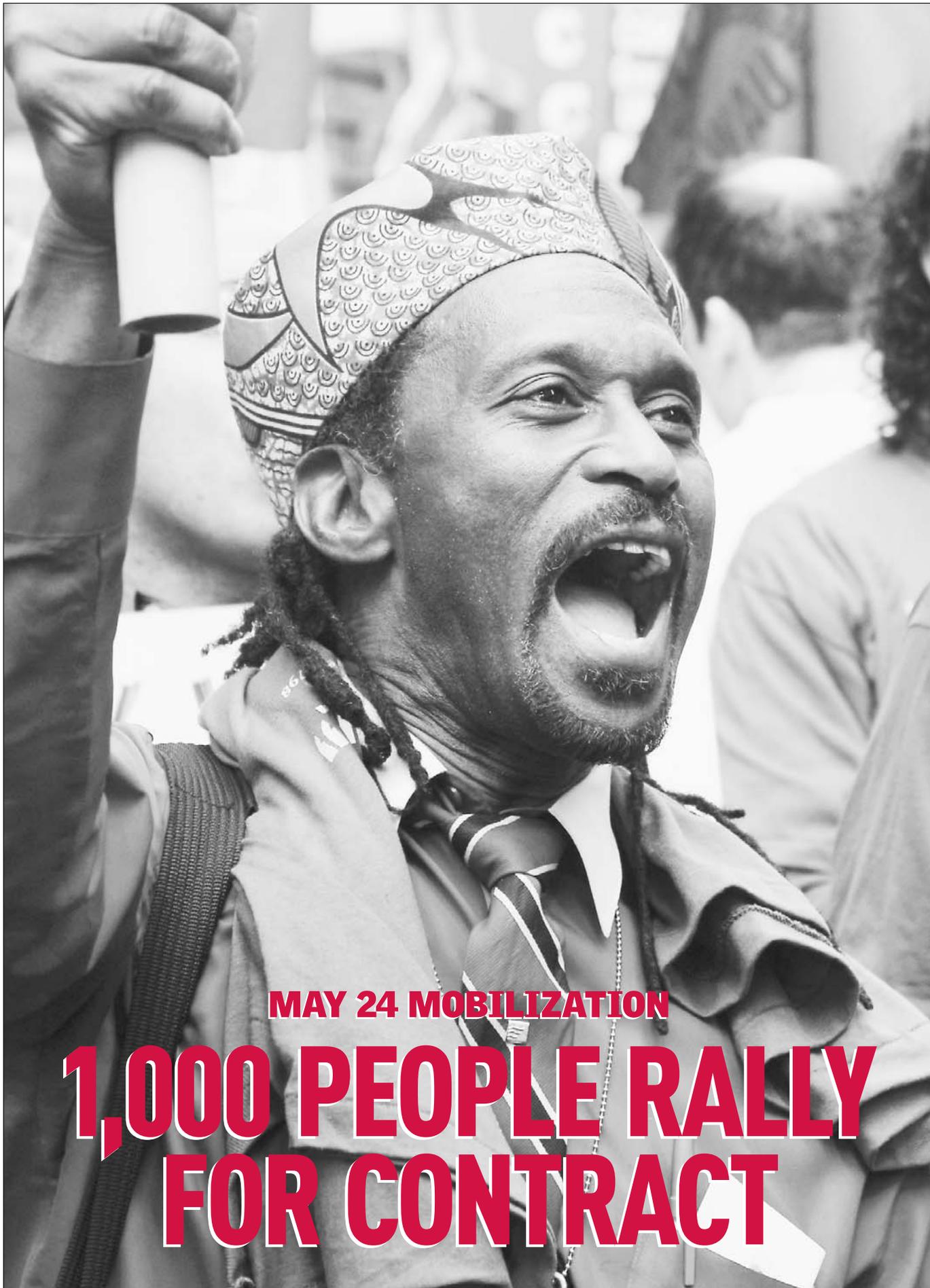


Clarion

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



SUMMER 2004



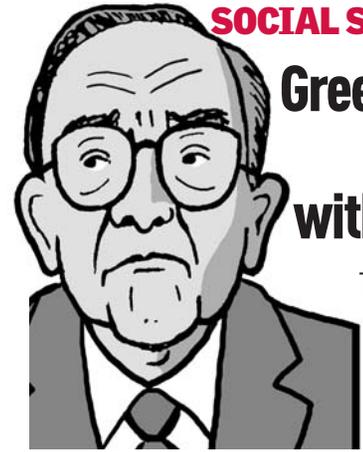
MAY 24 MOBILIZATION

1,000 PEOPLE RALLY FOR CONTRACT

About 1,000 people rallied outside the CUNY Board of Trustees meeting on May 24, the largest PSC protest in memory. They chanted and marched to demand a fair PSC contract: one that provides real salary increases, more support for the PSC-CUNY Welfare Fund, and improvements in working conditions, equity and support for family life.

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SOCIAL SECURITY



Greenspan: a man with a plan

Tom Tomorrow gets inside the Fed head's head.

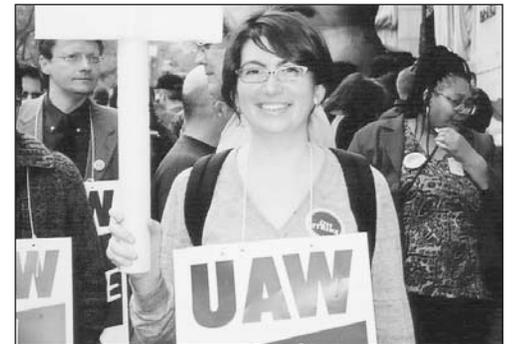
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HEALTH & SAFETY

HEOs get out of the deep freeze

They were sick of wearing coats and scarves during a New York City summer. So HEOs at the Grad Center pushed to fix a serious health problem – and got results.

PAGE 4

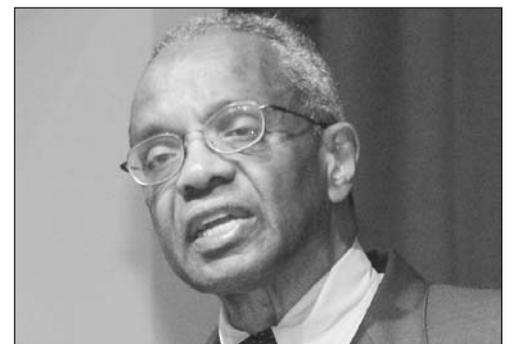


ORGANIZING

NYC higher ed unions move into high gear

Academic workers city-wide pressed demands for equity and against corporatization. At Pace, a vote for an adjunct union; a graduate student strike at Columbia; and at NYU, an adjunct contract.

PAGE 8



RACE

Challenges 50 years after *Brown*

The PSC held a forum to examine the *Brown v. Board of Education* school desegregation decision, its meaning for CUNY and the persistence of racism today.

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LETTERS TO THE EDITOR | E-MAIL: PHOGNESS@PSCMAIL.ORG.

WRITE TO: CLARION/PSC, 25 W. 43RD STREET, FIFTH FLOOR, NEW YORK, NY 10036. FAX: 212-302-7815.

Empowering, not risky

● On June 17, the PSC held a labor/management meeting with Baruch College in an attempt to straighten out a wide range of problems with the Continuing and Professional Studies program. Our concerns with payroll malfunctions, training, evaluations, communication and management were all discussed.

The PSC brought three teachers from the program as observers, including myself. Some of my colleagues were a bit nervous about participating in this meeting because they felt that doing so might jeopardize their relationship with the administration. But the tone of the meeting was collegial, and the President's office promised to make inquiries and report back to the PSC.

Taking a seat at the table and voicing our concerns were empowering rather than risky, and I would encourage other faculty and staff to call on the PSC to take this kind of action if and when needed.

Jeremy Borenstein
Baruch

A day off to vote

● Most PSC members recognize the importance of participating in elections. We encourage registration,

and many of us talk about it in the classroom. Yet we work on what should be a day of "most sacred" duty: Election Day.

I think the PSC should negotiate to "swap" another holiday for a day off on Election Day. I know that we gave this day up, as well as Veterans Day, so that the Fall semester can "fit" within the months of September through December. Neither students nor faculty want to have exams last past December 24th, and certainly not into January.

I am not suggesting we change this. I suggest that we swap Columbus Day for Election Day. We could then teach about the legacy of Columbus in class on October 12 (or the second Monday in October), and "teach elections" in the months and weeks before Election Day.

An Election Day holiday would allow all faculty, staff and students to take the time to go to their polling place, with little or no distractions to voting. Those among our large immigrant student body who are not yet eligible to vote could be encouraged to get involved in the process in other ways, through campaigning and other activities.

Paul Sheridan
Brooklyn College

Protect CLT tenure

● College Laboratory Technicians are the stepchildren of the University. Are we also the stepchildren of the PSC?

Statistically, CLTs are often lumped with HEOs. But CLTs are an entity unto ourselves as members of the instructional staff in tenure-bearing lines. Extension of our tenure to six or seven years is not new for CLTs, as we are often first hired on substitute lines for one or two years. So, very few of us receive tenure in five years, in spite of the fact that there is no research requirement toward CLT tenure.

Would management's proposal to change the time to tenure to seven years mean a practical extension to nine years before tenure is achieved for CLTs? Will we be devalued in any rewriting of the tenure law? Will the PSC support us in maintaining this important right to tenure?

