

**Testimony of Senior Vice Chancellor Matthew Sapienza
The City University of New York
New York City Council Joint Committee Hearing:
Committee on Higher Education and Committee on Civil Service and Labor
Oversight – Adjunct Faculty Employment at the City University of New York
January 30, 2020**

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 historic collective bargaining agreement recently reached between CUNY and the Professional Staff Congress (PSC). Senior Vice Chancellor Silverblatt has provided background on the agreement itself, so my testimony this morning will focus on the financial impact of the contract.

As contract negotiations were taking place throughout much of 2019, the University maintained regular communications with our funding partners at both the State and City levels. Here in City government, the Office of Labor Relations and the Office of Management and Budget both provided invaluable guidance through the bargaining process.

As you know, earlier this month, the Mayor issued the City's Preliminary Budget for Fiscal Year 2021. We were very pleased that funding was provided in the Financial Plan to fully cover the costs of the PSC contract at our community colleges. The funding that was provided was \$35.9 million in the current year, \$48.2 million next year, \$61.1 million in Fiscal Year 2022, \$80.2 million in FY23, and \$85.1 million in FY24. These funds will cover all aspects of the PSC agreement for our community colleges, including salaries and fringe benefits for full-time faculty, adjuncts, and administrative staff in the higher education officer series. These funds will be allocated to the community colleges' individual base budgets in the current year, with appropriate adjustments in the out-years. We are grateful for the City's continuing support of our community colleges.

Chairpersons Barron and Miller, and members of 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.

**Testimony to the City Council Committees on
Higher Education and Civil Service & Labor**

**Senior Vice Chancellor Pamela S. Silverblatt
January 30, 2020**

Good Morning/Afternoon, Chairs Barron and Miller and members of the Committees on Higher Education and Civil Service & Labor. I am Pamela Silverblatt, Senior Vice Chancellor for Labor Relations at The City University of New York. I appreciate the opportunity to speak with you today about the collective bargaining agreement recently concluded between CUNY and the Professional Staff Congress—an agreement that Chancellor Matos Rodriguez has described as an embodiment of CUNY’s “strong and unwavering commitment to its faculty, both full and part-time, and [its] staff,”¹ and that the PSC’s leadership as well as members of its rank and file have variously hailed as an historic turning point that is “principled and imaginative,” “a victory for every member of the union and for CUNY students,”² and “a critical investment in the quality of education CUNY provides ... that will pay dividends” for years to come.³ It is, as one faculty member correctly said, “a contract to be proud of.”⁴

By way of background, the new collective bargaining agreement is a 63 month contract that has five 2% wage increases compounded at 10.41%. It also includes many impressive gains for the 30,000 full-time faculty, adjuncts, and professional staff in CUNY’s largest union. The focus of

¹ “CUNY Adjuncts to Get 71% Raise following Agreement,” *Labor Press*, October 28, 2019, <http://laborpress.org/cuny-adjuncts-to-get-71-raise-following-agreement/>

² “CUNY Contract Deal Means Big Raise for Adjuncts,” *Inside Higher Ed*, October 24, 2019, <https://www.insidehighered.com/quicktakes/2019/10/24/cuny-contract-deal-means-big-raise-adjuncts>

³ “New Union Contract is Great for CUNY Future,” *The Riverdale Press*, November 10, 2019, <https://riverdalepress.com/stories/new-union-contract-is-great-for-cuny-future.70478>

⁴ *Id.*

my testimony today is the agreement's significant economic and structural enhancements for CUNY's approximately 12,000 adjuncts. These enhancements are primarily in 3 categories: 1) salary; 2) student success and adjunct professional development; and 3) stability. First, salary. Over its term, the agreement increases adjunct pay by 71% for adjunct lecturers teaching three-credit courses, raising the lowest end of the adjunct pay scale for a 3-credit course from \$3,222 to \$5,500. This is accomplished in several ways. Teaching adjuncts will benefit from the across-the-board wage increases that apply to all employees in the PSC bargaining unit. Moreover, beginning in the Spring 2020 semester, for each 3-credit course taught, adjuncts will receive and be required to attend one office hour per week, for which they will be paid at their full hourly rate; this means that an adjunct teaching a 3-credit course will receive more than a 38% pay increase starting in Spring 2020. The total number of office hours is tied to an adjunct's course load and will range from 15 to 45 paid office hours per semester. Additionally, in the Fall 2022 semester, the current salary steps for teaching adjuncts will be replaced by single hourly rates for each adjunct title, which will also substantially boost compensation. It is through these changes that CUNY is able to increase the lowest level of teaching adjuncts' pay by 71% over the life of the agreement.

