed to a failure to count credits earned at a community college toward a student’s major.

Fourth, senior college residency requirements, which were not considered as part of the Pathways restructuring, are significant contributors to lost credits.

Transfer students who earned more credits than the maximum number accepted by the senior college to which they transferred lost on average 12 credits compared to just 2.1 credits for students who transferred without exceeding a

school’s residency requirements. Analyses suggest that for each credit earned in excess of the residency requirements, a 0.75 credit loss can be attributed to exceeding the cap.

Fifth, the argument that the CUNY associate’s degree policy was outmoded because community college students are choosing to forego coursework at the community colleges to begin a bachelor’s degree program at a senior college was at odds with the credit-earning patterns observed for transfer students.

As a whole, community college students typically accumulate more than the 60 credits required for an associate’s degree. Students who transferred with a degree earned 67.24 credits and students who transferred without a degree earned 59.02 credits on average at a community college. More than half of all students who transferred without a degree did so having earned more than 60 credits. The failure to earn an associate’s degree can have significant implications for the future of a student who transfers, but fails to earn a bachelor’s degree. Pathways does not address this issue.

James Davis, PSC chapter chair, Brooklyn College:

Resistance to Pathways was widespread among faculty members and I want to share with you the story of why and how Brooklyn College’s faculty resisted its implementation.

Pathways was a solution in search of a problem.

Did the university need to do more for transfer students? Yes, no one disputed that, but the real questions were: What is the scale of that problem? And what are the best remedies? Anyone who placed *educational quality* as a priority was troubled by the Pathways initiative; it was clearly an expedient way to streamline student transfer. Its chief virtue was that it was cost-effective, but it is actually very costly, because it comes at the expense of the quality of education.

Decisions were made that were divorced from their academic merit.

Consider the limit placed on the number of credits available to the student. If a college had determined, for example, that the best way to teach first-year students college reading and writing was a four-credit intensive composition course, that was ruled out of compliance with the new mandate. If a college had determined that the best way to introduce students to the sciences was to award more than three credits for a course that combined lectures and hands-on laboratory experience, that was ruled out of compliance. If a college had determined that an overall total of 45 general education credits should be required, that was ruled out of compliance with the mandated maximum of 42 credits.

A short-sighted vision of a well-rounded education characterized this initiative.

For example: Should students

be required to demonstrate proficiency in a foreign language, a language other than English? That is a debatable question, but the answer across CUNY has been a resounding “Yes.” We’re a university that not only exists in a multicultural city, but one that claims in all of its glossy publicity to prepare students for global citizenship, for an increasingly globalized economy, for engagement in a global community. What could be more provincial, more antithetical to that spirit of preparation for a life beyond one’s neighborhood or one’s city, than to remove foreign language instruction from the general education program? But that’s exactly what Pathways did.

So at Brooklyn College, we refused to cooperate.

The Faculty Council, our elected governance body, is charged with overseeing matters of curriculum and degree requirements. Faculty Council passed two resolutions, one in 2014 and one in 2015, overwhelmingly opposed to approving courses for Pathways. This was a reflection of broader faculty sentiment at Brooklyn College. At an April 2014 meeting of all full-time faculty, a resolution opposing Pathways passed with 298 ayes, 9 nays, and 18 abstentions. On what issue could 300 Brooklyn College professors ever agree? But on this there was near total unanimity; we called on the Brooklyn College and CUNY administrations “to abide by the decisions of local faculty in designing a new general education program at Brooklyn College.” That sparked a two-year, faculty-driven process of revising the general education program. The committees involved were aware of the Pathways policies but did not treat them as a foregone conclusion. In the end, our revised general education program was approved by Faculty Council by an overwhelming majority, but our provost refused to send it forward to CUNY Academic Affairs, in violation of our governance plan. He felt that as it was not fully Pathways compliant, it did not warrant the central office’s review. In the end, after a full year of negotiations and further revisions, our general education program was finally submitted to and approved by the CUNY administration.

Faculty members faced intense pressure to go along.

Department chairs felt that if they didn’t capitulate, they’d be passed over for resources from the college administration. Individual professors were offered stipends to write curriculum for Pathways-compliant courses. The administration pitted departments against one another, noting that those who refused to participate would lose the full-time equivalency (FTE) that comes with offering general education courses (and resources follow FTEs). And the administration pitted professors against students.

Hunter addresses sexual harassment issues

By SHOMIAL AHMAD

Hunter College and CUNY have agreed to revise and reexamine how they handle sexual harassment and assault allegations after a US Department of Education investigation found violations or concerns in the more than a dozen complaints emanating from the Upper East Side campus.

The federal investigation found that Hunter did not make sufficiently clear where to file complaints, did not promptly and equitably address some complaints and at times failed to provide interim measures to address possible hostile environments.

