

TESTIMONY

of

Arthur Cheliotis

Business Manager, CWA Local 1180, and

Chair, Murphy Institute Advisory Board

City Council Hearing

Committee on Civil Service and Labor

And

Committee on Higher Education

Oversight:

The CUNY School of Labor and Urban Studies

April 12, 2018

Good afternoon. It is my privilege to offer this testimony on behalf of the Murphy Institute Advisory Board – a Board on which I have served as chairperson for 34 years. First, let me thank the committee on Civil Service and Labor and the committee on Higher Education for convening this hearing. It comes at a historic moment, just as the Institute prepares to open its doors as the new CUNY School for Labor and Urban Studies. These two committees led by Council Members Miller and Barron have played a critical role in the establishment of the School. These two chairs, along with their colleagues in this City Council have been essential in getting us to this milestone in worker education. In addition to the City Council, I want to thank Governor Cuomo, Speaker Heastie, Senator Savino and the other members of the State Legislature. Last, but certainly not least, I want to thank Chancellor James Milliken, Executive Vice Chancellor Vita Rabinowitz, COO Mark Shaw, Vice Chancellor Sapienza, Secretary to the Board Gayle Horwitz – and especially Bill Thompson, the Chair of the CUNY Board of Trustees.

What we have achieved to date is a consensus around a very unique and exciting vision – a vision that revolves around developing the next generation of labor and community leaders, expanding higher educational opportunities for workers seeking career advancement, and serving the educational needs of labor and the broader community. The School, as designed, will have four units – four pillars, if you will – I.e., Labor Studies, Urban Studies, Workforce Development, and an Institute dedicated to research, public programming, civic engagement, and leadership development. Underlying all this are three stated core values: access, social justice, and diversity.

This is a grand and glorious vision. The challenge now is to realize that vision. That is, to build and fortify the four pillars upon which the School will be built. This multi-faceted vision —with equal respect for college readiness, liberal education, intellectual development, career-readiness, and social service—distinguishes the new School from any other in our nation.

With its emphasis on the urban workforce and leadership development, it is a School with a unique perspective, serving the interests of its constituents while helping the City and State fulfill their own needs for a well-educated, highly-skilled public and private workforce. As a School for workers, union members, those from underserved communities, we are obligated to provide an array of opportunities and support services for working adults, first-time and transfer students. As our undergraduate population grows, we will need an even stronger student services component with more counselors and tutors and new programs for college-readiness. These elements of the School need to be supported and monitored.

From everything I have heard, we are making excellent progress toward a launch of the new School in the fall 2018 semester. I am optimistic that, with full cooperation from all the parties, we will meet those challenges, well-armed for success. In short, we will need resources to address our most pressing needs.

We have two immediate needs: the first is space, and the second is funding.

The new School will be located at 25 West 43rd street, the current home of the Murphy Institute. The strategic plan for the school calls for doubling enrollments in five years and hiring seven new faculty members, 15 new full-time staff and 18 part-time staff. The funding provided by the State in the current budget cycle provides the funding to hire half of these new positions in the next 12 months. Yet even now, the Murphy Institute has doubled and tripled the occupancy of offices, rented classroom space from Cornell University at 34th street, used off-campus classrooms at union offices, and more recently, closed the Institute's library and converted it to office space. I understand that the University is exploring the possibility of leasing two additional floors at Murphy's current location and we are all very appreciative and cautiously optimistic – for simply put, without additional space, the new School cannot grow.

Secondly, to succeed, the School will need resources and a stable budget. We are very grateful for the increased allocation we received from the Governor and the Legislature

this year. The allocation for our current Phase II funding, however, has fallen short by nearly \$800,000. We are also very grateful to the City Council for its funding support of the Murphy Institute over the course of the past 17 years and for its allocation of \$940,000 in the current budget year. We are requesting that the City Council restore \$940,000 and increase that funding as much as possible to narrow the shortfall in our funding plan. The City Council allocation will support the School's workforce development initiatives that are offered in collaboration with other units of the University in all five boroughs. There are currently more than 900 workers enrolled in these initiatives. The allocation also supports a strong academic support system that insures access and success for these students as well as the 400 students enrolled in the School's labor studies and urban studies program. In short, this funding is needed to secure the pillars that will lift the School to a national leader in the field.