Second, student success and adjunct professional development. In addition to increasing adjunct faculty members' wages, paid office hours will provide them more time to meet with and advise students as well as to engage in professional development activities, both of which, as the Chancellor has noted, are "crucial to [CUNY's] efforts to increase graduation rates, enhance learning, and remain a premier university."⁵ In addition, adjuncts will be compensated for

⁵ "CUNY Contract Deal Means Big Raise for Adjuncts," *Inside Higher Ed*, October 24, 2019, <https://www.insidehighered.com/quicktakes/2019/10/24/cuny-contract-deal-means-big-raise-adjuncts>

attendance at critically important sexual harassment and workplace violence prevention trainings, and their access to professional development opportunities will be expanded by the agreement to increase CUNY's contribution to the Adjunct Professional Development Fund, which provides grants in support of research, course study, conference participation, and other scholarly and career-advancing activities. Moreover, for the first time, non-teaching adjuncts will be eligible to apply for professional development funds to expand their opportunities for career advancement.

Third, stability. As you may know, CUNY and the PSC agreed to a 5-year pilot program to provide multi-year appointments for teaching adjuncts; it began in the 2016-2017 academic year and was the first program of its kind in CUNY's history. The pilot was set to expire at the end of next academic year (2020-2021), but the new collective bargaining agreement extends it through the end of the 2023-2024 academic year. It provides teaching adjuncts who meet certain eligibility requirements to be considered for three-year appointments, rather than merely the one- or two-semester appointments that had previously been the only appointment options. The program promotes adjuncts' job stability and more fully integrates them into campus life; it also enhances academic continuity for our students and lessens the administrative burdens associated with frequent one- and two-semester appointments.

In addition to all this, the new collective bargaining agreement has a number of considerable gains for CUNY's Graduate Assistants—graduate student employees who serve as adjunct instructors and researchers. These include: a 67% increase in the amount of time graduate students may be appointed as Graduate Assistants (previously, it was limited to 3 years; under the new agreement it is 5 years); the establishment of a labor-management committee to work on expanding access to

the New York State Health Insurance Program for graduate student employees through additional funding agreed to by the parties; giving certain Graduate Assistants the opportunity to teach an additional course during the year, which will increase their compensation; and starting in the Spring 2020 semester, an expanded cohort of graduate student employees in doctoral programs will be eligible for tuition waivers.

These significant enhancements are just some of the reasons that the new collective bargaining agreement is one that both CUNY and the PSC are proud of. We at CUNY congratulate the Union on getting its highest-ever voter turnout for consideration of a collective bargaining agreement, and for their members' overwhelming support for ratification (86%).⁶

Once again, thank you for this opportunity. If there are any questions, I will be happy to answer them.

⁶ "PSC Contract 2017-2023," January 9, 2020, <https://psc-cuny.org/Contract2019>.

**Testimony of Paula M. Krebs, Executive Director, Modern Language Association, to the
Committee on Higher Education and the Committee on Civil Service and Labor**

**Oversight - Adjunct Faculty Employment at the City University of New York
30 January 2020**

Chairpersons and Barron and Miller, and members of the Committee on Higher Education and the Committee on Civil Service and Labor,

Thank you for this invitation. As the Executive Director of the Modern Language Association, I would like to take the contract for adjunct faculty employment at the City University of New York and put it into the context of the standards for such employment set by the professional association for the disciplines of language and literature.

Founded in 1883, the Modern Language Association of America is the national association for approximately 24,000 higher education professionals, including 426 from CUNY, who teach and study languages, literature, writing, and culture. The association provides professional development support for departments of English and foreign languages and helps to establish standards for curriculum and employment.

Research done by the American Academy of Arts and Sciences' Humanities Indicators Project shows that just 43 percent of college and university courses offered in language and literature were taught by tenure-track faculty members, as of Fall 2017 (Townsend). The rest of these courses were taught by faculty members, especially those paid by the course, who do not have the job security or academic freedom protections that come with tenure. Scholarly societies such as the MLA recognize the need to both empower and protect teachers in our disciplines as they educate college and university students in writing, language skills, literature, and culture. Most part-time faculty members in US colleges and universities do not have access to long-term contracts or health insurance.