TITLE IX VIOLATIONS

Hunter College said in a statement that the settlement was reached “without any admission of liability.” It continued, “Hunter College and CUNY have always been committed to maintaining a campus environment free from discrimination, intimidation or violence of any sort.”

In a years-long investigation, the DOE’s Office for Civil Rights (OCR) found that the college violated Title IX, the federal law that

Feds probed complaints

prohibits sex discrimination in education programs that receive federal assistance. A December 19, 2012, complaint filed with the OCR prompted the investigation. A Hunter undergraduate student alleged that the college failed to appropriately respond to a sexual harassment complaint against a faculty member and that the college retaliated against the student. OCR found that the college’s response was not prompt or equitable.

“The college took approximately four months to complete its investigation, and it did not deliver the outcome of that investigation to the complainant until approximately seven months after she filed her complaint, while the college immediately communicated preliminary investigation results to the professor,” wrote Timothy C.J. Blanchard, director of the New York Office for Civil Rights, in an October 31 letter to Hunter College President Jennifer Raab. The 25-page letter also stated that the

college’s diversity dean looked into the matter, told the faculty member not to have any contact with the student and that ultimately the college and CUNY severed their ties to the professor. The OCR also did not find evidence that the college retaliated against the student as alleged.

INCOMPLETE INVESTIGATIONS

The federal office examined 12 other sexual harassment complaints at Hunter College over a two-year academic period. In one case, a student alleged that a Department of Public Safety employee grabbed her shoulder and breast while she was making photocopies in a college library. The college promptly started an investigation, but failed to complete it when the complainant failed to respond to the college’s request for interviews. In another case, the college found that an undergraduate was subjected to sexual harassment by a colleague in a lab where

College found in violation of federal law

she worked, but there was no evidence that college officials investigated whether the complainant suffered from a hostile work environment, despite the fact that the college kept the two working together during the investigation.

Hunter College was among more than two dozen colleges in New York State that were being investigated for alleged Title IX violations, according to the *Chronicle of Higher Education’s* “Title IX Investigation Tracker.” As part of the settlement, the college and CUNY agree to revise CUNY’s policies on sexual misconduct, equal opportunity and non-discrimination and Article XV of CUNY’s bylaws, also known as grievance procedures (not to be confused with Article 20, the complaint, grievance and arbitration procedure in the PSC-CUNY contract). Initial drafts of these policies, as stated in the agreement, should be completed by the end of January 2017.

“The college agreed to reexamine the 13 cases that the OCR investigated, and in many of those cases, determine whether the accuser suffered any harm because the college failed to provide interim support. The college will also review sexual harassment and sexual assault complaints that were filed in the past three academic years (cases that the OCR did not review), and take appropriate action to address any mishandling of the complaints.”

REEXAMINE CASES

Both the Partner Portal and CUNY data-sharing program will allow member data to be processed more quickly, more accurately and in a standard format...which will greatly reduce possible deficits in their pension contributions, as well as lessen the potential for errors and omissions.”

Digital TRS data

By ARI PAUL

This spring, CUNY and the Teachers’ Retirement System (TRS) will launch a new data-sharing capability, enabling TRS access to an automatic data transmission feed, an enhancement the union has sought for many years.

“For the first time, the process of transmitting demographic, salary and certain data for CUNY employees to TRS will be automated,” read a statement from the pension system. “The new feed will help TRS process pension data for employees faster. For instance, eligible full-time employees will automatically be registered as TRS members 30 days after their appointment data (unless they have opted to join TIAA).”

It continued, “Both the Partner Portal and CUNY data-sharing program will allow member data to be processed more quickly, more accurately and in a standard format...which will greatly reduce possible deficits in their pension contributions, as well as lessen the potential for errors and omissions.”

Jared Herst, the union’s coordinator for pension and health benefits, said, “This is a big win for CUNY, for the PSC and for our members in TRS. It should allow people’s employment information to be electronically transmitted between their employer and pension system.”

Counting the faculty line losses at Queens

By ARI PAUL

Queens College anthropology department chair Mandana Limbert described how her fellow chairs were confused last spring when the administration listed how many full-time faculty lines would become available. “The list didn’t match what we expected,” she said. “It started a conversation.”

The discovery led the department chairs to come together with the purpose of determining how many full-time faculty lines had been lost in each department, and the number-crunching began. After a year of research, the PSC chapter estimates that nearly 56 full-time faculty lines have been lost in the last five years and have either not been replaced or replaced with part-time instruction – although the administration believes the number is closer to 40. “My own department, we’re slated to be down 10 lines,” said sociology chair Dana Weinberg. “CUNY runs pretty lean on campuses, but now we’re down to starvation rations.”

FEWER RESOURCES

The effort by the chapter is simple: If department chairs can research how many full-time lines have been lost in their departments, the chapter can compile the data and present it to the administration in order to talk openly and frankly about how depart-

Data collection as a campus organizing tool



Queens College sociology chair Dana Weinberg said of the losses, “The numbers are validating. It makes you realize you’re not alone.”

ments operate. “The data raise a number of questions about the direction of the college’s allocation of resources,” Limbert said. “How are we going to fix it? Or are these the numbers the college thinks are tenable?”