Faculty, please remember: CLTs are instructional staff on tenure-bearing lines. Just as the only real protection you have is the tenure law, so is it ours. Let's all work together to protect our rights.

Ellen Steinberg, Vice Chair
CLT Chapter

Clarion local, national awards

By PETER HOGNESS

In the past year, *Clarion* has been named as the best labor newspaper in its circulation class by the Metro New York Labor Communications Council (Metro), the New York State United Teachers (NYSUT) and the American Federation of Teachers (AFT).

An article about the last PSC contract settlement was named as the best article about collective bargaining among all local union papers in the AFL-CIO, and the PSC Web site also was named best in its class.

METRO

In New York City, at Metro's annual convention in May, *Clarion* won first place for general excellence in its circulation class. In addition to praising the paper's writing and design, judges said, "The letters column provides a true exchange of views between members, and between members and the union administration."

Clarion also received Metro's top awards for news writing and for graphic design. The latter, for a feature on the history of political

repression at CUNY, was cited for its use of "fascinating graphics including vintage photos and cartoons, cleverly juxtaposed with narrative." These images were made available by PSC member Carol Smith from an exhibit she curated at City College, "Challenges to Academic Freedom, 1931-1942." The exhibit will be shown again at the Graduate Center next spring, and will be put online by the American Social History Project later this year.

In NYSUT's journalism awards, *Clarion* won first place awards for general excellence, best news story, best feature, best editorial and best front page in its circulation class. Assistant Editor Tomio Geron's reporting on the police detention of LaGuardia College honors student Yasser Hussain (because he was taking photos of storefronts on Main Street in Flushing, for a class project in urban sociology) was described by judges as a story "of national importance."

Stanley Aronowitz's essay, "Caring for my Mother" was described as "powerfully written" and a "great es-

say"; judges were glad to see a union paper willing to be critical of labor's current approach to elder issues.

"Caring for My Mother" was also named as best editorial by the AFT Communications Association. The AFT also gave *Clarion* first place for general excellence among the union's largest locals.

The PSC's Web site, on which Bill Friedheim of BMCC has labored for countless hours, won its first top award this year

when the AFTCA named it as best in its class. The award was to be presented at the AFT convention in mid-July.

Last November, the International Labor Communications Association (which encompasses all union publications in the AFL-CIO and the Canadian Labor Congress) named *Clarion* as having published the best article on collective bargaining of any local union paper during 2002. "FAQs About the Contract," about the last PSC-CUNY contract settlement, was cited as "a very forthright discussion of the major issues...minus the hype that is common in pre-ratification contract presentations."

Poetry

Occasional Sonnet: NYT A12 5.8.04

for Tony

From a report, Saturday, from San Diego, TX,
outside Corpus Christi, pop 4800 max,
largely Latino with more than its fair share
enlisting – not for a free Iraq but a future
outside trailer parks and decaying bungalows –
I cite the death of army Specialist José Amancio,
in the words of his grandfather, a retired welder:

You can put this in your newspaper,

I'm an old man and I don't care.

I'm humble and poor but I want to be heard:

Amancio's – none of the deaths – in that place were necessary.

Okay, students and critics: this is not poetry.

But *it is* war. And as long as I can make a fist

for my pen – the poor will be heard first.

– Kimiko Hahn

Kimiko Hahn, the author of six books of poetry, is professor of English at Queens College and Clarion's poetry editor.

HIGHER ED IN BRIEF

New college advocacy group

The Campaign for College Opportunity, a new group sponsored by business, union and education groups, has formed to work to increase funding for California public higher education. The coalition includes the California Business Roundtable, Service Employees International Union and the Mexican American Legal Defense Fund. The group released a report in June warning that declining funding is creating a crisis that could deny thousands of students the opportunity for higher education. More than 700,000 high school graduates from last year to the end of the decade would be affected by budget cuts – in particular at community colleges.

Three new CUNY presidents

The CUNY Board of Trustees approved three new presidents in May: Russell Hotzler at NYC College of Technology; Regina Peruggi at Kingsborough Community College; and Jeremy Travis at John Jay. Hotzler, who has been interim president of York and Queens Colleges, was most recently CUNY's vice chancellor for academic program planning. He joined CUNY as a faculty member at Queensborough in 1971. He received his Ph.D. from the Polytechnic Institute. Peruggi, a former elementary and college level teacher,

was president of Marymount Manhattan College from 1990-2001. She previously worked as associate dean for adult programs and continuing education at CUNY. Most recently the president of the Central Park Conservancy, she received an Ed.D. from Teachers College. Travis, former director of the National Institute of Justice, the research arm of the Department of Justice, under President Clinton, has served as deputy commissioner for legal matters of the NYPD and a special adviser to Mayor Ed Koch. Most recently a senior fellow at the Urban Institute, he received his law degree from NYU.

Race in Michigan

A ballot proposal to end affirmative action at Michigan public universities and other agencies was put back on track by an appeals court in June. A lower court had earlier ruled that the petition for the measure was improperly worded and confusing. The petition drive, however, might now be too late for a 2004 vote and may be delayed until 2006. Opponents of the initiative have vowed to appeal the ruling to the Michigan Supreme Court. One year ago, the US Supreme Court ruled that race could be used as a factor in admissions at the University of Michigan law school, but struck down the use of a "point system" that gave points to factors including race in UM undergraduate admissions. A number of colleges, fearing lawsuits and unwilling to hire the staff for the more individualized review required by the Court, have retreated from affirmative action, the Associated Press reports.

Faulted on lack of support for faculty & staff

CUNY Master Plan approved

By TOMIO GERON

On May 24 the CUNY Board of Trustees unanimously approved a new Master Plan for City University. The document now goes to the NY State Board of Regents, which will vote on it in the Fall.

"The Master Plan is extremely important," said Anne Friedman of the PSC's Executive Council. "It is the blueprint for the central administration's priorities for the next four years, and it will affect everyone at CUNY."

The plan approved by the Trustees devotes more resources to CUNY-wide initiatives, and emphasizes the hiring of new full-time faculty. It declares that ending remediation in CUNY's senior colleges has been a success, and pledges to continue the separation of basic skills courses from the regular curriculum.

A Graduate School of Journalism is slated to open in Fall 2005, and ex-

pansion is planned for CUNY's new School of Professional Studies. The Master Plan gives increased emphasis to CUNY's teacher-training programs, and continues the University's recent stress on closer collaboration with the NYC public schools.

The plan calls for a \$198 million Advanced Science Research Center that would focus on research in biosensing. Located at City College, the center would "consolidate core resources from all CUNY campuses," according to CUNY central administration.

FACULTY CLUSTERS

Cluster hiring initiatives in the fields of photonics, molecular biosciences, the urban environment, digital media, visual arts, art history and foreign languages are all continued from the 2000-2004 Master Plan, and new hiring is also envisioned under a US History Initiative. All of these are described as part of

creating a "flagship environment" within CUNY, as is further development of the University-wide Honors College.

The PSC criticized the plan on three main points (see p. 11):

- its failure to target resources for improvements in faculty and staff compensation and working conditions;

- its lack of effective measures to expand college access for disadvantaged and black and Latino students;

- its diversion of funding from the campuses toward new structures that are centrally controlled by 80th Street.

In mid-May the Hunter College Senate unanimously passed a resolution stating its "severe displeasure" with the lack of broad faculty input on the plan, and calling on CUNY to "take no action on the Master Plan until the Central Adminis-

tration facilitates a full and rational discussion of the Master Plan by all members of the CUNY community."

"We have been working on this Master Plan for nearly a year,"

"Severe displeasure" with lack of broad discussion

Chancellor Matthew Goldstein said at the May 24 trustees' meeting, and he insisted that "this has been a truly collaborative exercise." Goldstein cited contributions from college presidents and "extensive work with the University Faculty Senate, the Student Senate and other constituencies."

The University Faculty Senate held focus group meetings in October and November 2003 to discuss possible ideas for the plan, and ideas were also solicited from the heads of campus governance bodies. However, the draft text of the Master Plan was not made public until a month before the BoT vote, leaving no time for campus senates to discuss it.

Union leaders said the PSC was not consulted about the plan.

PRAISE

At the trustees' meeting on May 24, Goldstein paid tribute to Vice Chancellor Louise Mirrer, who is resigning to become head of the New York Historical Society, for leading the development of the plan. UFS Chair Susan O'Malley thanked Mirrer for being receptive to suggestions from the UFS leadership on points such as the hiring of more full-time faculty and increased access for students who have disabilities.

PSC representatives laid out the union's critique of the plan at the BoT's public hearing on May 17 (see p. 11). "The writers of the current draft Plan haven't been afraid to think freely about other kinds of initiatives," said PSC President Barbara Bowen. "But there has been no visionary thinking on the support for faculty and staff."

UAPC workers press for fair deal

By TOMIO GERON

Workers at CUNY's University Applications Processing Center (UAPC) are still fighting for fair treatment. After weeks of little progress in negotiations, management improved its offer on the eve of a one-day strike – but the two sides have not yet reached agreement.

The UAPC, which has been funded via the CUNY Research Foundation (RF), handles all of CUNY's undergraduate applications. In January the RF announced that it had lost a major grant from the NYC Department of Education and would have to lay off all employees. After workers organized a petition to Chancellor Matthew Goldstein, CUNY announced that it would take over application processing and move about two-thirds of UAPC workers from RF to CUNY lines; the rest of the workers would be laid off. The grant is expected to end in September.

