

Clarion

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APRIL 2002



ALBANY
**Fix the
hole in
CUNY's
budget**

PAGES 3, 10, 11

CUNY, intellectual property and you



Lisa Quiñones / Photos of Geraldine Murphy (left), Lane Gilchrist (top right) and Juan Colmenares (bottom right), all at CUNY.

If you think CUNY's policy on intellectual property doesn't affect you, you're probably wrong. New rules drafted by CUNY management would affect books, computer code and more. For instance, even if you use a University library just once or twice while you're writing a novel on your own time, the novel would be sub-

ject to CUNY's proposed new policy. At a recent Faculty Senate forum, speakers warned that the draft policy would restrict the ability to publish and infringe on academic freedom. Many argued strongly for the PSC's alternative. News coverage and the PSC's position are inside.

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CONTRACT!

The PSC and CUNY management have reached a tentative contract settlement. Full details will be public soon; in the meantime see inside for news of the agreement and the ratification process.

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The PSC at Queensborough Community College

By TOMIO GERON

The PSC chapter at Queensborough Community College (QCC) is working to bring in new members and to involve them in pressing for increased funding for CUNY.

On March 12, the QCC chapter hosted a reception for City Council members from Queens and the new Borough President, Helen Marshall, in an event sponsored by the PSC and its chapters in Queens. The president of QCC delivered the welcoming address. PSC members at Queensborough illustrated CUNY's needs by giving the elected officials a campus tour.

"Community colleges are largely funded by the city, so City Council members should see what the needs are with their own eyes," said chapter chair Jacob Appleman. The tour included both the best and the worst of Queensborough. "We wanted them to see the cutting edge of what we're doing, but also the areas that are run down," he explained.

"I think the main concern among faculty is the impact of any budget cuts," said Alexandra Tarasko, the

CHAPTER FOCUS

chapter's new grievance counselor. The cuts proposed by Pataki and Bloomberg "would affect our ability to fill full-time lines and develop new programs," she said. Even now, "we don't have enough funding to update some of the facilities that need it," said Jo Ann Wein, chapter secretary.

ACTIVE LOBBYING

The QCC chapter has been active in lobbying the state legislature. Last fall, the chapter organized a postcard campaign to legislators in Albany, getting about 2,000 cards signed by students, faculty and staff just as the semester began.

"It showed we can really mobilize when we need to," said Appleman. "We hit the ground running."

Last year Chapter Chair Fred Greenbaum retired after holding the post for two decades. Like Greenbaum, Appleman was part of a Uni-

ty Caucus slate and ran unopposed. The new chapter leadership has worked well with the new leadership of the PSC, Appleman said. "We regard ourselves as the loyal opposition," he added with a smile.

The chapter's executive committee has focused on building a system of departmental and building representatives to keep the membership informed. "We have a particular focus on outreach to newer faculty



At a recent Delegate Assembly: QCC Chapter Secretary Jo Ann Wein (inset left), Vice Chair Philip Pecorino (above left) and Chapter Chair Jacob Appleman (right)

and getting them involved," said Vice Chair Philip Pecorino. Chapter membership is growing: in the last year, the chapter has grown from 259 to 368 members.

The chapter has established a grievance committee and has a liaison to the PSC's Solidarity Committee, Linda Reesman. Chapter representatives hold regular labor-management meetings with QCC President Eduardo Marti, and say that their relationship with the President is one of mutual respect and cooperation.

EFFECTIVE COMMUNICATION

"One of the highlights of our chapter is that we have a very effective communication system," said Pecorino, who jointly edits the chapter's e-mail newsletter with Appleman. The e-newsletter is reinforced by leaflets when an event draws near. QCC is one of just three PSC chapters to have its own Web site.

"All this helps to build solidarity," said Pecorino. "We're making every possible effort to engage our members in a discussion of the issues."

"Members are approaching me saying they want to be more active," said Appleman. "The efforts of our executive committee seem to be working."



LETTERS TO THE EDITOR | WRITE TO: CLARION/PSC, 25 W. 43RD STREET, FIFTH FLOOR, NEW YORK, NY 10036. E-MAIL: PSC-EDITOR@ATT.NET. FAX: 212-302-7815.

Unions must speak out on political issues

● An important topic in the February issue aroused my interest and pertinent reminiscence.