We have all worked so long and so hard to make this School a reality. Failure is simply not an option.

So, I thank you for your support in the years leading up to the establishment of CUNY's new School for Labor and Urban Studies, and I respectfully urge you to support our budget requests now and in the future.

Testimony of Senior Vice Chancellor Matthew Sapienza
The City University of New York
New York City Council Joint Committee Hearing:
The CUNY School of Labor and Urban Studies
April 12, 2018

Good morning, Chairpersons Barron and Miller, and members of the Higher Education and Civil Service and Labor Committees. I am Matthew Sapienza, CUNY's senior vice chancellor and chief financial officer. I very much appreciate the opportunity to speak with you about the new CUNY School of Labor and Urban and Studies. Executive Vice Chancellor Rabinowitz has described the planning, implementation, and vision of the new School, but I will spend a few minutes today discussing the current finances and budgetary needs going forward.

For Fiscal Year 2019, beginning July 1st, the School of Labor and Urban Studies' tax-levy operating budget will be derived from three main sources: the State, the City, and tuition revenue. From the State's budget, we are very pleased that the Governor allocated an additional \$1.5 million in his executive proposal for the new School. This supplemental funding was included in the recently enacted State budget for Fiscal Year 2019; when combined with a legislative allocation of \$1.5 million, and with a long-standing \$500,000 base budget for the Joseph S. Murphy Institute, the total direct appropriation from New York State for the new School will be \$3.5 million.

The University has also historically allocated \$1.6 million of its' State operating funds to the Murphy Institute, and those dollars will continue to support the School of Labor and Urban Studies.

In addition to these direct appropriations, we are projecting another \$3.9 million in State-based expenditures for the School of Labor and Urban Studies in Fiscal Year 2019: \$2.0 million of which is for fringe benefits expenses, and \$1.9 million to cover rental costs for the School's leased facility. In total, approximately \$9.2 million in State funds will be allocated to the new School for Fiscal Year 2019.

With regards to tuition revenue, we project that the School of Labor and Urban Studies will generate approximately \$1.5 million. In future years, as the School expands and serves a growing number of students, total revenue will increase and therefore be available to help to support this expansion.

The third funding source, City funds, is something that we are specifically seeking your help with as part of this year's budget cycle. We are deeply appreciative of the \$940,000 City Council allocation for the Murphy Institute in Fiscal Year 2018, and are especially grateful to the higher education and civil service and labor committees for helping to secure this funding. This allocation, however, is not baselined in the City's out-year financial plan, and therefore we are requesting that these funds be restored as part of the FY2019 adopted budget process.

The University's FY2019 Budget Request, which was approved by our Board of Trustees in October 2017, included a total funding need \$4.1 million for the School of Labor and Urban Studies. With the additional \$1.5 million provided by the Governor, this leaves a remaining need of \$2.6 million. We will continue to work with both the State and City to maximize future funding so that the vision described by Executive Vice Chancellor Rabinowitz can be implemented effectively in the coming years.

Chairpersons Barron and Miller, and members of the each committee, please be assured that the University deeply appreciates your continued commitment to a high-quality CUNY education, which is the vehicle that so many New Yorkers rely on for the path of upward mobility.



**Executive Vice Chancellor and University Provost Vita C. Rabinowitz
The City University of New York
Remarks for the
New York City Council Hearing with the Committee on Higher
Education and the Committee on Civil Service and Labor
Thursday, April 12, 2018**

Good afternoon, Chair Barron, Chair Miller, and Members of the City Council Subcommittees on Higher Education and Civil Service and Labor.

I am Vita Rabinowitz, Executive Vice Chancellor and University Provost of the City University of New York, and I am pleased to come before you with my colleague, Senior Vice Chancellor for Budget and Finance, Matthew Sapienza, to report our progress on the transition of the Murphy Institute to the CUNY School of Labor and Urban Studies.