SAME NAME

When CUNY takes over, the UAPC will still have the same name, operate in the same building, and most workers will be doing the same jobs. Yet CUNY wants to bring UAPC staff onto its payroll as new workers, despite their years of experience, which will affect workers' benefits. In talks with the RF, loss of health coverage, inadequate severance pay and potential loss of accrued sick and annual leave were

One-day strike is held

issues for both UAPC workers being laid off and those with job offers from CUNY. As "new" employees, many going to CUNY would have to wait up to three months for health insurance.

PRESSURE

There was no significant movement in negotiations with the RF – so workers decided to organize for a one-day strike on May 27. On the eve of the strike, RF management made major changes in its proposals. "It was really the first serious negotiations," said bargaining team member Stefan Trines.

The RF offered to cover health insurance for the workers transferred to CUNY until their new health insurance kicks in, and to cover those who will lose their jobs and have no other coverage until December 31. The RF also proposed to give one week of severance pay for each year of service to workers losing their jobs who stay until the layoff date, with no cap and a minimum payment of two weeks – a big increase from their previous offer. For many workers this will mean a couple of months of pay.

But workers felt that management's offer was inadequate on payout for sick leave and vacation time that employees had accumulated –

in some cases for decades. So after bargaining that went into the night, they decided to go forward with the strike.

Workers walked a spirited picket line, with chants and music and a huge inflated rat.

The UAPC strike was the first in the PSC's history. The union has taken strike votes before – such as one that resulted in the first PSC-CUNY contract – but this was the first time that PSC members actually walked out. The energetic

picket line even included one UAPC worker who took time off from his vacation to join his colleagues. A Teamsters member driving for UPS honored the picket line, and turned his truck around without delivering packages. Media coverage included an article in the *Daily News*.

LAI D OFF

While he walked the line, Eddie Holder recalled how he had been told he would be laid off: "When the call came – I call it 'the death call' – they said, 'Eddie, I'm sorry,'" said Holder, who has worked at UAPC for three and a half years. "I said, 'You can't feel my pain.' I just bought a house. I've got a 13-year-old boy, I'm a single parent. I've got a degree, but it still hits you hard."

Pressure gets management to move, but no agreement yet.



Workers at CUNY's University Applications Processing Center walked off the job in a one-day strike on May 27.

Pat Sanpietro told *Clarion* that she is about to retire and had never before been involved in any kind of protest. So why was she walking a picket line? "Because it's not just about me," she said. "That's what a union is – it's not just about you, it's about all the people you work with."

THE PEOPLE

After the strike, RF management declared that bargaining was at an impasse, but the PSC has continued to seek a settlement. "The union has

been able to negotiate some gains, and continues to press for a solution," said PSC President Barbara Bowen.

After pressure from the union, CUNY has agreed that workers moving from RF to CUNY lines can bring one-third of the sick leave they accrued at the RF to CUNY, and they will be paid out up to 20 days of accrued annual leave by the RF. In late June, the union met with management about problems at UAPC in scheduling accrued annual leave.

CUNY-wide meeting

Library faculty demand equity

By **BONNIE NELSON**
John Jay

CUNY library faculty, angry about years of second-class treatment, are organizing to demand equity in the new contract.

Although library faculty are identical to other CUNY faculty in rank, title, and salary, they have vastly different workweeks and annual leave. Library faculty must work a contractual 35-hour week, and receive only 20 to 30 days of annual leave. Yet research is also a necessity for library faculty – to be tenured and promoted, to contribute new knowledge, and to be able to advance student learning and the research agenda of the colleges.

New library faculty are particularly hard hit. Because of givebacks in the 1988 contract, new hires get only 20 days of annual leave, with one day added each year for ten years. In the most recent contract, library faculty were shocked that management insisted on specifically excluding library and counseling titles from the 12 credit-hours of reassigned time for scholarly work for all other newly hired faculty.

“Library faculty can apply for up to four weeks of professional reassignment” to work on a project, said Linda Roccas, associate professor in the College of Staten Island library department and president of LA-

CUNY, the Library Association of CUNY. “But some chief librarians discourage their library faculty from applying. Some librarians hesitate to apply because they feel that their libraries are so short-staffed [that] their colleagues will be unfairly burdened.”

“In a good research library, the librarian knows the literature from the inside,” said Stanley Aronowitz, distinguished professor of sociology at the Graduate Center. “A humanities librarian, for example, can help a scholar identify what he or she needs. To do that, library faculty need time to study. Without it, you cripple the whole research endeavor.”

The corporatization of CUNY is depriving scholars of this support, Aronowitz added. “Increasingly, management treats librarians as if they were just people who file books,” he explained. “But a research librarian is also a scholar and an invaluable resource.”

For library faculty, new technology means more work – managing electronic journal and database collections, for example, or helping students in cyberspace as well as at the reference desk. And as more new high schools appear on CUNY campuses, library faculty suddenly find themselves providing reference assistance to 14-year-olds. These new high schools do not have their own libraries or librarians.

Second-class treatment in leave & release time



Library faculty made their presence felt at the May 24 PSC rally at Baruch College.

In the current contract negotiations, the PSC is demanding equity in annual leave and in reassigned time for new faculty. To organize for these demands, the PSC Delegate Assembly Library Faculty Committee called a meeting for April 15 at the Hunter School of Social Work. Library faculty members from almost every CUNY campus turned out, with 80 library faculty plus supporters showing up to meet with members of the union bargaining team. Barbara Bowen commented, “That nearly one-third of all CUNY library faculty came to the meeting sends a powerful message about their ability to organize and the urgency of their demands.”

TEACHING

Prof. Tony Simpson of the John Jay College library, noted that library faculty are increasingly being asked to teach credit-bearing courses. Some are paid for this as an overload; others are given reassigned time. Simpson argued that this needs to be clearly addressed in the contract, and that library faculty who teach a 3-credit course should receive reassigned time equivalent to 1/7 of their annual work time.

Diane DiMartino, an associate professor at Baruch, pointed out

that CUNY library faculty help provide our graduates with “the information skills they need to succeed in the workplace.” Others added that the Middle States Commission on Higher Education requires that information literacy be integrated into the curriculum. This means library faculty must partner with colleagues in other departments to define these skills, and to design and perhaps teach the curriculum.

Many members of the audience spoke of the need for more annual leave and said restoring the time lost in 1988 would be just a beginning. After the meeting Kathy Killoran, an assistant professor at John Jay College, told *Clarion* that a full summer of annual leave was not unheard of. “Library faculty at Nassau County Community College have had summers off for years,” Killoran said. “And the new LIU contract gives library faculty three calendar months, or 66 days, of annual leave plus Christmas and spring recess.”

ANNUAL LEAVE

Extended annual leave would make it easier for CUNY library faculty to do research, write, and still enjoy some periods of rest and relaxation. Recent library faculty publications include books about the im-

pact of the Internet on information services, the history of CUNY, and the prison reform movement. This year, 17 librarians won PSC-CUNY Research Awards, for topics ranging from Asian American women artists to the management of electronic material.

RESTORATION

After the April 15 meeting, the CUNY Council of Chief Librarians – whose members are not in the PSC’s bargaining unit – approved a statement calling for the restoration of 30 days of annual leave for all library faculty.

“CUNY has lost ground in terms of salaries,” explained Barbara Higinbotham, chief librarian and executive director of Academic Information Technologies at Brooklyn College. “CUNY librarians get less money than they would get in other places where they are not expected to do research and publish, and then they get only four weeks of annual leave.” The result is that CUNY is noncompetitive in hiring.

At the May 24 rally, about 50 library faculty members showed up carrying signs that read, “Equity for Library Faculty.” Bystanders loudly cheered them, sounds that librarians don’t usually hear.

HEOs stop the deep freeze

By **TOMIO GERON**

Every summer, Maria-Helena Reis used to start her day at work by slipping into her sweater, coat and hat to fight off the bitter cold. While the thermometer climbed outside, her air-conditioned office was gripped by “the big chill.”

Reis, who works at the CUNY Graduate Center (GC), was getting sick of this routine – and sometimes got sick from it. This summer, she decided something had to change.

RAISING THE ISSUE

Like many HEOs who work in CUNY offices during the summer, Reis had already brought up the problem a number of times.

“I called the Facilities office and asked them to make my office

Summer action at Grad Center

warmer,” said Reis. “We have to wear sweaters and scarves, and still we get sore throats. Every time [Facilities personnel] came, they measured the temperature and said, ‘No, it’s within the guidelines.’”

Nothing had changed in the nearly four years that she had worked there.

Reis decided to raise the issue at an open meeting that was being planned by GC President Frances Horowitz. She got support from co-workers and from PSC Health and Safety Officer Joan Greenbaum – but the meeting was cancelled. “So I e-mailed the president saying I [had] planned on bringing this to the meeting,” Reis said.

“My body was really hurting that day from being tense from the cold.” Reis was pleased that Horowitz responded right away.

But when Facilities workers returned, they measured the temperature and again said the temperature was within acceptable limits. So Reis decided to put a human face on the problem: “I not only said it was too cold for me – my hands were freezing – but showed them around the floor where people were wearing coats, sweaters, and so on. When everyone also complained of being cold, they finally understood the situation.”