And, as Richard Maxwell, the media studies chair, said of the data collection, “We are pursuing an ongoing conversation with the ad-

ministration about the big picture.”

For many in the chapter, the process brought department chairs closer together and built a collective sense of solidarity. “There was a feeling of being alone, that ‘my department was the only one losing lines,’” said Weinberg. “The numbers are validating. It makes you realize you’re not alone, and it forces a dis-

ussion about the tough choices that are coming our way.”

AFFECTED DEPARTMENTS

According to statistics compiled by the Queens College PSC chapter, the most adversely affected departments other than sociology are English, down seven lines, and chemistry/biochemistry, history

and philosophy, down four lines each. The chart the department chairs created shows in detail how the lines were lost over the last five years. For example, in economics, the department lost three full-timers to retirement, one to another institution and two to a failure of reappointment. The department replaced only three of those lines, for a net loss of three.

AN ORGANIZING MODEL

“You cannot sustain a university in that capacity,” said PSC Queens College chapter chair David Gerwin.

Department chairs are still digging into this research and looking for more detail. For example, Limbert said, the chapter wants to look at the full-time lines that have been restored and find out how many have been on professorial lines.

The union believes the data collection on the part of the department chairs at the college is a model that could be used at other campuses to evaluate what’s going on with full-time faculty lines and how the chapter can talk to administration.

At Queens College, the chapter believes that a loss of full-time lines is a loss for students. As associate professor of media studies Amy Herzog said of the research, “I hope it leads to a recognition [by the administration] that our resources need to be devoted to our students.”

Ellen Moynihan

What awaits the nation under Trump

By CLARION STAFF

Shock, sadness, denial and anger have brought us to this cold moment – the realization that Donald Trump, who ran on a campaign of racial incitement and misogyny, is going to be the next president of the United States. With a white nationalist, Steve Bannon, in a top White House position, and fundamentalist Christian social conservative Mike Pence as the vice president, this administration and a Republican-controlled Congress will have immense power to alter the political landscape in a multitude of ways. Here, PSC members survey the domestic landscape, keeping in mind Trump's foreign policy will also have grave consequences.

REFORMING LABOR

The institution of labor is on the chopping block, national right-to-work is here and nearly every public sector union is in danger. One of the conclusions I've drawn from this election is that organized labor is largely disconnected from the working class – Hillary Clinton only won 51 percent of union households. We need an open dialogue within the labor movement and with our potential allies. We have to reorganize the form of our union to draw on the skills, the fight and the interests of every single member. Organization – the scope of it – has to change. The politics of unions need to be discussed. Unions ignored the potential of the Bernie Sanders movement, they didn't recognize that the right could actually capture the working class. I would pose the question: What does it mean to have a working-class movement? What should its leadership look like? We need a new political instrument, a new party. The notion of minority unionism is valuable and needs to be explored. We're going to have to go through a protracted period of experimentation.

Ed Ott, distinguished lecturer in labor studies, Murphy Institute

CLIMATE IN CRISIS

A week before the presidential election, the World Wildlife Federation announced that two-thirds of Earth's wildlife will be extinct by 2020. As if that were not enough, the World Meteorological Organization (WMO) announced that the past five years were the hottest ever recorded, and alluded to rapidly rising sea levels, likely to surge in coming years as a result of the unexpectedly rapid melting of polar ice. The WMO said global temperatures are now twentieths of a degree away from the upper threshold agreed upon only one year ago during the climate negotiations in Paris. It is no exaggeration to say that Donald Trump and the extreme right-wing ideological currents that he has helped harness and promote both within and outside the Republican Party are the most destructive forces in human history.

Looking at challenges ahead



Brooke McGowan/Occuprint

Trump and his cronies are long-time climate-change deniers and he supports a rapid increase in consumption of fossil fuels, the dismantling of all regulations restraining fossil capitalism and the rejection of aid to help developing countries transition to renewable energy. Trump has promised to pull out of UN-sponsored international climate negotiations.

The onus falls on progressive states and cities like California and New York City to decarbonize their economies. PSC members have a role to play here. Under Mayors Michael Bloomberg and Bill de Blasio, New York City cut its carbon emissions significantly, but it did so largely by shifting from coal-fired energy sources to natural gas. As a result, although New York State has banned the highly polluting process of fracking, our city is drawing much of its energy from the destruction of the environment in neighboring states like Pennsylvania. The city's plan to reduce emissions by 80 percent by 2050 sounds great, but is extremely vague about how future emissions cuts are to be made, other than through insulation of buildings. It makes no mention of the need to shift to truly renewable (and increasingly inexpensive) energy sources such as wind and solar.