In our disciplines, English and other modern languages, the over-use of part-time faculty employment is especially common. That's because most colleges and universities require first-year writing courses and a year of a foreign language for all students. Thus, English and language departments teach many more students than just their majors. The problem arises when universities do not acknowledge the continuing need for sections of first-year and introductory courses by hiring permanent employees to meet that need but instead hire as if the number of sections of first-year composition, for example, were a complete surprise every year. The consequence of the lack of recognition of the continuing need for these courses is that the students who take those courses are taught by qualified professional instructors in whom the university is unwilling to make a long-term investment and who then cannot make long-term investments in the students they teach. Retention of students through to graduation is an acute concern for CUNY and other public higher education institutions, especially in open-access institutions. A Gardner Institute study, "Beyond Retention: A Comprehensive Approach to the

First College Year," reports that "The first college year is central to the achievement of an institution's mission and lays the foundation on which undergraduate education is built." When students, especially those at access-oriented institutions, are not taught by faculty members who will be there a semester or a year later for those students, the quality of the student experience is reduced.

This lack of institutional commitment to part-time faculty members has an additional effect on teachers of modern languages, many of whom are immigrants to the United States and native speakers of the languages they teach. The MLA is currently investigating the effect of the lack of multi-year contracts on faculty members who teach Arabic and other Middle Eastern languages as well as East Asian languages, and we believe the same problems may occur for those who teach other less-commonly-taught languages, such as African languages and indigenous languages. The lack of commitment to full-time positions or multi-year contracts for teachers of these languages may be producing inequitable conditions for ethnic, racial, and religious groups.

We applaud the City University of New York for its pilot program for multiyear appointments for part-time faculty members. At the MLA, we hear frequent stories of part-time faculty members having classes cancelled as late as two weeks into a semester, leaving the instructor with severely reduced income when it is too late to seek additional teaching elsewhere. Multiyear appointments allow departments to plan ahead for their teaching schedules and allow instructors to do the same. Instructors who know they will be continuing at CUNY will be able to be more available to students; students will be able to count on their instructors to write letters of recommendation and to offer advice after their classes are over. At the state university where I was a dean, where two-thirds of the enrollment was either first-generation students, students of color, Pell Grant recipients, or some combination thereof, I saw many students who wanted to apply for opportunities such as study abroad or internships but who were unable to get recommendation letters from professors because in their first years at college they had been taught only by part-time instructors who were no longer teaching at the institution. A revolving door for introductory classes does no one any good. Students, especially the students at CUNY schools, benefit from being able to develop mentorship relationships with faculty members over time; the teachers they have in their first year can be important resources for them, touchstones as they move along in their college careers. Too often in public higher education, however, the instructors who teach introductory classes are treated as expendable and interchangeable, and the result is that faculty members cannot invest in students beyond one class, and first- and second-year students never see the same professor twice.

In addition, the new CUNY contract's recognition of office hours and professional development hours is a step in the direction of acknowledging the full range of work done by part-time faculty members outside the classroom. Why wouldn't an institution want instructors to develop their teaching and advising skills? Full-time faculty members are compensated for professional development, and the MLA has long advocated that all faculty members should be so compensated. We further recommend that part-time faculty members on continuing contracts

should be included in faculty governance and should be compensated for their time on governance activities such as committee service and department meetings.

MLA statements on part-time employment stress the importance of reducing the systemic exploitation of part-time faculty members when it is clear from the number of courses they teach that the continuing need for them would better be met by full-time faculty members:

To ensure the educational quality of English and foreign language courses and programs, maintain the integrity of the profession, and improve employment opportunities for new PhDs, administrative reliance on part-timers for course coverage should be drastically reduced, and additional full-time positions should be created to meet the instructional needs currently handled by part-timers. Ideally such positions should be tenure-track, but even full-time non-tenure-track positions would have the advantage of offering regular benefits and would allow those hired to participate fully in the work of the department.