Regarding the union addressing questions ostensibly outside the key areas of collective bargaining and the processing of grievances: my experiences going back to the predecessor organizations of the PSC, namely the United Federation of College Teachers, as well as the AFT, certainly underscore the need to address fundamental national and international issues.

Thus in 1963 we participated in the March on Washington organized by Bayard Rustin and led by A. Philip Randolph, Martin Luther King, Jr., Walter Reuther, and Rabbi Joachim Prinz to emphasize the twin needs for jobs and freedom. It was my honor to secure a special order of business at an AFT convention to support the free union Solidarnosc against the Stalinist dictator of Poland, Jaruzelski. The AFT also strongly supported the Hungarian people in the face of Soviet tanks. The UFCT opposed the Vietnam war and sent a delegation to meet with Nixon's deputy, Colson, urging immediate withdrawal.

Yes, we must speak out on national and international issues, while maintaining our unity and purpose as a democratic union responsive to the solidarity of its members.

—Israel Kugler, PSC Deputy President Emeritus

Breaking it down

● CUNY's chancellor and trustees are proclaiming the ban on remediation at the senior colleges a great success. Enrollment is up, while racial and ethnic diversity is basically unchanged. But we must ask whether, as the city's population changes, some groups are having particular difficulty gaining access.

The most pertinent data so far comes from a November 29, 2001 New York State Education Department report that summarizes enrollment changes from Fall 1999 to Fall 2000. (In Fall 2000, the remediation ban was partly phased in.) The report observes that the overall "number of full-time, first-time freshmen in baccalaureate programs grew by 4.0 percent. Asian and white enrollment exceeded the overall rate, by 7.2 and 8.0 percent, respectively. Black enrollment grew by 3.4 percent, nearly the overall rate. Hispanic enrollment declined by 2.3 percent." Since the Hispanic population in New York City has been rapidly rising, these figures should raise concerns.

—Bill Crain, City College

Against militarism

● "War is the health of the state." Walking through Gerhard Richter's show at MoMA, I see Randolph Bourne's indictment of World War I

flicker past every gray edge of the paintings of Cold War Phantom jets, vulture-beaked and -bellied, precursors of the Predator and Daisy Cutter, stamping injury on the eye. The health of the state.

And is war also the health of the union? At the February delegate assembly, forty-one delegates voted down a resolution that "the PSC-CUNY...opposes the federal administration's policy of prolonged militarism; we urge, instead, vigorous and searching intellectual and diplomatic efforts to bring about world justice and peace; and we will set up a speakers' series to educate our members and the wider public about the dangers of militarism."

It's sad that the war machine has so vitiated the very sense of our belonging to one another which unions and communities of scholars across the world stand for. Are we becoming a John Heartfield cartoon—in our right hand a government paycheck; in our left, a union contract; lips prudently closed; across our eyes the thin blindfold of a flag?

—Tony O'Brien, Queens College

More information, please

The PSC is a democratic union. We have two elected leadership bodies, an Executive Council (EC), and a Delegate Assembly (DA).

Where can any member look for

the public record of each of these bodies? If one wants to find out what has been done by either on a particular issue, where is there convenient access?

The names of the 21 members of the Executive Council are on the Web site, as are the resolutions passed by the Delegate Assembly. Is this sufficient?

Where can one find the membership of each of the EC and DA committees, their responsibilities, and their reports? Where are the public records of meeting agendas and specific actions taken by the EC and DA to be found?

Of course there are sensitive matters that must be kept *in camera*, and unredacted minutes of meetings may not be suitable for general distribution. Nonetheless, an easily available and informative public record is absolutely essential for the growth and effectiveness of a democratic union.

—Mike Vozick, BMCC

Where's retiree news?

● I would like to know why there is no longer any retiree information in the union newspaper.

—June P. Magaziner, BCC (emerita)

Editor Peter Hogness responds: When we re-designed *Clarion*, one question we faced was whether there should be special sections for

different chapters or groups within the union – not only retirees, but also adjuncts, HEOs, CLTs and others. While separate sections have the advantage of ensuring regular coverage of each area, this comes at the price of segregating these topics from the rest of the news.