PSC members can challenge such suicidal schemes by joining with local environmental justice organizations to push for a renewably generated and locally controlled energy economy. If we are to avert planetary ecocide, we

must fight against the capitalist kleptocracy Trump has promised to unleash.

Ashley Dawson, professor of English, College of Staten Island

LGBT RIGHTS

When I was 22, Ronald Reagan was elected, and seven months later AIDS "started." Yes, I am still here, but so many people aren't. I know that what is ahead is suffering. I have a "been there, done this" feeling – and my focus is concrete action, building existing organizations and support. There is no way that this is not going to be awful. So, more inclusion, more kindness, less micro-critique, more coalitions, more political flexibility, laugh at how horrible they are and hope they sabotage themselves, as we try out new approaches, new ideas and new relationships. Simultaneity of action, approach and understanding.

Sarah Schulman, distinguished professor of English, College of Staten Island

JUSTICE FOR ALL?

Speculation is that the first Supreme Court justices Donald Trump will replace will be conservatives, which may not significantly alter the political balance of the court. The problems arise if Trump gets to replace justices Ruth Bader Ginsburg or Stephen Breyer, or both. In that scenario, we will certainly see a further eradication of voting rights protections, as the court will

no longer block the actions of Republican state legislatures, and the unwillingness of a gerrymandered Congress to intervene in the area will continue. Trump has already signaled clearly that he wants to eliminate women's abortion rights. Of equal significance to the Trump effect on the courts is what his appointments will do to the federal administrative agencies, which provide the backbone of federal policy-making. The Environmental Protection Agency and the Department of Education will see a direct attack on their mission and possibly challenges to their very existence.

How do we fix this? The broken electoral system has to be changed. The country's agenda cannot be determined by 26 percent of registered voters. Bernie Sanders is right that the Democratic Party is in need of "fundamental reassessment." We may be able to stop Trump's policies via street actions, but greater participation in the political process is inescapable. Too many of Obama's supporters in 2008 and 2012 flipped to Trump to make the "racist tidal wave" theory a comprehensive explanation for Hillary Clinton's defeat. I see the results more as a reaction to the atrocious consequences of neoliberalism, which Clinton and the Democrats failed to address. A vast majority of the electorate has had enough of corporate manipulation and exploitation. If we can contain the ever-recurring sting of racism, sexism and xenophobia, the future will be ours.

Frank Deale, professor of law, CUNY School of Law

LESSONS FROM THE PAST

We must ground ourselves in our resilience – for we have come this way before. Yes, there will be attempts to wipe out over five decades of laws and regulations protecting US residents from unlawful discrimination on the basis of religion, sex, race, national origin, disability, sexual orientation and more. There will be attempts to overturn and curb protective court decisions as many federal and state courts turn more conservative. But accomplishing such massive changes to the law of the land takes time, usually more than two to four years. Even for Nixon, Reagan and the Bushes, such change was slow in being effected. Remember that the newly elected President Reagan declared that he would abolish the Department of Education. Eight years later, the Department of Education was still standing, as was the Office for Civil Rights, which enforces Title VI of the 1964 Civil Rights Act and public policies like desegregation. They were bruised and bloodied, but still alive, and ready to enforce Title VI robustly, once Reagan departed.

The mid-term elections must serve as a referendum on the Trump presidency. Taking back the Senate and the House must be our priority if we are to get the ship of state back

on course toward a democracy for all. We are not defenseless, but we must organize. We will battle for the hearts of those who are downtrodden and fearful. We will use the media and we will fight their changes in the courts. We will support our friends on Capitol Hill and we will put a protective arm around those whom the new administration may seek to target and attack with policies grounded in bigotry.

Esmeralda Simmons, executive director, Center for Law and Social Justice, Medgar Evers College

FIGHTING FOR IMMIGRANTS

While it is not for certain what the future of Deferred Action for Childhood Arrivals (DACA) and federal immigration policy will be, there are many clues. President-elect Trump's transition team has a record of hostile statements and policies toward immigrants, people of color, Muslims and undocumented students. CUNY cannot afford a "wait and see" approach. It is imperative that CUNY join the national movement of universities and declare itself a sanctuary campus. Faculty and students from across CUNY that are organizing this movement locally have some early recommendations. CUNY should: Refuse cooperation with Immigration and Customs Enforcement regardless of actions by the future administration. Prevent surveillance against Muslim and Arab students and student groups. Allocate more financial resources to campus Single Stop offices and CUNY Citizenship Now for more attorneys and more public Know Your Rights workshops. Allocate more financial resources toward scholarships for undocumented students and other vulnerable student populations like LGBT and Muslim students. Establish an Undocumented Students Center. Campuses that do not have safe spaces for Muslim students to gather for prayer should establish them.