Accordingly, we recommend that departmental and campus administrators make every effort to convert an optimal number of part-time positions to full-time—preferably tenure-track—positions. (Gilbert et al. 1172)

When it is necessary to employ faculty members part-time, institutions should treat equitably these professionals, all of whom have advanced degrees in their disciplines and many of whom have PhDs.

NTT [non-tenure-track] faculty members should be hired by means of long-term planning whenever possible, to provide for extended terms of appointment consistent with institutional needs, thereby also providing sufficient job security to encourage and support continuing involvement with students and colleagues. NTT faculty members should ideally be hired on three-year contracts with full benefits; after six years, they should be eligible for longer-term review; past six years, they should be given longer (five- or six-year) contracts and be allowed to participate in departmental governance regarding NTT lines.

NTT faculty members should be incorporated into the life of the department to the fullest extent possible, short of participation on department committees pertaining to the evaluation of tenure-track faculty members. They should have regular offices, mailboxes, access to departmental communications, telephone and computer access, parking permits, library access, after-hours access to buildings, and access to departmental staff.

NTT faculty members should be considered for tenure-track jobs alongside new PhDs whenever plausible and practicable. NTTs should additionally be given equal consideration for jobs at their home institution (presuming that their home institution is

not their PhD-granting institution) whenever that institution converts NTT lines to the tenure track.

NTT faculty members should be fully informed of their terms of employment and fully aware of the possibilities and consequences of departmental review. Each appointment should include a clear contractual statement of expectations and assignments, including in-class teaching and such other responsibilities as course preparation, student advisement, and service. Each appointment should be made in a timely fashion that allows NTT faculty members adequate time for course preparation.

NTT faculty members should be provided with orientation, mentoring, and professional support and development opportunities, including campus grant programs, access to sabbatical opportunities, support for travel for research, and support for participation in professional conferences.

NTT faculty members should be reviewed annually with regard to salary levels and opportunities for professional advancement and promotion. Evaluations should be conducted in accordance with established, written criteria for departmental review, and departments should establish procedures for appeal or grievance in the event that an NTT faculty member alleges substantial violations of such criteria.

Finally, the MLA recommends that departments should regularly review the status of NTT faculty members and their relation to departmental governance. NTTs should ideally be reviewed in relation to the specific educational goals of the departmental unit employing them. In departments of English and the modern languages especially, this recommendation entails the ancillary recommendation that all full-time faculty members teach at all levels of the undergraduate curriculum, as recommended in the report of the ADE Ad Hoc Committee on Staffing and by CAW ("Statement").

This last point is worth examining. The MLA needed to recommend that full-time faculty members teach all levels of classes. What this means is that full-time faculty members should especially be directed to teach introductory classes in languages and English because of the problem described earlier—the revolving door of part-time instructors in those very classes. The report on staffing, referenced above, and the Statement on Non-Tenure-Track Faculty Members alike recognize the importance of students being taught by faculty member who will be a continuing presence in language and literature departments.

The MLA also regularly updates its recommendation for compensation for part-time faculty members. These recommendations are available on our Web site:

MLA Recommendation on Minimum Per-Course Compensation for Part-Time Faculty Members (May 2019)

Recognizing that many variables enter into determinations of salary, the MLA believes that part-time faculty members should be compensated pro rata to salaries for full-time faculty members performing similar duties, whether by a per-course, per-credit-hour, or full-time-equivalent percentage. The following factors should be considered in determining compensation increases above annual minimums, as reflected in an appropriate salary schedule:

- Instructional workload: number of contact hours, class size, advising, and method for evaluating student work and assigning grades (e.g., labor-intensive reading and commenting on student papers)
- Ancillary duties, including but not limited to: recruitment; supervisory role and responsibilities; research, publication, other forms of professional development, and curriculum development
- Length of academic term (i.e., semester, quarter, trimester, or other system)
- Years of experience and professional degrees or other qualifications
- Health and retirement benefits: If benefits are not available to the instructor, an equivalent add-on premium or stipend should be added to the base salary to compensate for lack of benefits.
- Contracts or appointments: Higher than minimum rates of compensation should apply in cases where contracts or appointments are for one year or less and not renewable, have no provision for a career path consisting of a sequence of appointments leading to longer-term contracts, or (after a reasonable probationary period) provide no rights to due process procedures prior to termination.