The Facilities workers explained

Too-cold air can cause health problems.

that there is a way to adjust the temperature of each room, but that it would take some time and a lot of work on their part. “I said, ‘I’m sorry but you have to take the time and effort,’” Reis told *Clarion*. “People have to put their hands in hot water so they can type because they’re cold and they hurt.” She added that her co-workers would be very grateful if the problem was fixed.

Reis told *Clarion* she had never spoken up about a problem at work before. “I grew up in a dictatorship [in Brazil],” she said. “So I was raised in a way that you feel, but you don’t complain. I have learned that here you have to speak your mind, so this was the first time I decided to do so and I guess that with the support of my fellow assistant program officers and the president, it worked out.”

E-MAILS

Other HEOs then followed Reis’s lead and sent e-mails to Horowitz with their own Arctic horror stories.

Over the next few days, Facilities staff worked on the problem and gradually fixed it.

“At first it was still cold and they told us to be patient,” Reis recalled. “They kept coming back and, as promised, little by little we started to feel more comfortable.”

TAKE IT SERIOUSLY

According to Greenbaum, excessive air conditioning is a health issue that CUNY must take seriously. “People have a right to go to work and not get severe headaches, breathing difficulties, or eye problems,” said Greenbaum. “Particularly for HEOs and staff who sit at desks for long periods of time, extreme fluctuations in temperature can cause chronic and acute health issues.”

Problems should be reported in writing to campus Facilities or Building and Grounds departments, Greenbaum said, with a copy to the PSC chapter chair and a local PSC campus Health and Safety Watchdog (see www.psc-cuny.org for names).

The first full year of the CPE

By TOMIO GERON

The CUNY Proficiency Exam (CPE) is now required across CUNY – but its effects on CUNY's future are only beginning to be felt.

The CPE is what is known as a “rising junior” exam: community college students must pass it in order to graduate, and senior college students must pass it in order to reach their junior year. In the Fall 2003 semester, 25,260 CUNY students took the CPE and 77% of them passed. At the senior colleges, 80% passed, compared to 70% at the community colleges and 74% at CUNY's comprehensive colleges (which offer both two-year and four-year degrees).

After an initial phase-in period, this was the first year that the CPE requirement was in effect throughout the University. The exam has become well-known to students, said Sharon Levy, CPE liaison and associate professor of developmental skills at BMCC. “It's really becoming part of the culture of CUNY,” said Levy. “There's been a sea change.”

MID-1990s

In the mid-1990s, the CUNY Board of Trustees established a policy requiring students to pass certain skills tests before they reach their junior year. The CPE was then designed by CUNY faculty to provide this benchmark, by measuring students' skills in writing about both texts and graphical data. The exam is graded in Iowa by the testing firm ACT.

CUNY has not analyzed the test results by students' race and ethnicity and has no plans to do so at this time, according to CUNY spokesperson Michael Arena.

Students who fail the CPE three times cannot continue their coursework. A student can appeal to take the test a fourth time, but after a fourth failing score a student is effectively dismissed from CUNY. It is unclear how many students who have finished the required coursework have been denied A.A. degrees because they failed the CPE; CUNY has not released these figures. One professor estimated the number across the University to be about 100 so far. This number is expected to rise quickly, since many students who were not affected by the requirement until this year have at most taken the test twice, once in the Fall and once in the Spring.

TUITION HIKE

Students who have failed the test three times are often dealing with particularly difficult “financial, social and family situations,” according to Eleanor Lundeen, CPE liaison at Lehman College. “The tuition increase made a difference, because they have to work more [and] have less time to study.”

CUNY has not released the “show rates” – the proportion of students

Required test debated

who appear when required to take the test – or the resulting “forfeit” numbers. (Students who do not appear for the test are assigned one failure towards the maximum of three.) “Forfeits will be counted in the future,” said Arena. “They have not been counted at this point.”

Numbers from individual campuses vary widely, *Clarion* found. At

Lehman, the show rate has been “between 50 and 60 percent,” said Lundeen, though it is increasing. At Bronx Community College about 90% show up, said Rex Butt, CPE liaison at BCC and assistant professor of Communication Arts & Sciences.



Lehman, the show rate has been “between 50 and 60 percent,” said Lundeen, though it is increasing. At Bronx Community College about 90% show up, said Rex Butt, CPE liaison at BCC and assistant professor of Communication Arts & Sciences.

TUTORING

CUNY colleges offer special workshops or tutoring for students who need help with the exam. BCC provides one-on-one tutoring for students who have failed twice or three times. Prof. Butt of BCC estimates that there are under 100 students who have failed the CPE two or three times at his school.

Some faculty think the CPE unfairly holds back students who have already passed their courses and see the test as an unnecessary and expensive addition to the curriculum. “If students don't get good grades, that's one thing,” said Bill Crain, professor of psychology at CCNY and co-chair of the PSC's Open Access Committee. “But if students are in good standing, it's an insult to the faculty, since their grades should count. More important, it's an insult to students.”

While CUNY has declined to provide a breakdown of the results by

race and ethnicity, Crain says there is reason to suspect a disparate racial impact. “If you look at [results from] the different campuses, you get a rough idea that students of color are going to be more hurt by it,” he said. In the most recent figures available by campus, York, where 80% of students are black or Latino, had a 67% pass rate. Hunter, where

black and Latino enrollment is 37%, had a pass rate of 85%. “Students of color will be more likely to find their college careers cut short or burdened,” said Crain.

PSC Secretary Cecelia McCall said that 80th Street has no legitimate reason to ignore this question. “If the test is used fairly, if some students aren't disadvantaged, why shouldn't CUNY boast of the results?” McCall said that the CPE's impact on ESL students deserves particular attention.

ASKING FOR CHANGE

Marc Ward, an academic advisor at Lehman, believes the test should be voluntary. “I think the CPE should be a voluntary certification that students can elect to take,” said Ward, a member of the CPE Advisory Council and the PSC's Open Access Committee. “It should be the student's decision, and the transcript should reflect whether or not they passed.”

examine curriculum. (SUNY has just adopted a system-wide testing plan that is aimed at evaluating its colleges, not individual students. Every three years, 20% of SUNY undergraduates will take the new exam.)

Ward thinks the CPE suffers from a dual problem: “I think the cut points on the CPE are too low – it's too easy, and that's why the pass rate is high. At the same time, too much is riding on this one exam. So the standard is too low, but the stakes are too high.”

Though various concerns have been raised about the CPE, it has drawn less criticism from CUNY faculty than the ACT reading and writing tests, which CUNY students must pass to place out of remedial classes. The ACT exams were not designed by CUNY faculty, many of whom consider the ACT tests to be poorly constructed. ACT itself says that its tests are not intended for use as exit exams.

ASSESSMENT

CUNY Chancellor Matthew Goldstein has praised the CPE as an important and necessary assessment of students' abilities. And some CUNY faculty and staff involved with the test defend it as a fair assessment of skills that CUNY graduates need. “It's rigorously designed. It's an elegant testing instrument,” said Sue Young, associate professor of English and CPE liaison at LaGuardia Community College. “Test-bashing is very popular.”

“The CPE is testing things they need to know if they're going to go to a four-year college or going on to a workplace that's very competitive,” Young said. “I'm the faculty member who got calls from employers in internships saying, ‘What is wrong with you people? Why can't [your students] write, read a graph?’”

While noting that most students – 74% of first-time test-takers at BCC – pass the test, BCC's Rex Butt still thinks there should be another way for students to show proficiency in writing and critical thinking skills.

Other options could include achieving a certain grade point average or writing certain papers, he said. While other colleges nationwide have instituted “rising junior” exams, CUNY is the only school with such an exam that offers no other way to pass the requirement, Butt said.

The CPE requirement has made for some difficult – and some say, ridiculous – circumstances for students. Lundeen described one student who finished coursework at BMCC, was accepted to UCLA and moved to Los Angeles – only to discover that he had not passed the test he took in October. “He doesn't have his [A.A.] degree so they won't take him,” she said. “He has to fly back to take it in June.”

Unnecessary and unequal or rigorous and useful?

RF LaGuardia negotiations set to start

CUNY Research Foundation workers at LaGuardia Community College will begin negotiations for their first contract on June 28.

RF workers at LaGuardia voted to join the PSC on March 16 by a margin of 110-25 (82%). Now workers who are part of the negotiating team are looking forward to meeting with CUNY to reach a deal.

“I'm positive about [negotiations],” said Sandra Johnson, who has worked in the Adult Career Counseling and Resource Center for seven years. “With everyone working together in unity, there's strength.”

Johnson hopes to see a number of issues discussed. “I'm very interested in tuition reimbursement,” she said. “I know a lot of other people are. I'm interested in a strong and long contract.”

– TG

Cops, firefighters, teachers show unity

Teachers, police, and firefighters rallied together to demand contracts on June 8, filling eight blocks at City Hall. The unusually strong show of unity among the three unions was sparked by the recent contract settlement by the City workers' union DC37, which the three unions said was inadequate for their members. The PBA is working with a mediator to try to move its talks along, the firefighters are in direct negotiations with the City, while the UFT has asked for a declaration of impasse.

A PSC contingent drew applause from members of the other unions.

CONTRACT

The DC37 contract reduces new workers' starting salaries to help fund modest pay hikes for others. Teacher, police and fire unions say they are paid far less than their suburban counterparts, and that to be competitive NYC must raise, not lower, their wages.

Mayor Michael Bloomberg, praised these “productivity increases” and is seeking to impose the parameters of that contract on the rest of the City's workers. The other unions noted that the city is ending the fiscal year with a \$1.3 billion surplus, and argued that cries of a budget crunch rang hollow.