On balance, we felt it was better to integrate retiree issues into the paper's news coverage as a whole, since retiree issues ought to be of concern to every PSC member. As Marty Kaplan wrote in *Clarion* last summer, "Sooner or later we are all retirees."

And there has been retiree news in *Clarion* during the last year. We've published an opinion piece on retiree contract demands, news coverage about the fight for full reimbursement of Medicare Part B premiums, a profile of retired member Fran Geteles, notices of upcoming PSC retiree meetings, and more.

That said, we have not done as good a job in this area as we could have. If you have ideas about retiree news stories that *Clarion* should cover, please let us know. And as we try to improve, let us know how you think we're doing.

Write to Clarion

Letters should be no more than 150-200 words in length and are subject to editing.

Pataki, Bloomberg both seek cuts in CUNY budget

Union responds in opening round of budget battle

By TOMIO GERON

With both Governor Pataki and Mayor Bloomberg calling for austerity for City University, the PSC told state and city legislators that these proposals were headed in the wrong direction. There can be "no rebuilding New York without rebuilding CUNY," PSC President Barbara Bowen testified in Albany on February 12.

The governor's proposed budget for CUNY would mean the second straight year of flat state funding, with no increase from last year's "bare-bones" budget. Because Pataki's proposal would not cover cost increases due to inflation, the PSC noted, it would amount to a budget cut (see p. 4).

The PSC's programmatic priorities call for rebuilding CUNY's full-



Miriam Thompson of Queens College

time faculty, beginning with funds for 450 new lines next year. Other goals include an increase in base aid to community colleges, paid office hours for adjuncts (see pg. 2), hiring of more Higher Education Officers and College Laboratory Technicians, a diversity fund, graduate student fellowships and new technology-based classrooms.

"To cut CUNY's budget would be short-sighted," said PSC First Vice President Steve London. "Yes, times are tough in New York right now. But Brooklyn College was built in the middle of the Great Depression, because public officials understood that higher education was key to a better economic future."

PATAKI'S RAID ON TAP

The PSC has been vocal in opposition to Pataki's proposed changes in New York's Tuition Assistance Program (TAP), which would hold back one-third of TAP payments until graduation. Students would be required to make up the difference by taking out additional loans. Assembly Speaker Silver told the *New York Times* that Pataki's TAP proposal is "the equivalent of requiring students to buy state bonds," an attempt to close the budget gap by borrowing from the poor.

The PSC's grassroots lobbying effort began February 26, when 18 members traveled to Albany to advocate for the PSC's state budget priorities.

"I think it is really important for us to have a presence, to be there for



At left, above and right: PSC members meeting with state legislators on a lobbying trip to Albany, February 26. Above is Hong Wu of Queens College.

issues of public higher education," said first-time lobbyist Jim Perlstein, recently retired from BMCC. Perlstein said PSC members "hammered away at the governor's proposal to cut TAP," but also emphasized that stopping Pataki's attempted raid on TAP is not enough. "We must have an increase in the base budget if CUNY is going to survive," Perlstein said.

Lobbying continued on March 12, when 150 students and PSC members from the three Centers for Worker Education (CWE) and from SEEK met with legislators in the state capital. "The students were great," said Miriam Thompson of Queens College. "They know where the power is, and that if you don't

keep the pressure on it's all over." CWE's adult students "haven't seen state tax cuts in their pocketbooks," added Thompson. "They've only seen cuts in the services they depend on."

Albany's budget gap, which Pataki estimates at \$5.7 billion, is serious – and largely self-inflicted. While September 11 and the recession have had an impact, they are a relatively small part of the problem. "If the state had enacted only 87% of the tax cuts that it actually adopted over the last eight years," said Frank Mauro of the Fiscal Policy Institute, "there would be no structural deficit." According to Mauro, Pataki has cut an estimated \$59 billion in taxes in his eight years in office, the largest multi-year reduction in the history of this or any state. Over \$300 million in new tax cuts are scheduled to take effect next year.

Mayor Bloomberg's budget proposal for NYC, announced on February 13, includes a \$12.9 million cut in CUNY funding. The proposed 9% reduction includes elimination of \$7 million for the Peter Vallone City Council Scholarships and a \$3.9 million cut to community colleges.