Arianna Martinez, associate professor of social science, LaGuardia Community College

JEWISH RESPONSES

Understanding the role anti-Semitism plays in Trumplandia is part of building the broad resistance we need. While individual Jews are not the most vulnerable people in the terrifying new climate, anti-Semitism provides an explosive ingredient for the newly declared open season on immigrants, Muslims, people of color and LGBT folks. For avowed white nationalists, anti-Semitism is ideologically fundamental. Its appeal easily oozes from the fringes to the mainstream when presidential campaign rhetoric, invoking persistent anti-Semitic tropes, blames an international cabal of banks, finance and especially the media for controlling the government – and thus the lives of forgotten Americans. Even liberal bubbles like New York are punctured by the absurd assertion that George

Soros has been pulling the strings of the Obama administration and Democratic Party more generally.

Some 74 percent of Jewish voters chose Hillary Clinton, but from A (AIPAC) to Z (Zionist Organization of America), some self-appointed guardians of the Jewish community have even defended the White House appointment of white nationalist Steve Bannon, foregrounding his support for Israel. If there is any silver lining in the storm clouds now gathering, it may be that these groups (which also include the Conference of Presidents of Major Jewish Organizations) will finally lose whatever remaining support they have had from the Jewish-American population at large.

However, on the mainstream side of the spectrum, the American Jewish Committee has teamed up with the Islamic Society of North America to create the Muslim-Jewish Advisory Council. On the progressive side, groups like Jews for Racial and Economic Justice, Jewish Voice for Peace, If Not Now, Jews Against Islamophobia and others are building on long-standing organizing and relationships to form – as a hashtag for a spirited demonstration against an announced Bannon appearance at a ZOA banquet put it – #JewishResistance. We Jews know what fascism looks like and we have a special obligation to fight it.

Marilyn Kleinberg Neimark, professor emerita, Baruch College

THREATS TO IMMIGRANTS

I don't think there's going to be huge mass raids, but we can expect legislation that will make it more difficult to get permanent residence or US citizenship. There's likely to be legislation to make it easier to de-

port someone and limit due process. I don't think they'll be rounding up people protected by DACA. I don't think there'll be a border wall, but increased enforcement, more border patrol officers – their union endorsed Trump – and more electronic equipment – a virtual wall.

Allan Wernick, director, CUNY Citizenship Now!

UNHEALTHY AND UNSAFE

Donald Trump has already signaled how his administration will approach issues related to public health, worker protection and the environment, and it is not encouraging, to say the least. Whatever Trump's rhetoric about reining in lobbyists and "draining the swamp," the fundamental policy pronouncements that candidate Trump made throughout the campaign were to reduce and eliminate regulations on businesses as the way to generate jobs and promote economic growth. This means that we can expect the administration and the Republican majorities in both houses to cut the funding of the Food and Drug Administration, the Occupational Safety and Health Administration (OSHA), the Environmental Protection Agency (EPA) and other federal departments that were established to protect the health and safety of the American people. It is useful to remember that OSHA and the EPA were established in 1970 (under the Republican Nixon administration!) because there was widespread recognition among the American people that businesses, left to their own devices, all too often were willing to cut corners in ways that threatened people's lives and endangered the environment.

We have only to think of Ralph Nader's exposé *Unsafe at Any Speed*, Paul Brodeur's articles in *The New Yorker* exposing the role of Johns Manville and other companies in covering up the dangers of asbestos, Rachel Carson's documenting of the effects of pesticides in *Silent Spring*, the burning of the Cuyahoga River in Cleveland, and the massive oil spill off the coast of Santa Barbara to understand the growing pressure for the federal government to enact the landmark legislation of the early 1970s.

Now Trump threatens to roll all of this back. He has praised asbestos as "the greatest fireproofing material ever used," declaring it "100 percent safe, once applied," ignoring the fact that the workers who apply it (and those who repair or dismantle it) are at risk of death, disability and disease. On the EPA, Trump told Fox News, "Environmental Protection, what they do is a disgrace." And he has backed up his rhetoric by appointing Myron Ebell to lead his EPA transition team. Ebell is a prominent climate change denier and director of the Center for Energy and Environment at the anti-regulatory Competitive Enterprise Institute, a conservative policy group that once received considerable funding from ExxonMobil. This is reminiscent of when President Ronald Reagan appointed Anne Gorsuch as the EPA administrator. She vowed to dismantle the agency. Reagan was able to cut its enforcement budget by more than 45 percent, relax toxic waste and other regulations, and promote voluntary compliance by industry. But it is important to remember that Gorsuch was eventually forced to resign in 1983 under pressure from Congress as it investigated mishandling of the EPA's \$1.6 billion toxic

waste cleanup program, Superfund.

Trump has also vowed to roll back President Obama's signature effort to reduce greenhouse gas emissions, known as the Clean Power Plan, and to scrap a litany of other "unnecessary" rules, especially those imposed on the oil, gas and coal sectors. This struggle has just begun.