Following a review of best practices in various institutions, the MLA recommends minimum compensation of \$11,100 for a standard 3-credit-hour semester course or \$7,400 for a standard 3-credit-hour quarter or trimester course. These recommendations are based on the assumption of a full-time load of 3 courses per semester (6 per year) or 3 courses per quarter or trimester (9 per year); annual full-time equivalent is thus in the range of the MLA's recommended full-time salary for entry-level instructors.

The MLA's recommendation for the minimum salary for entry-level full-time instructors in English and languages other than English is based on average salary increases reported annually by the College and University Professional Association for Human Resources (CUPA-HR). MLA salary recommendations represent a national average and do not take into account regional differences in the cost of living. ("MLA Recommendation")

The members of the MLA take very seriously the obligation of the association to improve the working conditions of part-time faculty members. Our members recently voted to create a separate membership category for part-time faculty members and to include a dedicated slot for a part-time faculty member on the MLA's governing board. The percentage of MLA members in this category increased from 9.12 percent to 11.4 percent in the last year. The presence of two part-time faculty members on our board has served to make the rest of the board much more

aware of the working conditions of this category of association members. One of our board members is making only half the income she had counted on this semester, as a course was removed from her schedule a week before the semester began. The other part-timer on our board cannot attend next month's board meeting because she had to pick up another job to make ends meet.

The working conditions for these PhDs in language and literature are, sadly, absolutely typical in US higher education today. The MLA and other disciplinary associations are working to improve the situation, and we are pleased to see the City University of New York taking steps in the right direction. Thank you for asking the MLA to contribute to this discussion. Please feel free to reach out to us should you need any further information.

Works Cited

Gilbert, Sandra M., et al. "Final Report of the MLA Committee on Professional Employment." *PMLA*, vol. 113, no. 5, Oct. 1998, pp. 1154-77. *JSTOR*, <https://www.jstor.org/stable/463248>.

"MLA Recommendation on Minimum Per-Course Compensation for Part-Time Faculty Members." *Modern Language Association*, May 2019, www.mla.org/Resources/Research/Surveys-Reports-and-Other-Documents/Staffing-Salaries-and-Other-Professional-Issues/MLA-Recommendation-on-Minimum-Per-Course-Compensation-for-Part-Time-Faculty-Members.

"Statement on Non-Tenure-Track Faculty Members." *Modern Language Association*, Dec. 2003, www.mla.org/Resources/Research/Surveys-Reports-and-Other-Documents/Staffing-Salaries-and-Other-Professional-Issues/Statement-on-Non-Tenure-Track-Faculty-Members

Townsend, Robert B. "Table 11: Instructors of Record for Undergraduate Courses, Fall 2017."

Howard Steven Meltzer, PhD
Community College Officer – PSC-CUNY
Professor of Music
Borough of Manhattan Community College
January 30, 2020

My thanks to Honorable City Council Speaker Corey Johnson, Honorable Councilman Ben Kallos who represents the district where I reside, and all the members of the Council who have given me the opportunity to speak today. I am a full professor in the Department of Music and Art at Borough of Manhattan Community College and served for six years as chair of the department. Many of you have been strong in your advocacy for CUNY, including your support for funding the contractual raises and adjunct office hours at BMCC and the other community colleges. Our new contract and the provision of paid office hours are a step on a path to relieving the burden placed on faculty and students by the University's continued dependence on contingent faculty and staff.

The college's dependence on part-time faculty is a symptom of the uncertainty of budget from year to year, from semester to semester. That uncertainty has administrative and academic consequences. As a full time professor, I have sufficient advance knowledge of my teaching assignments to invest time and energy in preparation of supplementary course materials, research directed specifically to classroom assignments, investigation of updates in pedagogy. While the paid office hour is a step in acknowledging that much of what constitutes meaningful student experience derives from work outside of the classroom, I ask you to consider how discouraging it is for an adjunct instructor to prepare materials only to be told that due to the exigencies of scheduling, the class they had worked so hard to prepare would not be theirs. By definition, part time work at one campus implies that the individual has other work elsewhere. One of our most talented young adjuncts, an individual with a doctorate from an excellent public institution lost a class because of scheduling – his work outside BMCC limits his ability to substitute one teaching assignment for another. Each semester has as an overture a period of anxiously watching enrollments, hoping that all the classes will make. While the impact on faculty members is obvious, the impact on students is real as well. Just this week, I noted that a class in our department's music major was cancelled and only one of the students found a place in another section. I am familiar with the students who lost the class, some of them have personal issues, work conflicts, issues of health concerns that preclude them from simply switching to another section. While cancelling classes may be cost effective in the short term, in the long run students and the University pay for it through delayed degree completion. While it might be difficult to generate hard numbers, my experience suggests that treating faculty as and classes as easily exchangeable, impersonal work units, leads to lower retention of students and greater faculty turnover. There is a difference between a "lean, efficient" budget and a starvation diet. I urge the honorable members of the City Council to consider increased funding for CUNY.