Before addressing that, I want to take this opportunity to thank the Council for its crucial, just in time support for CUNY's efforts to reform its developmental education programs. Thanks to your generous investment over this past year, we have been able to deliver more test prep and expanding pre-college efforts like

CUNY Start and placing fewer students into traditional remediation. We have also developing new paths to college proficiency. All of these initiatives are designed to enable students to earn college credits sooner, save their financial aid for credit bearing options, and make better progress toward degrees. Research at CUNY and elsewhere shows that these and other initiatives will not only enable more students to degrees, but will also help us sharply narrow achievement gaps in college degree attainment. We have come far but have much further to go. Our progress over the past year has attracted national praise and additional funding that will connect us with an outstanding national support network and enable us to accelerate and evaluate our efforts. But to bring our innovations to scale and deliver quality supports to the thousands of talented students who come to us not fully college-ready, we hope that the City will continue its investment in CUNY's comprehensive remediation reform efforts.

Now to the transition of the Joseph S Murphy Institute to the CUNY School of Labor and Urban Studies. I am very pleased to tell you that we have made great progress over the past year and a half to make the dream of so many to establish a great public labor school in the labor capital of the nation a reality.

Specifically, the new school aims to:

- Provide undergraduate and graduation education in labor studies, including a specialization in labor relations.
- Provide undergraduate and graduate education in urban studies, including specializations in public policy and public relations.
- Increase higher education opportunities for workers, providing them with the knowledge and skills necessary for personal growth, career advancement and economic mobility, with also addressing the workforce needs of the city and state
- Create new knowledge in labor and urban studies through basic and applied research and scholarship.

We are fortunate to have the complete support of our Board and the chancellery in this work, not to mention the strong support of national and local labor leaders and elected officials throughout the city and state. We are grateful for this support, and appreciate that the hopes of many are riding on our efforts and depend on our success.

Our goal is for the Murphy Institute to open its doors on August 29, 2018 as the CUNY School of Labor and Urban Studies.

From the start of our work, I have had key consultations with the following:

- I meet regularly with the Labor Advisory Board, consult regularly with Director/Founding Dean Greg Mantsios, have had meetings with the Chair of the Labor Advisory Board, the President of the Graduate Center, and the Dean of School of Professional Studies.
- I formed and chaired a Visioning Committee composed of faculty from labor and urban studies within and beyond CUNY, labor leaders, a CUNY college president and central office personnel to help position the new School in the global, national and local domains of Labor and Urban studies, and surface the major questions, issues, challenges and opportunities the new School will face.
- I met with the Murphy faculty, including central appointments, jointly appointed and consortial faculty, to explore their aspirations for and concerns about the new school.

Shortly thereafter, we organized our work as follows:

- We have established a committee and various subcommittees of Murphy faculty and staff to oversee the transition process.

- A team of Central Office staff, which includes a direct report to me, has been assigned to oversee and facilitate the transition,
- A cross campus working group of 18 members meets weekly to develop and implement a transition plan.

This has resulted in the following progress:

With respect to new personnel appointments:

- We have appointed Dr. Gregory Mantsios, longtime director of the Murphy Institute, as Founding Dean of the new school, effective January 26, 2018.
- We have appointed two new faculty as distinguished lecturers.
- New full and part time staff have been added to the Murphy Staff during the transition: full time Information Technologist and part-time specialists in Human Resources, bursar, and budget and finance.

With respect to key actions regarding accreditation and authorizations:

- The New York State Education Department has authorized CUNY to establish the new school as an “urban campus” of the Graduate Center.

- The Higher Education Services Corporation has agreed to issue new codes that will allow students in the new school to receive financial aid.
- Murphy faculty and staff are participating in the Graduate Center's current review by the Middle States Commission on Higher Education, the accrediting body of our region.

With respect to how the new school will be governed:

A Murphy Institute faculty/staff governance committee has been established and it has created a governance plan that was submitted to the Central Office. That document is under review, with the aim of getting it finalized in time for submission to the CUNY Board of Trustees in June.

With respect to Academic Programs and Policies:

- New articulation agreements that will facilitate transfer of courses and credits are being established with community colleges.
- Academic policies and a course catalogue are being established for the School.

Regarding the Labor Advisory Board:

- To accommodate the change from an Institute of Labor Studies to the CUNY School of Labor and Urban Studies, Murphy's Labor Advisory Board has been expanded to include representatives of community organizations.
- The Board has been re-constituted as a Labor and Community Advisory Board.