CITY SERVICES HIT

To close a \$4.8 billion City budget deficit, Bloomberg has proposed across-the-board cuts to all city agencies and services. While CUNY was spared the higher reductions of 15 to 20 percent to city agencies such as Homeless Services, Youth and Community Development or Libraries, the 9% cut would hurt.

"The City has been underfunding CUNY for so long," said PSC Secre-



Shirley Rausher of BMCC

tary Cecelia McCall, "that it will take a lot of work to bring CUNY back, for our community colleges to grow and hire full-time faculty back to adequate levels." McCall testified at a February 19 hearing of the City Council's Committee on Higher Education, at which many Council members spoke against cuts to CUNY's budget.

On the revenue side, the mayor will rely on an unusually large \$1.5 billion bond deal, \$800 million in requested state and federal money, \$500 million in projected savings from the City workforce and no new taxes except on cigarettes. But City Council members and labor groups are asking whether Bloomberg's stand on taxes is too rigid.

"The mayor has too quickly limited all of our options by ruling out tax increases," said UFT President Randi Weingarten. "Everything needs to be on the table. If there are really no sacred cows, then new taxes shouldn't be any more sacred than anything else."

Weingarten was among several labor leaders and about 20 City Council members who attended a February 27 press conference organized by the Working Families Party, calling for a more open discussion on taxes and city services. Options that were floated include a 1% tax hike for those earning over \$150,000, a stock transfer tax of half a cent per transaction, or reinstating New York's commuter tax.

Retirees win 100% payback for Medicare Part B

By TOMIO GERON

This summer eligible PSC retirees should get a \$600 check for full reimbursement of Medicare Part B insurance premiums. After a hard-fought campaign by retiree groups, the Bloomberg administration has agreed that all municipal retirees will be paid back at 100% instead of the old rate of about 70%.

When the City Council voted for 100% reimbursement last year, then-Mayor Giuliani refused to comply and filed a lawsuit to block the change. But Mayor Bloomberg has included the funds for full reimbursement in his budget proposal, and City Hall has indicated it will drop the

Bloomberg to drop Giuliani lawsuit

suit, according to leaders of City retirees.

"It's a complete victory and a great accomplishment for retirees," said Irwin Yellowitz, president of the PSC Retirees' Chapter. The bill for full reimbursement passed the Council last spring after a postcard and lobbying campaign by the PSC's Retirees' Chapter, DC37, the UFT and the Council of Municipal Retiree Organizations (COMRO).

MAKE-UP PAYMENT

Bloomberg's fiscal year 2003 budget proposal includes \$42 million for Part B reimbursements. Yellowitz said that this will cover reimburse-

ment at 100% or \$600 per retiree for the calendar year 2001, to be paid this summer. Spouses and domestic partners will receive the same amount. There will also be retroactive payments for the amount that Giuliani held back last year; retirees are expected to get this make-up payment, about \$80, by the end of April.

Medicare Part A covers hospitalization costs for those over 65. Part B is the policy that covers doctor's services, outpatient care, medical equipment and other services outside hospitals. The premium is automatically deducted from retirees' monthly Social Security checks, and

for decades the city has sent annual reimbursements each summer. But starting in the late 1980s, those reimbursements covered only part of the cost.

LESS LITIGIOUS?

When the Council voted last year to restore full reimbursement, Giuliani vetoed the bill. After the Council overrode his veto, Giuliani delayed and finally paid retirees only \$384, about 70%, instead of the \$464.40 due under the new law. (The Council bill called for 85% payment in 2001, moving to 100% payment in 2002 and after.) Last fall Giuliani filed a lawsuit against the Council's action, arguing that unions should have to bargain with the mayor to

get increased reimbursement.

"Bloomberg had said he'd be less litigious than his predecessors," observed Stuart Liebowitz, president of the DC 37 Retirees Association, which had intervened in the case. Retiree groups are pleased that the mayor has put his budget in compliance with the law, Liebowitz said: "We hope this is a harbinger of things to come with relations between retirees and City Hall."

"This is significant from a political point of view," said Yellowitz, who testified at City Council hearings on the issue. "And the fact that unions were able to get such a law and override a veto shows the political strength of labor in the city when it's united."