Respectfully submitted to the Council,

Howard S. Meltzer



— CUNYUFS — <http://www1.cuny.edu/sites/cunyufs>

Martin J. Burke | Chair

Martin.Burke@cuny.edu | 646-664-9035 | 205 East 42 Street, Rm 1012, New York, NY 10017

Good Morning:

My name is Martin Burke. I am a professor of History and American Studies at Lehman College and the Graduate Center. It has been my privilege to serve as the Chair of the University Faculty Senate and, in that capacity, as the faculty representative on CUNY's Board of Trustees. The University Faculty Senate is authorized by the By-Laws of the Board, and is charged, in part, with the "...formulation of policy relating to the academic status, role, rights, and freedoms of the faculty."¹ It is about the roles and the academic status of my colleagues, especially my part-time colleagues that I would like to speak today.

In the Fall of 2019, the term from which the most up-to-date figures are available, there were 20,152 faculty members on the campuses and schools of the City University of New York. 7,522 (37.3%) of them held full-time appointments; 12,630 (62.7 %) were in part-time positions. Roughly speaking, a bit more than one-third were full-timers and a little less than two-thirds were adjuncts. While the part-time faculty offer upwards of 50% of all classes across CUNY, they do so in conditions that not commensurate with those of their full-time peers. Assignments of office space on the campuses, for example, is almost always done with the demands of full-timers in mind. Adjuncts often share crowded quarters which hamper their ability to advise, consult with and mentor students. Since the University is, at present, actively assessing its physical assets with the goal of monetizing them, the UFS would ask

¹ The City University of New York, Board of Trustees, Bylaws: Article VIII "Organization and Duty of the Faculty", Section 8.10 "University Faculty Senate" <https://policy.cuny.edu/bylaws/>

that it also evaluate the allocation of office space on the campuses in terms of the quite literally pressing pedagogical and professional needs of part-timers.

Some members of the adjunct faculty do far more than offer courses. They conduct research, deliver papers, publish articles and books, compose music, write poetry, etc. They are, in the words of a recent resolution passed by the American Historical Association, “scholars off the tenure track”¹

Yet the resources available to them to continue to be active are scant, and distributed unevenly from department to department and campus to campus. CUNY’s part-time professors require access to studio and performance spaces, laboratories, and state of the art, high-speed computing in order to realize their creative and scholarly potentials, and to share these with our students and larger audiences. Through its support of the CUNY Academy for the Humanities and Science’s Adjunct Travel Awards², the University has been making a contribution to these ends. But far more support, in many more ways, is required, for both the cohorts of scholars off the tenure track and those struggling to get on it.

The status of the faculty also extends to the roles played by adjuncts in the organizational life of their campuses and the larger university, in particular through the structures of shared governance. Here again the circumstances vary campus to campus. At some institutions, such as Hostos Community College, part-timers are enfranchised: they can cast votes for, and are represented in, college councils and academic senates. At other campuses, such as the City College, they are not. This has led to perplexing situations in which the majority of the faculty

¹ American Historical Association 2020 Annual Meeting, “Resolution on Supporting Scholars Off the Tenure Track” <https://www.historians.org/annual-meeting/future-meetings/business-meeting/resolution-on-supporting-scholars-off-the-university-tenure-track>

² <https://cunyacademy.ws.gc.cuny.edu/awards/cuny-academy-adjunct-faculty-travel-award/>

who do the better part of the teaching are unable to participate in curricular development at their schools. At the university-wide level, although adjuncts do serve in the UFS, their position remains somewhat tenuous.