In the areas of Branding, Marketing and Communications:

- A website for the new School is under development and is expected to be launched in May, 2018.
- New logos have been designed and are under consideration.
- New promotional material is being designed.
- A student communications system is being developed.
- A media strategy is also under development.

With regard to Student Services:

- Murphy staff is collaborating with University Office of Student Affairs to provide accessibility, veterans and career services to students enrolled in CUNY SLUS.

- A contract with Baruch College is under negotiation that will provide School of Labor and Urban Studies students with a full range of library services through Baruch's Library. Murphy's special Labor and industry collection will remain at 42nd Street and will be available to Baruch students, with special services provided. .

The process of transitioning the Murphy Institute to the new School of Labor and Urban Studies involves a series of administrative and technical tasks. The new school must find a way to perform complex administrative functions, such as finance, student records and human resources. Because new schools like Murphy often start small but must still perform all the functions and provide all the services of any school the new school must decide which functions and services it can provide efficiently and effectively and which should be provided in partnership as a shared-service with another office within CUNY, either at the GC or the CO. This shared-services model allows the new school to provide its students with high quality services while the school grows in size and experience.

The new School of Labor and Urban studies has agreements with CUNY Central Office for the following shared-services:

- Registrar
- Budget, procurement, accounts payable
- Human Resources

Each of these areas has a part time staff person to coordinate between Central Office and the new school. The new school is reviewing options for the bursar function. Because the number of students is small financial aid services will remain with the Graduate Center.

With regard to Recruitment and Admissions, the new school will manage these functions starting with the spring 2019 semester.

Technical Tasks are a major part of this transition.

CUNY uses an integrated information system to manage all business, administrative and enrollment management function. An IT team has been assigned to do the technical work that will transition the School for Labor and Urban Studies from its current configuration. The data processing systems (CUNYfirst, DegreeWorks, Hobsons) that are essential to managing the

administration of a self-standing school or college within the University will be operational by the end of August.

The technical work has three parts:

- Gathering requirements to understand how to reflect the schools structure in the computer system
- Building the work flow tables
- Testing the system and training the staff.

The IT team has finished the requirements gathering process and is now building the work flow tables. That work is on schedule to be fully operational by August.

New and continuing students have been informed of the transition and the new systems in place to admit new students and register new and continuing students for the upcoming fall semester.

Councilmembers, I am proud of what our faculty, staff, elected officials, labor leaders, and central office have been able to accomplish, particularly in the past year, in creating the CUNY School of Labor and Urban Studies set to open in fall, 2018. Despite our progress, many challenges remain, including fundamental ones

in areas ranging from setting priorities in achieving goals to getting the School on a firm financial footing by growing enrollments and securing other funding streams. But we are convinced that the new School will deliver on its promise to make outstanding contributions to knowledge and thought. Just last month, CUNY Distinguished Professor Joshua Freeman, jointly appointed at Murphy and Queens College, published *Behemoth: A History of the Factory and the Making of the Modern World*, to rave reviews. The New York Times calls this book required reading for all Americans because this unique contribution to the history of factories helps explain the significance of manufacturing in our national imagination and identity, and how that resonates to this day in our discourse, policy and politics.

Much work remains to be done, and for the remainder of the semester and throughout the summer, we will transition the MI to CUNY SLUS. In closing, I want to note that, as crucial as this new entity is to CUNY's commitment to workers and working-class communities in NYC and around the nation, it is by no means our only major initiative to serve adults and the working people of NY. CUNY already provides an array of workforce development programs and programs that are designed to meet the needs of working people. And we are determined to do

even more. Better serving working adults is a major component of our strategic framework, Connected CUNY. We have formally launched our Adult Learner Initiative, which seeks to improve access, service and academic programs and increase degree completion among the 800,000 adult New Yorkers with some college and no degree, and the 1.4 million New Yorkers with no post-secondary credential. In fact, in February, we convened our first Adult Learner Summit, with 115 staff from 17 CUNY colleges and nine outside organizations, which included labor unions, city agencies, public libraries and community-based organizations. The purpose of the summit was to spark discussions about priorities, challenges, opportunities and next steps to enroll, retain, and graduate adult learners. The enthusiasm among our colleges was palpable.