Ends "last semester free," imposes tech fee Board votes to make CUNY students pay more

By PETER HOGNESS

On February 25, the CUNY Board of Trustees approved an end to its decade-old "last semester free" program, under which students receiving a bachelor's degree were not charged tuition for their final term. "We just can no longer afford it," Chancellor Matthew Goldstein told the BoT. The Board also voted to impose a "technology fee" of \$75 per semester for full-time students, and \$37.50 for those who attend part-time.

Both changes were opposed by the PSC. "Ending 'last semester free' has been under discussion at 80th Street for over two years," said PSC Secretary Cecelia McCall. "The fact that the Chancellor now wants to 'self-fund' certain budget items is being used as an excuse to push it through."

Goldstein said that the additional semester of tuition was needed to pay for more full-time faculty. But the PSC warned that there is no guarantee as to how the money will be used: while the BoT resolution on the tech fee specifies that those funds must be spent on improving computer services, the resolution ending "last semester free" leaves the use of that money wide open.

CUNY spokesperson Michael Arena told *Clarion* that the union had no cause for concern. "The Chancellor has indicated that replenishing full-time faculty is his highest priority," Arena said, "and the Board has voted on that. I think that's a very strong statement."

CUNY management justified the end of "last semester free" in part by pointing out that since the policy was adopted in 1992, the City Council established the Vallone scholarship program that gives a 50% re-



Valerie Vazquez, Queens student government president, at BoT hearing

duction in tuition to students with a "B" average or better. However, Mayor Bloomberg has called for axing the Vallone program.

Students in the audience were both amused and irritated by Goldstein's insistence that the move "is in no way a tuition increase." When the Chancellor explained that the Governor has not requested nor is the Legislature expected to pass any change in tuition this year, a student called out, "If we pay more money, it's a tuition increase!" Some Albany legislators expect Pataki, if re-elected, to ask for a tuition hike next year.)

"We know from research that the major reason students drop out of CUNY is not academics, but economics," said Lawrence Rushing, professor of psychology at LaGuardia, representing the National Action Network at a BoT hearing February 19. At the public hearing, most who spoke on "last semester free" opposed ending the program. The opposite was true for the new technology fee, though UFS observers said that 80th Street had

made many calls urging people to speak in its support.

Five CUNY college presidents spoke in favor of the tech fee. Those who work most closely with CUNY's computers formed a large and vocal constituency in favor of the \$75 per semester charge: students and faculty in computer science departments, administrators in charge of computer labs and librarians all urged the Board to adopt the fee — though most said they did so with regret.

"How can we compete in the job market when we're using Windows 95 or 98, and now Windows XP is out?" asked Donna Quinn, majoring in computer information systems at John Jay.

COMPUTER HELP

"For the price of a moderately priced textbook," the fee will double the amount of money for computer services at City College, said Douglas Troeger, chair of CCNY's Computer Science Department. Improving computer help facilities is especially important at City, said Troeger, who said that students spend too much time "sitting stymied at the terminal."

But Queens College student Donald Passantino said that the tech fee "amounts to a back-door tuition hike," one that asks students "to shoulder the burden of two decades of disinvestment." He noted that the fee would fall most heavily on the poorest students: "Unlike actual tuition hikes, the burden of these fees cannot be offset by student financial aid." Most importantly, he said, the tech fee "moves CUNY yet another step farther from its long-standing commitment to providing affordable, accessible higher education to New Yorkers."

The vice chair for disabled student affairs at the University Student Senate, Passantino closed by arguing that if this fee was imposed, CUNY's 9,000 students with disabilities should have a proportional share dedicated to making computer services accessible.

The most fundamental argument against the tech fee came from a tongue-in-cheek presentation from Hunter student Liam Flynn-Jambeck, calling it "an ingenious way to raise money." He went on: "This fee thing seems kinda cool...I'm not sure if you know, but many students use the bathroom at some point during the day and they don't pay a dime for this. I thought a little \$55 per semester bathroom fee would be appropriate. But why stop there?... Let's face it, chairs aren't free, and students sit on chairs in almost every classroom. Let's do a \$20 chair fee....What about a \$10 door fee?"

"Budgetary cannibalism from within our University serves no one," declared Valerie Vazquez, student government president at Queens. "We need to work together to find a better way!"

Assembly Higher Education Committee Chair Ed Sullivan has introduced a bill that would limit CUNY and SUNY fees to no more than 15% of tuition.