LABOR IN BRIEF

Daycare workers strike

More than 7,000 daycare workers went on strike for three days in June, demanding that Mayor Michael Bloomberg negotiate a contract with them. Already earning low salaries, they have been without a contract – or a raise – for over three years. The two unions representing the workers and their supervisors, DC 1707 and the Council of School Supervisors and Administrators, called off the strike when City Hall made a contract offer for the first time in a year.

Bloomberg does not want to pay the workers at the same rate as other city workers, despite the fact that the workers work for City-funded nonprofits. He also does not want their contracts to match patterns set in the previous round of municipal contracts (9% over 27 months). Like public school teachers, daycare teachers and directors must meet certain certification requirements, but they earn much less.

Pace adjuncts vote to join NYSUT

Adjuncts at Pace University voted to unionize as part of New York State United Teachers in May in a 65% vote, 308 – 165. There were also 61 challenged ballots, which if included would have made the union vote even higher, said Julie Berman, NYSUT organizer. About 79% of the adjuncts from the Westchester and NYC Pace campuses cast ballots in the election.

Some Pace adjuncts said that because many of them also teach at CUNY, where adjuncts are part of a union, unionization was a popular idea. There are more than 800 adjuncts in the bargaining unit, representing over half of the faculty at Pace. Adjuncts at Pace are seeking increased wages, more job security, and health and pension benefits. They are now starting to put together a bargaining team to negotiate their first contract.

SUNY students' hunger strike backs union

Six students at SUNY Purchase went on a hunger strike in May to support unionization efforts by the college's cafeteria workers. The workers, who are employed by Chartwells, want to form a union with CSEA/AFSCME Local 1000. Chartwells has run an anti-union campaign that has led the union to file several unfair labor practice charges, alleging threats, surveillance and the firing of a worker on the organizing committee. Fourteen students were previously arrested on March 31 for demonstrating in support of the workers.

Council rejects cuts to CUNY budget

A June 21 agreement on the New York City budget reversed \$17.4 million in proposed cuts to City University.

The funds restored to CUNY are: \$5.4 million in City support for community colleges; \$5.5 million for the Peter Vallone Scholarship for New York City high school graduates; the \$4.5 million Safety Net program for community college students affected by last year's tuition increase; \$1.9 million in operational support; and \$124,000 for the Hunter Campus Schools.

\$17.4 million in restorations for CUNY

The CUNY cuts had been proposed by Mayor Michael Bloomberg for the upcoming fiscal year but were opposed by the City Council. In a compromise deal, Bloomberg agreed to restore a total of \$215 million for public services to the City's \$46.9-billion budget, in exchange for Council approval of the Mayor's proposed \$400 million tax rebate for homeowners.

The tax rebate will be delayed because it requires State approval, and the New York Legislature adjourned until August just as the City

budget deal came together. Legislators went home despite their failure to pass a budget, after missing the April 1 deadline for the twentieth straight year. Twenty-two demonstrators, including two state senators, were arrested in Albany on June 22 at a protest against the inaction by both the Legislature and Governor George Pataki.

CITY SCHOOLS

A State budget agreement has been hung up by a fight over the court order in the Campaign for Fiscal Equity (CFE) lawsuit, which re-

quires the State to boost funding for public schools dramatically. Assembly Speaker Sheldon Silver, Senate Majority Leader Joseph Bruno and Governor George Pataki have been unable to agree on how many billions of dollars are required, or how they will be raised.

The ruling in the CFE case requires the Legislature to act by July 30, but at *Clarion* press time there was no agreement in sight. The judge in the case was preparing to appoint "special masters" to decide the issue if the Legislature and Pataki do not meet the deadline. – TG

NYU adjuncts win first contract

By TOMIO GERON

Gains in salary & benefits follow strike threat

In their first union contract, adjunct faculty at New York University won gains in salary, health coverage, job security and pensions. The deal was reached on April 21, the day that the union, ACT-UAW, had set as a strike deadline. Union members later approved the contract, with 94% voting in favor.

The contract, which runs from this Fall until August 31, 2010, gives annual raises of at least 3% to the approximately 2,300 adjuncts over the life of the contract. In the first year of the contract, over half of the adjuncts will receive an increase of \$15 per hour – an increase of almost 20% over the current average rate. The minimum hourly rate in the first year will be \$90 per hour for adjunct lecturers, \$65 for those teaching studio courses, and \$50 for adjuncts teaching non-credit classes.

"When we began to organize our union we had nothing," said Cheryl Fleisher, NYU adjunct and temporary UAW organizer. "This is just an incredible accomplishment. Furthermore it's an incredible platform for growth."

HEALTH INSURANCE

Under the contract, NYU adjuncts who teach enough hours will qualify for partially subsidized health insurance with the Aetna, Oxford or HIP HMOs. In the contract's first year, NYU will cover between 50% and 75% of an adjunct's premiums, depending on the number of hours worked in the previous year. In the second year, NYU will also pay for 60% to 85% of two-person or family coverage.

Job security is an important feature of the contract, since adjuncts rarely receive guarantees of future work. Qualifying adjuncts who teach for six semesters would receive yearly contracts as well as no-

tice by May 21 of whether they will be teaching the next academic year. If an adjunct receives this notice and the course is later cancelled, he or she must be assigned another course within two years or NYU is required to give "termination pay" equal to what was earned in the last one or two semesters at NYU.

"The top three things [adjuncts] wanted to solidify in their working relationship with NYU were: health care, job security and wages, in that order," said Fleisher. "So the bargaining committee was guided by the important needs of the members."

NYU management also praised the agreement, saying it will be good for the university.

"This contract ensures that we will be able to continue to recruit the very best part-time faculty," said NYU President John Sexton.

In the fifth year of the agreement, adjuncts with two years of service will receive contributions equivalent to 5% of their salary from NYU to their NYU Pension Plan.

NYU also agreed to give \$100,000 per year for adjuncts to apply for \$1,000 grants for professional development through academic conferences or meetings.

There were no paid office hours or guaranteed office space in the deal, though NYU agreed to meet with the union, ACT-UAW, to address space issues.

Fleisher believes the big gains by NYU adjuncts bode well for adjuncts at other universities in the city. "I think this is a wonderful breakthrough for academic workers in New York City," Fleisher said. A group of ACT-UAW members came to the PSC rally on May 24, to show their support for a strong contract at CUNY.

Meanwhile, Columbia University graduate students represented by GSEU-UAW Local 2110 waged a month-long strike but failed to win union recognition from the university. After walking out on April 19, the union voted to end the strike on May 14 in response to a request from City Council Speaker Gifford Miller and State Senate Minority Leader David Paterson, who asked that they end the job action and allow politicians to mediate the dispute.

The teaching and research assistants had voted on the question of unionization in March 2002 – over 80% of 1,900 eligible voters are estimated to have cast ballots. But Co-

lumbia challenged the election with the National Labor Relations Board, and the ballots have still not been counted. The GSEU then held its own vote, overseen by Paterson, in which a majority of voting graduate employees favored unionization.

RALLIES

The strike was punctuated by spirited pickets, rallies and marches, some with hundreds of demonstrators. A number of PSC members attended the rallies in support. As the semester came to an end, GSEU decided to refrain from picketing graduation activities and called on Columbia to meet with the union.



Thousands of members of SEIU Local 32BJ marched across the Brooklyn Bridge on June 19 to demand affordable health care for all. The maintenance workers, doormen and other building service workers were joined by members of the PSC and other unions in a nationwide day of protest organized by SEIU to symbolize "bridging the gap" in health care coverage. Local 32BJ's contract, representing 70,000 workers in New York, Connecticut and New Jersey, expires in December and management wants workers to pay more for health coverage.

CUNY settlement with Welfare Fund

By TOMIO GERON

An ongoing financial dispute between CUNY and the PSC-CUNY Welfare Fund was settled in May, when CUNY agreed to pay the Welfare Fund \$2.7 million to make up for past underpayments. The dispute revolved around the amount that CUNY owed the Welfare Fund (WF) for active employees from 1998 to 2003.

The WF is funded entirely by CUNY, through per capita payments negotiated by a city-wide labor coalition and contributions negotiated directly in the PSC contract. Once this per capita rate is set, CUNY makes monthly payments to the Welfare Fund based on the number of active employees.

Though the number of CUNY em-

\$2.7 million in back payments

ployees fluctuates, CUNY's practice was to make monthly payments based on a fixed number of employ-

YOUR BENEFITS

ees. This number was adjusted periodically; however, the last adjustment was made in January 1998. While CUNY agreed that it owed money to the WF for 2002 and 2003, University management contended that any underpayments from the 1998-2001 period had been resolved in previous contract negotiations.

The Welfare Fund's Board of Trustees disagreed. After almost a year of negotiations failed to resolve

the issue, the trustees voted last December to file a lawsuit to recover all funds that were owed. All WF trustees except the two representatives of CUNY management voted to authorize the suit. Negotiations intensified after the vote was taken, and several months later CUNY agreed to settle the issue by paying \$2.7 million: \$1.7 million for 2002-2003, and \$1 million for the disputed period of 1998-2001.

DIFFICULT DECISION

Steve London, WF Executive Officer and PSC First Vice President, praised the WF's Board for working through the long negotiations and the difficult decision to authorize the

lawsuit. "It was a very courageous action to take," said London, who oversaw the negotiations for the union. "The trustees acted in their fiduciary responsibility to ensure the financial viability of the fund."