Our new university-wide Adult Learner Initiative seeks to serve the more than 800,000 New York City dwellers with some college and no degrees, and the 1.4M adults with no college credits but a keen desire to improve their circumstances and prospects. We plan new services, new policies, new practices, and new programs to meet their needs in changing landscape. Changing CUNY's remediation policies and practices to improve access is one small, crucial part of

our strategy to serve working adults. I hope to inform you about our exciting new Adult Learner Initiative sometime in the near future.



TESTIMONY OF GLORIA MIDDLETON

President of Communications Workers of America Local 1180

At New York City Council
Committee on Civil Service and Labor

Hearing

April 12, 2018

Testimony from Gloria Middleton
President of Communications Workers of America Local 1180

Good morning members of the Committee on Civil Service and Labor, and Chairman Daneek Miller.

My name is Gloria Middleton. I'm the President of Communications Workers of America Local 1180. We represent 8,600 active and 6,200 retired New York City workers who have dedicated their lives to making sure that the City of New York is one of the most efficient, and best-run, cities in the country.

My members work in dozens of New York City Mayoral agencies, at H+H, the Board of Education, the Housing Authority, the Transit Authority, the School Construction Authority, and the state's Unified Court System. Local 1180 also represents workers at private companies such as the Jacob Javits Convention Center; and at not-for-profit organizations including Planned Parenthood of New York City, the ASPCA, Human Rights First, and Human Rights Watch.

As administrative and supervisory workers, my members process payroll, manage computer systems, monitor contracts, pay vendors, supervise front-line staff, and in general, coordinate a

whole host of things that most people don't even realize. We are the hidden human infrastructure that makes the City of New York work.

As you know, the attacks on labor have been a longstanding problem in this country, with high-powered corporations and leaders, as well as well-financed right-wingers like the Koch brothers, and unfortunately even many politicians, doing everything in their power to undermine our strength. The Janus vs AFSCME Supreme Court case is not the first legal attempt to dismantle unions, and I'm positive it won't be the last.

New York State and New York City are known as the most progressive state and city in America. Governor Cuomo has already shown his commitment to organized labor by signing legislation that gives unions a fighting chance to exist and continue the work we do for members after the Janus decision comes down. It is not going to be an easy time for labor **if, and most likely when,** the Supreme Court rules in favor of the plaintiff Janus. The new state legislation will allow unions to continue representing members and providing the much-needed services and benefits our members have come to expect and definitely deserve.

The Janus case is about nothing more than stripping workers of their rights for representation and stripping unions of their rights to exist. It is not about First Amendment rights. While many will claim it's about creating "Right to Work" states, we all know that right to work simply

means the right to work for less. It is a strategy designed to keep the playing field uneven, mostly for women and minorities, which comprise the majority of CWA Local 1180. The history of Right to Work is long and intense. If you are not aware of it, Google can help you.

I am hopeful that the City Council will show its support of the labor movement in the face of the Janus decision by passing a resolution reinforcing your commitment to the hundreds of unions that represent workers in this great city. By working together, we can continue to enhance the greatest City in America.

Thank you for affording me the opportunity to address the New York City Council Committee on Civil Service and Labor.

Dear Chair, Members of the Committee

Thank you for your time this afternoon. My name is Zoltan Boka. I am a former CUNY student and upon hearing that this committee is considering CUNY's budget and their new Chancellor hire, I thought I'd share my experiences in this realm.

I am disabled due to a childhood brain injury. I nevertheless was accepted at CUNY's Graduate Center for a Ph.D. program, twice, once on a probationary basis and, after earning A grades permanently. It was known at all times that I'd need accommodations to succeed, something CUNY readily agreed to provide. Unfortunately, their assurances were a cruel sham, designed to extract tuition payments.

After five years, matters came to a head and the ADA coordinator- an attorney with no medical, psychological or disability specific background named Sharon Lerner- demanded a new medical evaluation. I provided same- at my own expense. When Ms. Lerner received the evaluation, she failed to implement it, choosing to attempt to bully me out of the program instead, for instance by asking me whether I published anything, and when I answered in the affirmative observing "there is a lot of crap out there." Hence, I contacted then-Chancellor Goldstein and asked that he act expeditiously. He did not act at all. When pressing the matter by presenting my medical records to my department head, whose background is alleged to be in helping disabled children, and who presents herself as a neuropsychologist, I was expelled in less than an hour.