Gerald Markowitz, distinguished professor of history, John Jay College

ACT LOCALLY

I am not prone to drop the word *fascism* glibly, but I can't help but draw parallels between this moment in the US and Italy and Germany in the 1930s. Even abandoning this frightening analogy, in all likelihood a Trump presidency means the return of right-to-work. For those of us in the PSC, there is a very clear path forward – we need to build our union, more vigorously than we ever have. This specter of right-to-work does not necessarily mean the end of the PSC, but it does mean that we need to fight in a way that makes our spring strike authorization vote seem like just the beginning.

Those of us who are already active in campus chapter work must create structures that enable every interested rank and filer to engage. At the Graduate Center, we launched five committees off of our strike organizing – Contract Enforcement, Internal Organizing, Legislative, Solidarity and Adjunct Organizing. Needs may be slightly different on each campus, but the point is that every chapter must have structures that enable the union to draw on the skills, the fight and the interests of every single member.

Luke Elliott-Negri, PSC chapter chair, Graduate Center

Health and safety hours

By SHOMIAL AHMAD

If there's a major health and safety problem on a CUNY campus, it's likely that the union's health and safety watchdogs are working on the case. For years they've been tackling leaky ceilings, rodent problems, too hot and too cold classrooms and other countless problems of disrepair that plague CUNY campuses.

Now the watchdogs are beginning to hold drop-in clinics that will be held in the PSC office before major union meetings, including the delegate assembly. Health and Safety Watchdog Co-Chair Jean Grassman said the clinics are a lot like faculty office hours, where members can either drop in with no appointment or arrange to come in during the designated hours. Through the one-on-one meeting, the union can get an understanding of the extent of the problem and come up with a plan to fix the issue.

CONTACTING WATCHDOGS

Rest assured, members can still call or email their concerns.

"It's really meant to increase the visibility and accessibility of the health and safety watchdogs," Grassman told *Clarion*.

For more information on how to address campus health and safety problems, contact the union's watchdogs by emailing hswatchdogs@psmail.org.

PROFESSIONAL STAFF CONGRESS/CUNY NOTICE OF NOMINATIONS AND ELECTIONS – SPRING 2017

Chapter Officers, Delegates and Alternates to the PSC Delegate Assembly and PSC-CUNY Welfare Fund Advisory Council

John Jay	917 Chair + 8	5	25
LaGuardia	736 Chair + 6	5	25
Queens	1070 Chair + 10	6	25
York	430 Chair + 3	4	25

Term of Office: 3 Years Election Schedule

1. Deadline for filling the Candidate Declaration form will be January 6, 2017.
2. Pre-printed nominating petitions will be available upon request from chapter chairpersons or the PSC office on February 1, 2017.
3. Properly completed nominating petitions must be received at the PSC office, 61 Broadway – Ste. 1500, New York, NY 10006, by 5:00 pm, March 3, 2017.
4. Ballots will be mailed to members' home addresses on April 1, 2017.
5. Ballots in uncontested elections must be received at the PSC office by 5:00 pm on April 28, 2017.
6. Ballots in contested elections must be received at the office of the designated ballot-counting organization by 5:00 pm on April 29, 2017.
7. Ballots will be counted at 10:00 am on April 29, 2017.

Officers to Be Elected

In each of the Chapters listed below, voters will elect the Chapter Chairperson, Vice Chairperson, Secretary, four Officers-at-Large, Delegates to the Delegate Assembly (in addition to the Chapter Chairperson, who shall automatically be the initial delegate to the Delegate Assembly) and Alternates to the Delegate Assembly according to the following listing:

Chapter	Petition Signatures			Required
	Members	Delegates	Alternates	
Baruch	731 Chair + 6	5	5	25
Bronx Community College	635 Chair + 5	4	4	25
Brooklyn	774 Chair + 7	5	5	25
City College	873 Chair + 8	5	5	25
College Lab Technicians	666 Chair + 6	5	5	25
CUNY Central Office	319 Chair + 2	3	3	25
Graduate School	1060 Chair + 10	6	6	25
Guttman Community College	53 Chair	1	1	13
Hostos Community College	399 Chair + 3	4	4	25
Hunter	1072 Chair + 10	6	6	25

Relevant portions of the ELECTION RULES are summarized below. The complete rules may be obtained from Barbara Gabriel at the PSC office, or viewed on the PSC website: psc-cuny.org/sites/default/files/Rules%20Governing%20Elections%206-15.pdf.

Declaration of Candidacy: Candidates must submit a signed declaration of candidacy no later than January 6, 2017, to Barbara Gabriel at the PSC office. The declaration must specify the office(s) being sought, the candidate's name, college and department and, if the candidate intends to run as part of a slate or caucus, the name of the slate or caucus. Slate or caucus declarations should be submitted through the slate or caucus designee. A sample declaration form is available on the PSC website: psc-cuny.org/declarationofcandidacy or from Barbara Gabriel at the PSC office.