We are in the process of revising our Charter to ensure that the standing of full-time and part-time faculty is the same. We've recommended that campus shared governance bodies do likewise in the cause of fully enfranchising and institutionally integrating all CUNY faculty. To this end, we have made great strides in including adjunct faculty in the UFS. In addition to making significant contributions to our ongoing Charter revisions, under my leadership we established the Contingent Caucus, which discusses many of the concerns I raise today and explores best practices for ameliorating them. Furthermore, in the last two electoral cycles my fellow senators have chosen two adjunct faculty members to serve on the UFS Executive Committee – which conducts the Senate's business in between its plenary sessions.

During the Fall 2019 term, the University administered a Faculty Job Satisfaction Survey, prepared by the Collaborative on Academic Careers in Higher Education, at the senior, comprehensive and community colleges. The results of the COACHE survey, as it is called, have been circulated on the campuses and will serve as the basis for changes in relevant practices. At present, a committee is examining and comparing results university-wide to similar ends.³ However, the members of the faculty participating in the COACHE process were limited to full timers. Over 60% of the University's faculty, the very part-timers whose levels of job satisfaction and suggestions for improvements may well have been dramatically different, were

³ <https://www.cuny.edu/academics/faculty-affairs/the-collaborative-on-academic-careers-in-higher-education-coache/>

excluded. In anticipation of the next COACHE cycle in 2023, the UFS strongly encourages the Central Administration to make sure that all CUNY faculty are surveyed.

In these and other aspects of professional life at CUNY, the distances in the experiences and the expectations of adjunct faculty and their full time colleagues are marked. These need to be reduced. Whether inadvertently or deliberately, the University has become a national leader in depending on contingent academic labor. The UFS urges CUNY to become a leader in addressing and overcoming the dilemmas faced by our adjunct colleagues. We need to become "One Faculty," as our own Contingent Caucus puts it. On the Senate's behalf, I would like to thank Chairs Baron and Miller, and the members of the Committee on Higher Education and the Committee on Labor and Civil Service, for the opportunity to bring these matters to your attention.

THE COUNCIL *CUNY 1 of 2*
THE CITY OF NEW YORK

Appearance Card

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

☐ in favor ☐ in opposition

Date: *1/30/20*

(PLEASE PRINT)

Name: *Matthew Sapienza*

Address: *Senior Vice Chancellor and Chief Financial Officer*

I represent: *CUNY*

Address: _____

THE COUNCIL *CUNY 2 of 2*
THE CITY OF NEW YORK

Appearance Card

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

☐ in favor ☐ in opposition

Date: *1/30/20*

(PLEASE PRINT)

Name: *Pamela Silverblatt*

Address: *Senior Vice Chancellor for Labor Relations*

I represent: *CUNY*

Address: _____

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: *HOWARD S. MELTZER*

Address: *200 EAST END AVE. 10/28*

I represent: *CUNY - PSC - CUNY*

Address: *61 Broadway*

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: 1/30/2020

(PLEASE PRINT)

Name: Barbara Bowen

Address: _____

I represent: Professional Staff Congress

Address: 61 Broadway, Ste 1500, NYC 10006

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: 1/30/20

(PLEASE PRINT)

Name: James Davis

Address: 471 Waverly Ave Brklyn

I represent: PSC

Address: 61 Broadway NYC

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: 1/30/2020

(PLEASE PRINT)

Name: Grace DUKURAKU

Address: 9445-01 Farmers Blvd, Springfield

I represent: Gardens, NY myself, a former adjunct

Address: B.M.C.C. lecturer.

**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: MARTIN J. BURKE

Address: 25 HENRY ST BRUNY NY 1124

I represent: UNIVERSITY FOR THE CITY OF NEW YORK

Address: 205 E 42ND ST RM 1012

NY, NY 10017
Please complete this card and return to the Sergeant-at-Arms

**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: 1/30/2020

(PLEASE PRINT)

Name: Carol Lang

Address: 3344 Wayne Ave Bx

I represent: _____

Address: _____

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

**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: 1/30/2020

(PLEASE PRINT)

Name: Sharon Persinger

Address: _____

I represent: Professional Staff Congress

Address: 61 Broadway, Ste 1500, NYC 10006

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

**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: PAULA KREBS

Address: 85 BROAD ST SUITE 500, NY NY 10004

I represent: Modern Language Assn

Address: _____

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