This is not to say however that CUNY has forgotten about my plight: Subsequent to my expulsion they sold an outstanding tuition payment to a debt collector.

CUNY is legendary for its thoughtlessness and avarice. It is a running joke among its students who display the attached poster (p. 3) comparing the school to a factory floor. Through a FOIL request I learned that CUNY itself sees its students the same way- my doctorate mentor at one point advised that although my work was poor, they took me in because "our numbers were low". (p. 4). I was nothing to them- and I am not alone. Students are routinely stalled in their progress as CUNY attempts to vacuum up every last dime. In 2012, according to CUNY's own

figures (which can be accessed at

http://www.cuny.edu/irdatabook/rpts2_AY_current/RTGS_0001_FT_FTR_ASSOC_TOT_UNI_V.rpt.pdf), only one in four students managed to complete a bachelor's or associates degree within four years. It is worse in the graduate realm: I have known students who spent twenty years trying to earn a doctorate at CUNY.

And what of CUNY's administration? Their ranks expand by the day, swollen with the unqualified and the unethical: Matthew Schoengood, who held the title of Vice President of Student Affairs, responded to my FOIL request by attempting to shake me down for a twenty five cent per page copying fee. When CUNY's behavior began attracting media inquiries, his successor, Lynette Phillips, did the same and tossed in that she'd sell copies of junk emails for a quarter a page (See p. 5.) No sum is too piddling, and no conduct is too reprehensible to use as a vehicle for extraction.

One consequence of this attitude is that Matthew Goldstein, the CUNY Chancellor whom I begged for years to fulfill CUNY's obligations- pleas he turned a deaf ear to- feels comfortable with raising money for and advertising a scholarship program for disabled students. His pitch to donors can be seen on CUNY's website, and it hilariously describes him as "a devotee of access and opportunity for CUNY's students with disabilities ", unless of course they approach him directly. Goldstein's hustle, which comes on top of his \$500,000.00 payout when he left his position, is an indecent act that demonstrates, in case anyone had any doubt, that the bottom does not exist. These ethos trickle down to individual faculty who feel comfortable with spending years enriching themselves by pretending to mentor students they secretly hold in contempt. That's fine for the slaughterhouse, but not the schoolhouse: Intervention and oversight must begin today.

Thank you.

Zoltan Boka

EQUITY WEEK

CUNY EDU FACTORY!

TIME SPENT WORKING INCREASES FOR STUDENTS AND ADJUNCTS

TUTION GOES UP

CLASS SIZES GO UP

QUALITY OF LIFE GOES DOWN

QUALITY OF EDUCATION GOES DOWN

LEAVING LESS TIME FOR STUDYING FOR BOTH ADJUNCTS AND STUDENTS

WHERE DOES CUNY'S \$ COME FROM?

Year	Source
1848-1975	27 YEARS OF FREE TUITION
1976	FIRST TIME CUNY CHARGES TUITION, EVER
1992	18 YEARS LATER, TUITION HAD DOUBLED
2006	TUITION RISES, BUT FUNDING FOR STUDENT FALLS BECAUSE ENROLLMENT ATTEMPTING TO INCREASE
2007	AT THIS RATE, CUNY WONT BE A PUBLICLY FUNDED INSTITUTION MUCH LONGER

ADJUSTING FOR INFLATION, SINCE 1983 TUITION HAS RISEN 94% WHILE STATE FUNDING HAS DECREASED 85%

CREeping PRIVATIZATION: the state pays for less, and students pay for more.

The American Dream is Possible!

If you get there first

The CUNY Edu-Factory:
(this is not a metaphor)

Forget about all the clichés you've heard about college education - the American dream, the benefits of hard work, upward mobility, equal access. These ideas are totally out of touch with our reality, yet so utterly commonplace that we've internalized them all the way to our bones.

Like universities across the globe, CUNY is becoming a credential factory. These factories have little regard for the education of those enrolled, for the job prospects of those who've graduated, for the needs of those not yet matriculated, or for the economic means of those teaching. We are being converted into interchangeable parts, cogs in a credential-producing machine. So what should we do?