Eligibility for Holding Office: Members shall be permitted to hold chapter-level office who have been members in good standing of the appropriate chapter for at least one (1) year prior to the close of nominations, March 3, 2017.

Voting Eligibility: Members shall be permitted to participate in the nomination process and to vote who have been members in good standing of the appropriate chapter for at least four (4) months prior to the mailing of the ballots on April 1, 2017 (i.e., they must have been a member as of December 5, 2016).

Nominating Procedures: Nominations of an individual or of a slate must be by official nominating petition signed by no fewer than twenty-five (25) members of the chapter in good standing, or by no fewer than twenty-five percent (25%) of the members of the chapter in good standing, whichever is less. For all candidates, petitions shall include: (a) the printed name, signature, department and college of each petitioner; and

(b) the printed name, department and college of the nominee, as well as the office being sought by the nominee. For chapter elections, members may only sign nominating petitions of the chapter to which they belong. **A candidate's signature on a Declaration of Candidacy shall constitute that candidate's acceptance of the slate designation.**

Slate Regulations: A slate of candidates will be recognized if it consists of candidates for twenty-five percent (25%) or more of the officers to be elected, and if it submits, prior to the close of nominations: (1) a listing of caucus officers, all of whom must be members in good standing, including the person designated to authorize nominees for that caucus' slate; and (2) a nominating petition including the printed name, signature, department and college of each petitioner, and the signature for each candidate running on the slate. The candidate's signature on the Candidate Declaration form shall constitute that candidate's acceptance of the slate designation.

Balloting: All voting must be on the official PSC ballot. Write-in votes are permitted. A write-in vote shall be valid if the intent of the voter is clear; written, printed and typed names are acceptable. A write-in candidate must meet the same eligibility requirements as a regular candidate. In chapter elections, any nominated or write-in candidate must receive at least ten (10) votes or ten percent (10%) of the votes cast for that office, whichever is less, in order to be elected. Write-in candidates who are elected must submit written acceptance of office to the Elections Committee within ten (10) calendar days of notification that their election has been certified.

Campaigning: Declared candidates may mail literature at their own expense, either directly or through the PSC mailing house (Century Direct, 30-00 47th Avenue, Long Island City, NY 11101). At the request of the candidate and at cost, the PSC will provide Century Direct with a home-addressed electronic download of the membership, or will provide candidates with college-addressed list, and electronic download of the membership. Candidates must notify the PSC five (5) business days in advance of the mailing to allow sufficient time for the ordering of downloads. Please see Barbara Gabriel at the PSC for further information and to file the required forms.

Election Tally: Each candidate, or a representative of the candidate, is entitled to be present at the counting of the ballots.

PSC-CUNY Welfare Fund Advisory Council

At each of the colleges listed below, voters will elect the designated number of members of the PSC-CUNY Welfare Fund Advisory Council, in accordance with the above schedule and rules and the by-laws of the PSC-CUNY Welfare Fund:

College	Council Members	College	Council Members
Baruch	2	Hostos Community College	2
Bronx Community College	2	Hunter	2
Brooklyn	2	John Jay	2
City College	2	LaGuardia Community College	2
CUNY Central Office	1	Queens	2
Graduate School	2	York	2
Guttman Community College	1		

Voting Eligibility: All members in good standing of the PSC at the above colleges, who have been members in good standing for at least four (4) months, including Higher Education Officers, Registrars and College Laboratory Technicians, as well as faculty, will elect the PSC-CUNY Welfare Fund Advisory Council members running at their respective colleges.

Eligibility for Holding Office: PSC-CUNY Welfare Fund Advisory Council members must be CUNY instructional staff members who have been members in good standing of the PSC for **two (2) years** prior to the close of nominations, March 3, 2017.

Nominations: Advisory Council members shall be nominated by written petition signed by no fewer than twenty-five (25) or twenty-five percent (25%) whichever is less of the CUNY instructional staff members at each unit who are also PSC members. Slate nominations will be permitted.



15-MINUTE ACTIVIST

Solidarity with students

As CUNY faculty and staff, we serve students from diverse backgrounds, students who come from groups that have been demonized by President-elect Donald Trump and his supporters. At a time of heightened hate crimes, we must stand up against all forms of bigotry and hatred and ensure

that CUNY – and the broader public sphere – is a space for critical thinking and free of the hate that has plagued the presidential campaign. Show that you stand with CUNY students now and in the years to come by signing this open letter to students (tinyurl.com/CUNY-open-letter).

Professional Staff Congress/CUNY
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THE ACADEMY'S ROLE

Educators have a responsibility to resist Trump

By GARY RHOADES

It is a new variation on an old theme. Amid economic disruption and social transformation, corporate capital attains heightened influence over the state and prevailing political parties. As working-class and rural segments of the dislocated, disaffected, ethnically dominant group demonize the “other,” a demagogue emerges to give voice to the resentments and basest sentiments of a “populist” movement seeking to recapture past glory. The leader picks up the gauntlet, amplifying the social discourse and policy foundations long before laid down by the mainstream parties and social elites he rails against, taking them to new extremes. Eventually, the capitalist class and significant swathes of the professional/managerial class support and vote the new leader into office, believing that he and the extreme rightist populism he has unleashed can be contained.