NY LABOR IN BRIEF

NYU grad students get contract

Graduate assistants reached an agreement with NYU on January 28 — the first time a US private university has signed a union contract with its graduate students.

The agreement covers members of the Graduate Student Organizing Committee (GSOC) / UAW Local 2110, is retroactive to September 2001 and runs to the summer of 2005. It establishes a minimum salary with annual increases in each of the next three years of \$1,000 or 3.5%, whichever is greater. (The increase in the agreement's final years is either \$1,000 or 4%). The contract also includes a grievance procedure, union security and a nondiscrimination clause.

SEIU 32BJ on the move at Rutgers, in Bronx

Cleaning workers at Rutgers University's Newark campus who want to join Service Employees International Union Local 32BJ won a victory in January when a federal judge ordered their supervisors to cease intimidation and threats against workers who want a union.

"We can show all the world that, legal or illegal, we have rights and can exercise them," Sylvia, a Rutgers worker, told the audience at Labor Goes to the Movies, the PSC film series, when it screened *La Ciudad* in February.

Meanwhile in the Bronx, 4,500 members of SEIU 32BJ averted a strike with a last-minute contract deal on March 14. The tentative three-year agreement for residential building workers provides a 12% raise for the highest-paid and 20% increases for the lowest-paid workers.

On March 7, over 2,000 people marched on the Bronx's Grand Concourse to support the union.

TWU 100 in Queens strike

About 1,500 workers from three private bus lines in Queens went on strike for two days in February. The strike was called off after several elected officials agreed to help in the negotiations. The workers, represented by Transport Workers Union Local 100, have been without a contract for 14 months. Employed under a City franchise, the Queens workers are seeking pension increases, salary parity with MTA drivers and job security if the franchise with the City changes hands.

The union kept the strike short so as not to embitter commuters. More short strikes may come in late March or April.

Meanwhile, Local 100 is gearing up for contract talks with the MTA. A mass rally is planned for April 17.

Plan to consolidate administrative jobs

The CUNY Board of Trustees' linked the new technology fee and end of "last semester free" to its 2002-2003 state budget request, in which the BoT pledged to "self-fund" \$45 million through "revenue enhancements" and "administrative efficiencies."

Towards this goal, the Board's February meeting approved several measures, including consolidation of administrative work at CUNY campuses in the Bronx and expansion of summer classes.

In a pilot project, CUNY Central Administration plans to move "back-office" functions at CUNY's three colleges in the Bronx (Bronx Community College, Hostos and

Summer school slated to grow

Lehman) to a single campus. This will affect the personnel office, registration, purchasing and more. The pilot project is also slated to include some changes at Queens College and CUNY's School of Law.

HEOs CONCERNED

"CUNY Central Administration says that each campus would still have personnel in these areas who interact directly with students, faculty and other staff," said Karen Kaplowitz, the University Faculty Senate's representative to the BoT fiscal affairs committee.

"We must be very vigilant and make sure all our jobs are protected," said HEO Chapter Chair Jean Weisman. She said that PSC members need to make sure their workload is not increased to the point that it takes more than 35 hours a week to get their job done, and that their jobs are not shifted to workers outside the bargaining unit. "We are determined to maintain our commitment to high-quality services," she said, "and that involves personal interaction." Weisman met with HEOs at Lehman College in February to discuss the plan.

— PH

Details, membership vote still to come

Union, CUNY negotiators reach contract deal

By PETER HOGNESS

It came at fifteen minutes to midnight. After 14 straight hours of work and 18 months at the bargaining table, the PSC's negotiating team reached agreement with CUNY management on a new labor contract.

"It was a highly emotional moment," said bargaining team member Anne Freidman of BMCC. "The stress of that day was just incredible – for a whole week the tension had been building up to that minute. It felt so great to be able to finalize a settlement, to remain true to our principles and come out with something tangible."

"There are great new things in this agreement," said union President Barbara Bowen, the PSC's chief negotiator. "It combines real increases in salary with structural changes that will address historic inequities and begin the rebuilding of the University. In a very difficult economic climate, we were able to go beyond what the PSC has achieved in the past."

The March 1 agreement is tentative until ratified by the PSC mem-

bership and approved by the CUNY Board of Trustees. It includes "across-the-board salary increases for all titles, advances in professionalism and pay for part-time faculty, other enhancements of terms and conditions of employment, and opportunities for research and professional development for faculty and staff," according to a joint statement on March 8 from CUNY management and the PSC.