How to use this poster:

1. Gather people together. Thinking and acting politically happens most effectively with others. Read, interpret, and criticize the poster. Create networks of support. All of these things tie us together and make it harder for the factory to divide us up and spit us out.
2. Never forget about who you are and your experiences at CUNY. These are our ammunition. Have you felt economic pressure getting in the way of your ability to be a student? Have class sizes been getting bigger? Has your education become less personalized? Have your adjunct instructors (and most of your instructors are adjuncts) been able to give you enough attention - or are they too busy finding other ways to make ends meet?
3. Fight back! We've made a visual allegory of the edu-factory, but it's our collective effort that will ultimately bring about the changes we need. Walkouts, strikes, building occupations, self-organized student collectives: how do you think we can begin to dismantle the edu-factory?

Look Who's Teaching at CUNY!

CUNY Chancellor	\$540,000
CUNY President	\$401,687
Hunter President	\$335,789
CUNY Professor (highest)	\$235,253
CUNY Professor (lowest)	\$47,854
CUNY Adjunct	\$16,000 (4 classes per semester)

in 1975 CUNY employed over 11,000 full time faculty. Now only 6,600 full timers work at the university

Since the 70's, the wages of all instructors at CUNY have dropped 30% to 40% in value.

STUDY HARD!

STILL NOT CONTENT TO GO BACK TO SCHOOL?

GOOD JOB GOOD PAY!

STILL NOT CONTENT TO GO BACK TO SCHOOL?

WANT TO GO TO COLLEGE? STUDY HARD!

From: Valerie Shafer [val.shafer@gmail.com]
Sent: Tuesday, August 14, 2012 12:06 PM
To: Whalen, Douglas
Cc: Marton, Klara
Subject: Re: Final draft

Hi Doug,

Thanks for the comprehensive review. There is a form that we fill out (I don't remember if we all have to sign it, of just me - I will check tomorrow). You need to report a score between 1 and 5. A score of 3 is the minimum for passing. A score of 1 or 2 is a fail. A score of 1 would indicate that the exam was poor on every aspect (significance, design, writing). Your review below suggests to me a score between 1.5 and 2. I have given it a 2 and agree entirely with your assessment. Note that the shortcomings on this exam can be found in every paper that he has written for my classes. He was admitted into our program when our numbers were low. I allowed him to work in my lab because Marty asked me to take him on temporarily. I encouraged him to focus his first exam on an issue in second language learning (he teaches English as a second language), but he did not take my advice. Rather he started writing an exam focusing on bilingual Spanish-English infants' attention to speech (in part, because he was working for me and was scoring looking time in infants from one of my studies). He wrote me two drafts that were flawed in a similar fashion to what you received. I gave him suggestions regarding how to focus the paper. He decided to shift the topic to examining the McGurk effect in bilingual infants for his third draft. As you point out, there is "an interesting germ of an idea" in the paper. However, I do not think that Zoltan has the ability to turn this idea into an experiment that will yield significant, interpretable results, no matter how many times we were to let him rewrite. I think that we need to make it very clear that it would be a mistake for him to continue in the Program because our evaluation is that he will be unable to meet the requirements, and that the First Exam reveals this. My guess is that he will challenge the decision.

Best,

Valerie

> New York New York 10016-4309

----- Forwarded message -----

From: "Phillips, Lynette" <lphillips2@gc.cuny.edu>

Date: Mar 30, 2017 3:09 PM

Subject: FW: Good morning Lynette

To: **REDACTED**

Cc:

> March 30, 2017

>

>

> Dear Mr. Cifuentes:

> The review of emails sent or received by The Graduate Center's Director of Student Affairs, Sharon Lerner, between 12-03-2016 and 1-04-2017 is now complete.

> Please be advised that the vast majority of these materials consist of communications by or between Ms. Lerner and various faculty or student members of the Graduate Center community relating to accommodations sought by the students as a result of physical or neurologic disability: add/drops, extensions, delays, course schedule changes, counselling, exam structure options, equipment needs and the like.