The settlement included a new system for counting CUNY faculty and staff that will mean increased annual payments to the Welfare Fund. "This is a longstanding problem that has finally been resolved," London noted. "Both the \$2.7 million and the additional annual income are important to the Fund to help it maintain financial stability."

Under the new procedure, CUNY and the PSC have agreed on a list of active members that CUNY will update monthly. An annual audit will ensure accuracy. "It will be on a more businesslike basis now," said

WF Treasurer Bob Cermele.

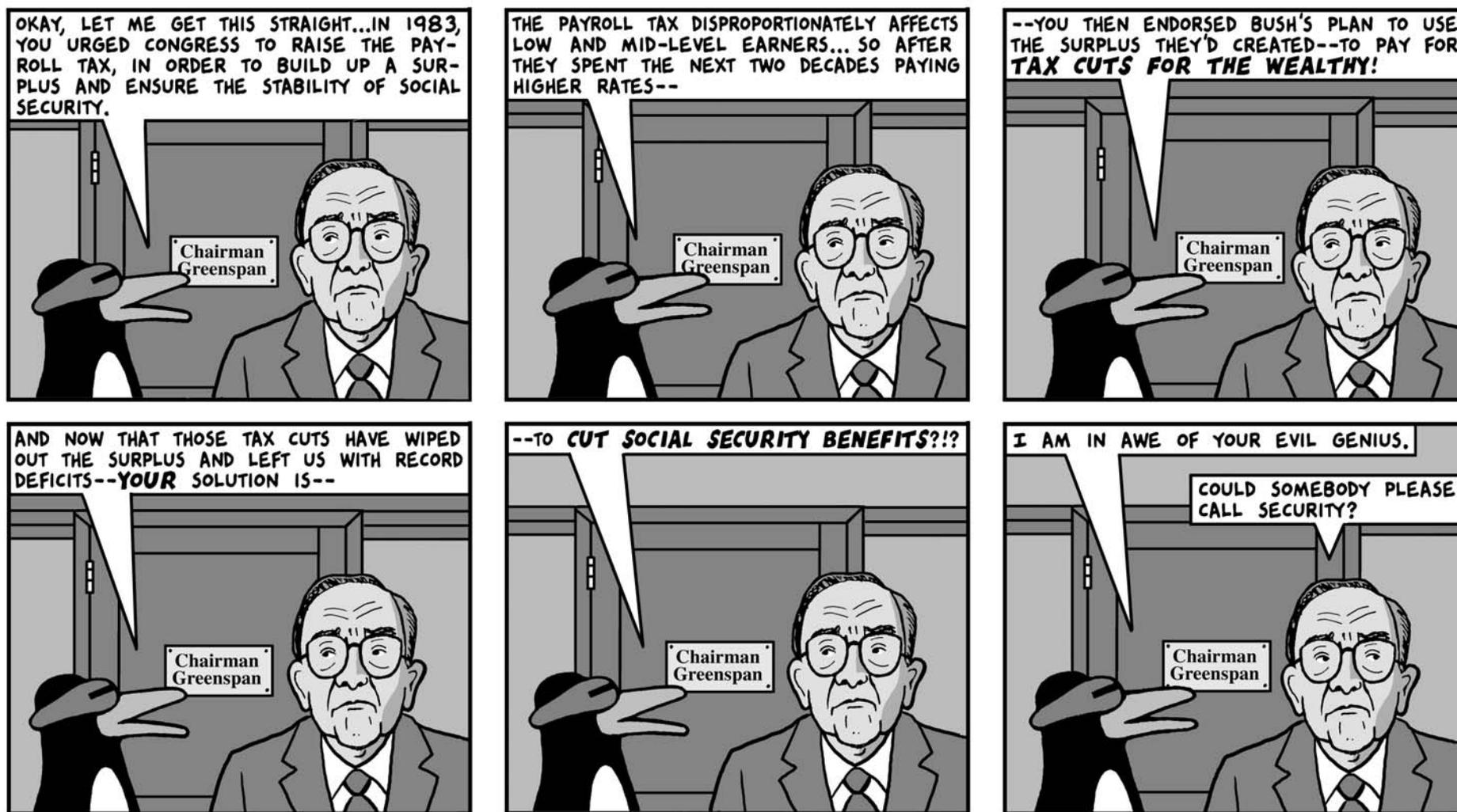
While the settlement and increased payments are both much needed, they will not be enough to cover the rising costs of current benefits. "While we seem to be relatively OK for the moment, we need more money in the Fund," Cermele said. "Medical costs are going up, drug costs are going up, and the use of drugs is going up as well."

MORE FUNDS NEEDED

"We still need more resources in the next contract if we are going to restore and enhance our benefits," London agreed. "This message was delivered loud and clear by the 1,000 PSC members who demonstrated at the May meeting of CUNY's Board of Trustees."

Why there's always a Social Security "crisis"

by Tom Tomorrow



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COLLEGE ACCESS

Persistence of racism after *Brown*

To mark the 50th anniversary of the *Brown v. Board of Education* school desegregation decision, the PSC sponsored a May 21 forum on the decision and its meaning for CUNY. Leith Mullings, presidential professor at the Graduate Center, served as moderator. Excerpts from the presentations follow below.

Derrick Bell:

Derrick Bell is a noted civil rights litigator and visiting professor of law at NYU.

The long-awaited, much-publicized 50th anniversary of the 1954 decision in *Brown v. Board of Education* has come and gone. My friend and mentor of over 40 years, Robert L. Carter, who was really the brains behind the litigation that led to *Brown*, said, "You know, I've been traveling around the country receiving awards – but as I look about, in the schools and elsewhere, very little has changed."

The 50th anniversary provides a wonderful opportunity, certainly, to commemorate the skill and perseverance of the civil-rights lawyers who, after two decades, convinced the court to withdraw legal legitimacy from racial segregation. It also provides an opportunity to honor the black parents and children who faced all manner of opposition, including intimidation, threats and violence, to attend formerly all-white schools.

LESSONS

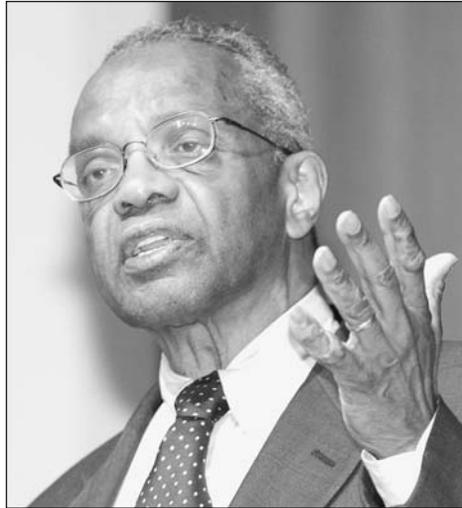
But it seems to me that we shouldn't stop there. There are lessons to be taught that the *Brown* decision did not intend to teach.

Lesson number one, *Brown* was not a revolutionary decision. Rather, it is probably the definitive example of a decision reflecting the fact that the interest of blacks in achieving racial justice is accommodated only when that interest converges with the interest of whites [who are] in policy-making positions. Black people had been challenging segregation in the public schools since 1850, basically without success. So, why *Brown*? What happened in 1954?

If you look back at the *amicus* briefs that the government filed in those cases, they are filled with the fact that segregation was hampering our cold-war effort with communist nations. Russia and its satellites were having a field day with [this issue]. Third World peoples [were] just emerging from colonialism, and most of those people were not white. They were affected adversely by all the news coming from the United States about instances of discrimination and lynching, and the government was urging the Court to do something about that. The evidence of this influence is gathered and presented in convincing fashion in Professor Mary Dudziak's book, *Cold War Civil Rights*.

This convergence of interest is far more important to gaining relief from racial injustice than the degree of harm suffered by blacks. Consider the efforts over many years prior to World War II – prior to World War I, for that matter – to get Congress to enact an anti-lynching law. It never happened, despite the thousands of black people killed in horrible ways over several decades.

Even when interest convergence results in a potentially effective racial remedy, that remedy is abrogated at the point that policy



Derrick Bell

makers fear the remedial policy is threatening the superior status of whites, particularly those in the middle and upper classes. So, when Southerners responded to the first *Brown* decision in 1954 with the massive resistance campaign that politicians organized, neither Congress nor the White House showed any interest in becoming involved. When the courts were fed up with Southern state and school-board shenanigans that avoided any real compliance with desegregation orders, beginning in the middle 1960s, the boards responded to really strong orders by closing black schools and dismissing or demoting black teachers and administrators.

[When] desegregation orders were complied with, black children were assigned to white schools – where some were accepted, but most were not. And even when curricula and course texts and all school policies were set to give whites priority, many, many white parents removed their children from the public schools, moved them to the suburbs or enrolled them in private schools.

OPPOSITION

It's popular to say, "Integration failed, because it really wasn't tried." But actually, integration of the schools failed because white America opposed it – and we need to make that clear.

Georgetown law professor Michael Seidman explains how *Brown* brought about a transformation without real change. He reminds us that the Court in *Brown* faced the massive contradiction between the nation's oft-cited commitment to equality and the great value whites placed on the racial preferences and priorities that were given tacit approval by the court in *Plessy v. Ferguson*. The court, Seidman claims, resolved the contradiction by definitional fiat. That is, separate facilities were now simply proclaimed to be inherently unequal.