It is up to us to decide what role we will take in shaping how the story goes from here. That choice has to do with our status, position and identity, which for many faculty and staff is a deeply embedded status identity as “professionals,” with certain privileges attached, and with the guise of political neutrality.

POLITICAL BACKLASH

It is imperative to the democratic purposes and vigor of our institutions and to the broader public purposes of the academy that we align with the working classes, broadly defined ethnically and occupationally. We should do so within and beyond the walls of academe in coalitions that encompass metro and rural regions. And we should be led in this project by adjunct faculty, who in the last few years have established themselves at the vanguard of the resurgent academic

labor movement and who, often more than any other segment of instructional faculty, are most likely to identify as and with workers.

The day of the election, I was at a meeting where the keynote speaker, Professor Imanol Ordorika, a Mexican professor and activist, went off script, speaking to the election outcome. As he indicated, what is happening in the US is also happening in other Western countries. Whether in the Brexit vote this past summer or the December election in Austria (in which a right-wing leader leads in the polls), we are seeing a backlash against the growing political and economic presence and strength of communities of color and of immigrant and refugee populations. And we have seen a strong reaction to neoliberal economics that have benefited only the elite.

A PUBLIC STANCE

We must admit that not-for-profit higher education institutions have largely underserved and overlooked the working class of all colors. We track Pell Grant recipients and ethnicity and gender, but we pay little attention to social class. Under external assault from the public disinvestment of the “Austerity Blues” (Fabricant and Brier, 2016) and the demands for greater “accountability” that drive policymakers, most higher education “leaders” and too many faculty and staff have been complacent and complicit in the rise of academic capitalism (Slaughter and Rhoades, 2004), which constitutes an internal assault, or self-immolation on and of our public purposes. Fearing greater disinvestment, universities have largely tried to remain neutral, even in the face of a candidate and party that deny not just climate change, but science, social

science findings, health science research and the legitimacy of critique, the arts and humanities and the helping professions. As we pursue more upper-middle-class, out-of-state and international students, and bypass those lower-income students of all ethnicities, we have further distanced ourselves from large numbers of “uneducated” people, to use Trump’s phrase. In fact, colleges and universities have largely been absent, or worse, have been complicit in justifying higher education’s existence in terms of its global imprint and contribution to the nation’s global competitiveness, even as we turn our backs on depressed domestic urban and rural economies.

One challenge in the immediate moment, for which the PSC is well positioned, is to reaffirm our commitment to the values and communities that are so central to the vitality and integrity of our academy and society. In the face of vile assaults on our campuses and in our streets, it is important for us to take the lead in publicly defining our commitment in statements as well as in public demonstrations that affirm who we are and what we will not go back to. Faculty, staff and student groups are central to that work. And such work must be planned and play out over the course of the coming year, for the threats will be recurrent through many mechanisms and in many venues.

A second challenge in the coming months is at the same time to play a central role in stopping right-wing populism from co-opting working-class economic anger. Although our colleges and universities, like our society, are more segregated than they should be, they are some of the few spaces left in our nation with the potential to engage and educate groups of people by working through difficult conversations.

Imagine if we in higher education could work across institutional boundaries to effect these sorts of exchanges by way of helping our students, ourselves and our society work through a resurgently segregated society, separated by race/ethnicity, religion, social class, gender identity, (dis)ability, nation of origin, immigrant and refugee status and more. And imagine a partnership among

faculty and support professionals in these efforts in residence halls, outreach programs into the schools, bridge programs into the university and more. The idea would be to develop programs with student affairs professionals to promote difficult conversations and engagement to work through and beyond what is contributing to the explosion of hate and toward some measure of understanding, appreciation and respect for the diversity that is who we are.

BEYOND THE ACADEMY

Finally, a third challenge is to re-energize a coalition of working people of all backgrounds around democratic projects that benefit them and society. Part of that



project should involve clearly contesting and providing a progressive, forward-looking alternative to our present path. We need to articulate models of colleges and universities that are more democratic, expand access, expand knowledge and engage in social critique. Part of that must certainly involve foregrounding and rewarding engagement in social, political discourse and practice. We would do well to foster such forms of engagement within and beyond the university.

There will be those who will suggest that we wait, that we must maintain our neutrality, that the types of engagement I suggest are ill-advised, counter to our role as professionals and/or likely to generate fiscal and other retribution. To them I say, we are in the crosshairs of the right-wing populist movement – we represent all that they detest symbolically, oppose politically and resent culturally, not because we are liberal, but because we are armed with education and dangerous to their project.

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Standing up to right-wing populism