> Because this data consists of student education records protected from disclosure by the federal Family Education Rights and Privacy Act absent prior written consent from each student, and is an unwarranted invasion of individual personal privacy, it will be withheld from production in accordance with Article 6 Sections 87(2)(a) and 87(2)(b) of the New York State Public Officers Law.

> Other data consists of interagency or attorney-client materials which are not statistical or factual tabulations, final agency determinations or instructions to staff that affect the public. Those materials will be withheld from production in accordance with Article 6 Section 87(2)(g) of the New York State Public Officers Law.

> Finally, approximately 166 emails consist of newspaper compilations or commercial solicitations from retail establishments, each running between 3 to 4 pages in length. Those documents will be sent to your attention on receipt of a check or money order made payable to the CUNY Graduate Center in the amount of \$124.50 (498 pages x \$.25), sent to my attention at the address set forth below. Kindly provide a mailing address for shipping purposes; shipping costs shall be waived.

> You may appeal this determination by contacting Interim General Counsel for Legal Affairs, Jane Sovern, at the CUNY Central Office located at 205 East 42nd Street, New York, New York 10017.

> Lynette M. Phillips

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> Records Access Officer

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> The Graduate Center

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> City University of New York

>

> 365 Fifth Avenue

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United Federation of Teachers
A Union of Professionals

April 12, 2018

Councilman I. Daneek Miller
Chair,
Committee on Civil Service and Labor
New York City Council

Chairman Miller:

The *Janus v. AFSCME* case being decided by the U.S. Supreme Court is part of a coordinated plan by right-wing organizations to disenfranchise workers and crush the labor movement, one of the few strong advocates for working people.

These same deep-pocketed, well-organized forces bankrolling the *Janus* case have been working for years in states that are less progressive than New York to strip workers of their voice on the job, their rights and their benefits.

We have seen the results in places like Wisconsin, where teachers are now at-will employees who can be fired on a whim; in Michigan, where for-profit charter schools took the place of public schools, to the detriment of students and teachers; and in places like Kansas and Oklahoma where schools were so badly starved for resources that some districts have cut down to a 4-day school week.


That is why we are so grateful to New York's elected officials for sending a clear message: New York respects working families and understands the role that the labor movement has played in building our city and demanding many of the progressive reforms we now take for granted in the workplace.

We thank you and the New York City Council for recognizing the danger that the current *Janus v. AFSCME* case poses to unions.

Teachers' working conditions are students' learning conditions, and a high-quality public school education remains the bedrock of our democracy.

We look forward to working with you and your co-sponsors, Ritchie J. Torres, Brad S. Lander, Carlina Rivera and Daniel Dromm, to protect the rights and on-the-job voice of hardworking New Yorkers.

Sincerely,



Michael Mulgrew
President
United Federation of Teachers

52 Broadway, New York, NY 10004 p: 212.777.7500 www.uft.org

Officers: Michael Mulgrew, *President*, Howard Schoor *Secretary*, Mel Aaronson *Treasurer*, LeRoy Barr *Assistant Secretary*, Tom Brown *Assistant Treasurer*
Vice Presidents: Karen Alford, Carmen Alvarez, Evelyn DeJesus, Anne Goldman, Janella Hinds, Richard Mantell, Sterling Roberson



**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Gloria Middleton

Address: 6 Harrison St NYC 10013

I represent: _____

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

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Name: GREGORY MANTSIOS

Address: 57 Cambridge Rd Montclair, NJ

I represent: MURPHY INSTITUTE

Address: 25 W 43rd Street N.Y. NY

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THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. 190 + 240

in favor in opposition

Date: 4/12/2018

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Name: Melanie Willingham-Jagers

Address: _____

I represent: The Workers Institute at Cornell University

Address: 16 East 34th Street NYC 10016

Please complete this card and return to the Sergeant-at-Arms

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Name: ZOLTAN BOGA

Address: 250 ASHLAND

I represent: SELF

Address: _____

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THE CITY OF NEW YORK**

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Date: _____

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Name: VICE CHANCELLOR MATTHEW

Address: SAPIENZA AND CHIEF

I represent: FINANCIAL OFFICER

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

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Name: VICE CHANCELLOR VITA FABINOWITZ

Address: AND UNIVERSITY PROVOST

I represent: _____

Address: _____