Now, the flip side of this aphorism was that once white society was willing to make facilities *legally* non-separate, the demand for equality had been satisfied; blacks no longer had any cause for complaint. The mere existence of *Brown* thus served to legitimate current arrangements. True, many blacks remained poor, disempowered, the victims of segregation, but their status was

no longer a result of the denial of equality upheld by the Court. Instead it marked the personal failure to take advantage of one's definitionally equal status.

So *Brown* served to reinforce the fiction that by the decision's rejection of racial barriers in law, the path of progress would be clear. Everyone should make it through individual ability and effort, without relying on the state or anyone else.

Charles Barron:

Charles Barron is chair of the City Council's Higher Education Committee.

There [is] a difference between desegregation and integration. Our people weren't thinking that [it was] inherently going to help us progress just by sitting next to white folk in a classroom or eating at the same counters. It's not like we were lonely and needed company. Or didn't have enough people in our classrooms. Or that we thought you were superior and if we rubbed shoulders with you we'd get smarter. We were already smart – we were just trying to get equal access to resources.

That's why we said desegregation and not so much integration. I'm all right in East New York – just bring me in some computers, fix up my schools, give me some qualified teachers, fix up the swimming pool. It was a battle for equitable distribution of resources, so that everybody could have a fair shot and close this gap.

POWER VS. INFLUENCE

There's a difference between power and influence. When you've got to continually try to persuade people in power to make decisions in your best interest, that's influence. When you have the seat to make the decision yourself, that's power. It's not a question of integration or segregation, it's a question of power. Who is going to have access to power to deliver the goods, the services, so that our issues get [on the] front burner in this city?

When I look at the state structure, it's really ridiculous. Pataki, white man; Joseph Bruno, head of the Senate, white man; Sheldon Silver, head of the Assembly, white man; Robert Bennett, head of the State Board of Regents, white man; Mayor Bloomberg, white man; SUNY head, white man; CUNY head, white man; [Council Speaker] Gifford Miller, white man. You know, the police commissioner, white man; the fire commissioner – you all got time? 'Cause I'll be here all night! White men have too much power.

We need to get more women and people of color, we have to have a more racially balanced and gender-balanced administration and power structure if we are going to affect real and lasting change in New York City.



Charles Barron

Kimberlé Crenshaw:

Kimberlé Crenshaw is a professor of law at UCLA and at Columbia University.

The *Brown* decision was the result of a three-decade struggle, and it was a three-decade struggle that primarily involved the wisdom, the savvy, the creativity of black lawyers, of black intellectual and political talent. And I think we should pause to think about this a minute, because all of the people thought [to have] the bottom-line understanding about what the law could and could not do, up at Harvard or Yale, these were the people that said it couldn't be done. And in fact half of them said it shouldn't be done. And those who thought it should be done didn't think that we could figure out a path to break down *Plessy v. Ferguson*.



Kimberlé Crenshaw

Now, if Thurgood Marshall or Bill Hastie or even Bob Carter had to find their way into law school and the top of their profession through the kinds of barriers that we have today, if they had to take the LSAT, God knows whether we'd be sitting here right now. It shows that those people who are going to transcend the barriers, who are going to create a new way of imagining what American citizenship is all about, those people who, today, are sitting in this audience and might do the same thing that Thurgood Marshall and Bob Carter did in the 1950s – those might not be the ones that the LSAT predicts. So we have to be really attentive to the artificial barriers that distribute educational opportunity, the barriers that tell us who are going to be our leaders.

WHITE SUPREMACY

Obviously people didn't anticipate how deep white supremacy really is. A metaphor that I use for thinking about it sometimes is that white supremacy is like an onion – so you peel out the outer layer, right? That was the legal segregation, but even when you put black kids in white schools, the onion is still there. There's the onion of what gets taught, there's the onion of what values count, there's the onion about how you evaluate student performance, there's the onion of who gets to sit in what tracks. When I went to high school, there were four tracks: I was placed in the third track, and number one was the top. I was just above vocational, basically because of who I was and what neighborhood I was coming from. So there's the white supremacy in the tracking, and all of these things were not fully anticipated.

The struggle [today] means doing an ideological sit-in. We used to do sit-ins at the site of our exclusion. Now the site of our exclusion is ideological, and that means we have to resist the terms of the debate that legitimize and justify our exclusion from the institutions that determine who gets what in society. And we have to resist the underfunding and de-funding of *public* institutions, because those have been the gateways to success for millions of people in this country.

Time for "an ideological sit-in"?

CUNY MASTER PLAN

What's missing

By **BARBARA BOWEN**
PSC President

I want to concentrate not on what's *included* in the proposed Master Plan, but on what's left out. The omissions are a symptom of the rushed and undemocratic process by which this proposal was produced. Although I am aware that several focus groups were held to discuss the proposed plan, and that many of my colleagues on the University Faculty Senate made much-needed improvements to preliminary drafts, the proposal has not been discussed in a plenary meeting of the UFS, has not been presented in campus governance meetings, and was never shown to the union representing the faculty and staff.

The failure to involve the real stakeholders in the University – the faculty, staff, students and community – has resulted in one of the plan's most glaring omissions. There is not one proposal in the plan's 121 pages for comprehensively improving faculty and staff compensation, for creating a reasonable workload or for enhancing the conditions in which we work. All are essential if CUNY is to be competitive with other research universities.

NOT ONE DOLLAR

Despite the plan's fine words about a commitment to building the faculty and offering us support, not one dollar of the \$201.7 million requested would go to that purpose.

Early in the document we read that "the success of the University will depend, first and foremost, on its ability to recruit, maintain and support – through competitive salaries and appropriate facilities and personnel – a first-rate full-time faculty." Excited to find this, I read on, waiting for the moment

when the proposal for making salaries competitive would emerge. Nothing appeared.

Page 32 states, "During the next four years we will continue on our mission to enhance the *research character* of the University" – yet we don't find a single plan for systematic support for research.

TEACHING LOAD

We hear nothing about the one change that would go furthest in lifting our ability as faculty to be researchers – reducing CUNY's teaching load, which is completely unreasonable for a research university. We hear nothing about courseload reductions, the introduction of full-paid sabbaticals or even increased reassigned time of the kind the union proposed and won in the last round of bargaining. Instead, we hear that

No support for faculty and staff

faculty are going to be asked to generate more funds in grants.

No thought is given to the extraordinarily high teaching load – 27 hours per year – required of community college faculty. As the plan endlessly reminds us, CUNY's goal is to become "an integrated university." If that's true, then how long will it take to bring the community college teaching load more closely in line with that of the senior colleges?

One of the major silences of the draft plan is around part-time faculty. Since the last Master Plan, the ratio of full-time to part-time faculty, despite new hires, has remained virtually unchanged. Over half of CUNY's classes continue to be taught by adjuncts. It is the height of irresponsibility to go on pretending that adjuncts will disappear and use that as an excuse to invest

thing old is new again, particularly the intent to have SEEK and CD partner with academic departments. That, in fact, is how the developmental programs began. Baruch College was notable for this, but has since become notable for the retreat of the academic departments from partnering with SEEK.

POLITICAL WILL

There has been little political will to implement equal education for black people in this country. You have to step over the bodies of homeless and jobless black men in the subways and on the streets. There is a fifty percent jobless rate among black men in NYC. Many do not have a high school diploma. Had the promise of *Brown v. Board of Education* become a reality, they might be on their way to a job instead of to a prison.

Here's the challenge. Put CUNY's business incubators to work to solve this issue. Use the Master Plan's Initiative on the Black Male in



nothing in changing their conditions. Any plan that purports to be about improving the education we offer our students cannot ignore those who do the bulk of the teaching.

But the most profound mistake the draft Master Plan makes is accommodating to a culture of scarcity. The plan accepts as one of its central "principles" that "the context within which public higher education currently operates [is] an environment of declining resources."

Today's hearing occurs on the 50th anniversary of the *Brown v. Board of Education* decision. On such a day, it seems especially egregious

to be faced with a "Master Plan" that accepts unequal funding for education. Because unequal funding is what we have, whether it's the result of state tax policy, federally-caused deficits in the states, or outright racism underlying the withdrawal of support for CUNY.

But on such a day it seems especially important to insist that as Trustees you be the voices against the withdrawal of public funds, against the continued "doing more with less" at CUNY. The Campaign for Fiscal Equity showed that the case for equity in funding can still be made. Without suggesting that there's an exact parallel at CUNY, I call on you to reclaim the moral high ground, which is our only long-term hope. I call on you to become advocates for the resources we need.

Education for this purpose. But the Plan is not enough. We need a task force from members of this university, scholars and educators from across the country, and, as well, policy makers, economists and the public sector to develop a holistic, and, if you will, a seamless program for the education of black people. We need a Marshall Plan – a Thurgood Marshall Plan.

OLD PROMISES

We don't need any more promises, speeches about dreams, good intentions. We must have commitment and implementation. I have not sunk into the despair that afflicts more notable African-Americans who have published volumes about the failure of *Brown v. Board of Education*, but I am as outraged. This University does not have to look far beyond its doors to embrace this mission and make a real contribution to the city and country.

Make the colleges central

By **STEVE LONDON**
PSC First Vice President

Under the theme of "institutional renewal," the Master Plan proposes to extend many current activities and initiatives. Much of what is referred to in this document is the product of the hard work and vision of the faculty and professional staff of the University and deserves to be renewed. But the focus of "renewal" is the general theme of the "integrated university."

While there are valuable programs being carried out under the rubric of the "integrated university," I find it troubling that there is no examination of the strengths and weaknesses of this strategy before it is renewed. Such an examination is imperative at a time of continued budgetary pressure, because scarce resources are being channeled according to this plan.

SUPRA-UNIVERSITY

My concern with the "integrated university" strategy is that marginal additions to the University's budget are being diverted from the campuses to the creation of a supra-university operated out of 80th Street. This trend could have the long-term effect of weakening rather than strengthening the colleges.

The vitality of CUNY arises primarily from its instructional staff and students interacting on the campuses. Curriculum and program development, research, teaching, and community service, happens on the campuses. Primary collegiate identities of students and instructional staff are formed through the intense interactions occurring at the campus level.

The campus is where the students and instructional staff live the educational experience. Supporting the primacy of the campus experience, fighting for more resources, and helping the campuses deal with the challenges of under-funding and a mobile student body should be the focus of the Master Plan.

THE CORE

The Master Plan as it now stands devotes resources to programs at the margins and does not pay sufficient attention to the core of the University. University-wide programs such as the CUNY Honors College or new research facilities are not a bad thing and can be supportive, but they can also be destructive. An Honors College that diverts resources from excelling non-traditional students could weaken expectations of excellence of all our students. And investing marginal dollars in a few research projects could easily undercut research support for a whole new generation of faculty.

A larger vision, one that nourishes campuses and all of our students and faculty, is needed.

These articles are adapted from PSC officers' testimony at the Board of Trustees' May 17 public hearing on the new CUNY Master Plan.

Equal education?

By **CECELIA McCALL**
PSC Secretary

When Open Admissions was achieved, CUNY's student population changed dramatically from majority white to majority students of color. That sealed the fate of the remedial and developmental programs that were created to support the academic achievement of these students. Funding followed the white students, and the State systematically de-funded this institution with a predominantly minority student body.

Through SEEK and College Discovery (CD), we had support services, we had specialists, we had programs – and they were successful. You do not have to do a national search, as you state in the Plan, to find best practices in developmental skills. Some of the pioneers, the experts in this field, are still at CUNY and willing to showcase their skills – if only they are asked.

In this Master Plan, it seems that every-

A Thurgood Marshall Plan is needed.

Urgent to beat Bush, says PSC

DA votes to endorse Kerry

By PETER HOGNESS

Members of the PSC Delegate Assembly have different positions about American politics and the presidential campaign – but there is overwhelming agreement on one key point.

George W. Bush has got to go.

“Bush is dangerous,” says union delegate Miriam Thompson of Queens College. “It’s not just him – it’s his whole administration.” Irwin Yellowitz, chair of the PSC Retirees Chapter, said that “another Bush presidency would have disastrous effects for the nation and the members of the PSC.”

MANY REASONS

Delegates tell *Clarion* they wanted Bush out of the White House because of his assaults on civil liberties and on the separation of church and state. They point to his attacks on academic freedom: political litmus tests for scientists on study panels; secret inquiries in college li-

braries; the ban on editing scholarly articles from countries like Iran or Cuba. They cite Bush’s rush to war in Iraq, which they say has increased the danger of terrorism.

They criticize Bush’s tax breaks for the rich and his efforts to privatize Medicare. They object to his anti-labor policies, such as banning union membership for many federal workers. They cite Bush’s hostility to affirmative action, to gay rights and the right to choose. And they warn of Bush’s impact on CUNY’s budget, if he is allowed to gut the Perkins Act or the federal Higher Education Act.

For all these reasons and more, the PSC Delegate Assembly voted to endorse John Kerry on June 17, after a panel discussion and debate on the endorsement of Kerry by the AFT, the PSC’s national affiliate.

Delegates clearly don’t think Kerry is a perfect candidate. They also passed a resolution urging the AFT to push Kerry to speak out clearly

against the US war in Iraq, to strengthen his support for well-funded public higher education, and to reverse his support for NAFTA and similar trade deals.

In the panel discussion, delegate Tony O’Brien argued that labor must be independent of all pro-business parties, both Democrats and Republicans. Kerry’s faults were so severe, O’Brien said, that the PSC should not back him. But

this view drew little support, with 84% of PSC delegates voting to endorse Kerry.

The other two panelists, Eileen Moran of the PSC Legislative Committee and Bill Lipton of the Working Families Party, argued that the urgency of defeating Bush outweighed Kerry’s flaws. Several delegates said that while they had supported third-party alternatives at other times, this year Bush simply posed too great a threat. Lipton urged a vote for Kerry on the WFP’s ballot line.

The resolution criticizing Kerry also passed by a large margin.

Its opponents often said they agreed with some or all of the criticisms, but felt that emphasizing these points now could prove divisive.

Despite such concerns, the PSC Delegate Assembly seems to be very

united behind the task of defeating George Bush this November. Bush’s claim to be “a uniter, not a divider” has proven true in at least one way: he has united the PSC and the rest of the labor movement against him.

Delegates also want to push Kerry on Iraq, NAFTA, & higher ed



Lisa Quiriones

America Coming Together organized a bus trip from Brooklyn to Ohio to register voters.

Many ways to affect the presidential race

By PETER HOGNESS

This summer, there are many different choices for PSC members who want to help beat Bush. Voter registration, house parties, phone banks and public protests are all part of the mix.

Many New York groups are emphasizing outreach to “swing states” like Pennsylvania or New Hampshire – and you can join their efforts without traveling beyond NYC.

SWING STATES

While John Kerry is expected to carry New York by a comfortable margin, several neighboring states are up for grabs. Since the presidential election is decided by the Electoral College system, these “swing state” results will be decisive. As Al Gore found out in 2000, getting the most popular votes nationwide may give you bragging rights – but it

won’t make you president.

Most groups doing swing state organizing are organized separately from the Kerry campaign. Some are strictly nonpartisan voter registration efforts, while others have an explicit “anti-Bush” focus and seek to educate voters on the issues.

America Coming Together (ACT) is one such group, chaired by former AFL-CIO Political Director Steve Rosenthal and Ellen Malcolm of the feminist group EMILY’s List. From New York, ACT has organized weekend bus trips to Ohio and day trips to Pennsylvania, for voter registration and door-to-door canvassing to convince the undecided. In Manhattan and Brooklyn, they run phone banks to call voters in swing states. Go to www.acthere.com; or contact Matt Tomey at ACT-NewYork@hotmail.com; or call Bonnie Nuzum at 718-622-6878.

Volunteer2004 is a similar effort,

a project of Citizen Action of New York and New Jersey. It is working to activate 1,000 volunteers from these two states. To sign up, go to www.volunteer2004.org, or contact Jesse Dixon at jdixon@citizenactionny.org, or at 212-523-0180, x43.

Drivingvotes.org believes that “registering voters in swing states is the single most effective way to defeat Bush.” Its Web site lists local partner groups in different states, so you can join their efforts. Or you can work on your own, registering voters at a shopping mall or a music festival or elsewhere: www.drivingvotes.org provides everything you’ll need.

In just one afternoon in May, the political group **MoveOn.org** organized over 1,000 phone bank parties that made over 300,000 calls to swing state voters. Sign up at www.moveonpac.org/pledge.

Bus trips, house parties, or phone calls

If you want to volunteer directly with the **John Kerry campaign**, sign up online at www.johnkerry.com or call 212-764-7104. NYC-area Kerry campaign events are focused on house parties for grassroots fundraising, and the Web site provides materials on how to do this. The campaign has set July 29 as a “National House Party Day,” to coincide with Kerry’s speech accepting the Democratic nomination.

The AFT is mobilizing a strong effort on Kerry’s behalf, concentrating on the battleground states.

REPUBLICANS ARE COMING

At the end of August, New Yorkers have a special opportunity to work for “regime change” at home: the Republicans are coming to town. There will be many protests during the Republican National Convention, and the PSC has endorsed two.

The anti-war coalition **United for Peace and Justice** is leading a

broad protest on August 29, the day before the convention begins, under the slogan, “The world says ‘no’ to the Bush agenda!” The coalition has requested a permit to march to a rally in Central Park. The Bloomberg administration has not agreed, but negotiations continue. For updates, see www.unitedforpeace.org.

On Wednesday, September 1, the dozens of unions in the New York City Central Labor Council will join with community, religious and immigrants’ rights groups to protest the Bush administration’s anti-worker policies. The labor rally will be held at 8th Ave. and 30th St., beginning at 4:00 pm.

For information on PSC contingents for these two protests, check the PSC Web site (www.psc-cuny.org) later in the summer.

So whether you’d rather make phone calls, take a bus trip, have friends over for a party, or protest in the streets, there are many ways to make a difference. If you want a new president, it’s up to you.

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15-MINUTE ACTIVIST

Acting for higher education

Two important higher education bills are pending in Congress. Among the proposals for the Higher Education Act is a PSC initiative that would give support to colleges with high immigrant populations. One amendment, which the PSC opposes, would allow for-profit colleges to receive federal aid. The DREAM Act would allow

states to charge in-state tuition rates to undocumented immigrant students who grew up in the US and graduated from a US high school. It would also allow such students to apply for legal immigration status. Letters on both of these bills can be sent from the ACT NOW section of the PSC’s Web site (www.psc-cuny.org).