The economic value of all these items – both salaries and improvements in conditions – adds up to a total of 9%, compounded over 27 months. The agreement runs from August 1, 2000 through October 31 of this year.

RELEASE OF DETAILS DELAYED

At *Clarion* press time, further details of the agreement were not yet public. While union and management have calculated the cost of the proposed contract, their calculations must be affirmed by the City and State. Bowen told *Clarion* that while this process is time-consuming, it is also routine, and the PSC has no reason to expect any diffi-



PSC Executive Council members Susan O'Malley (left), Peter Ranis (center) and Michael Fabricant examine the proposed contract.

culties with the settlement. "We're working cooperatively with the City and State to get this done," she said. "But we've been asked not to release details until they are affirmed. We don't want to compli-

cate the costing discussions by ignoring that request."

Chapter chairs have been briefed on the settlement and their reaction has been positive. "It's a good agreement, both imaginative and equi-

table" said Baruch Chapter Chair Howard Ross. "The membership will be pleased and satisfied." Ross said that the continuing confidentiality on the contract's specifics was both frustrating and necessary. "When members ask me questions, all I can say is – good news will be forthcoming!"

Chancellor Matthew Goldstein called it "a landmark agreement" that would help CUNY "attract and sustain the finest faculty and staff."

The PSC's Executive Council recommended the settlement to the union's Delegate Assembly, and the DA was scheduled to consider it on March 21. If approved by the DA, the proposed contract will go to active PSC members in a mail ballot.

Once the union gets clearance from the City and State to go public, ballots will be sent out along with detailed information on the settlement. The news will appear on the union's Web site (www.psc-cuny.org) and *Clarion* will carry special contract coverage.

MEMBERSHIP MEETING

The PSC will hold a general membership meeting on the contract, plus local meetings to discuss the proposed agreement. Members of the PSC's negotiating team plan to visit every campus. "Our aim is to answer every question, engage every member, give everyone a chance to become thoroughly acquainted with the settlement before the vote," Bowen said.

Members will have about three weeks to return their ballots. Mailing, receipt and counting of the ballots will all be conducted by the American Arbitration Association, which has a reputation as "the gold standard" for neutral, impartial conduct of union elections.

The ratification vote will cap a process that grew increasingly intense in the final weeks, after management finally put a serious economic offer on the table. Negotiating sessions were more and more frequent and sometimes stretched into the night. On the street outside, PSC members made their presence felt. Management's negotiators were greeted by six informational picket lines in the last 17 days, with chanting and whistles loud enough to be heard in the bargaining sessions five stories above.

"C-O-N-T-R-A-C-T"

Leaflets demanded that management close the deal, pointing out that negotiations had now been going on for "longer than it took to build the Empire State Building." At the BoT's meeting on February 25, union members took a cue from fans of college sports: they stood along the back wall of the meeting room, each holding a single large letter to spell out "C-O-N-T-R-A-C-T."

Gerald Markowitz, professor of history at John Jay, told *Clarion* why he came out for the picket on February 26. "CUNY is one of the most important institutions for all the different populations in New York," he said. "We're fighting for the future of this city."

Some movement in RF talks

By TOMIO GERON and PETER HOGNESS

For PSC members at the CUNY Research Foundation (RF), the biggest single obstacle in their contract talks is management's refusal to make any pay increases retroactive. RF staff have been without a contract since October 2000.

"The retro issue is a fairness issue," said PSC bargaining team member Bernadette Drumgoole. "In real wages we've lost ground, and we'd be suffering a wage loss by not getting any retroactive wage increase." Drumgoole noted that management has not had to work without raises, as they expect RF workers to do. "The fact is that management has received retro pay," she said. "Their increases came in July and they haven't done without."

But the RF chapter's negotiators have made progress, getting management to back off from an earlier offer that union members called "in-

But management won't make raises retroactive

sulting." On February 6, RF management offered annual increases of just 1%, starting in October 2002. The proposal also specified "merit raises" of 0% to 3%, but the union called this a promise of nothing. "It's like offering pocket change," said PSC Director of Contract Administration Debra Bergen.

"INSULTING" OFFER

Angered at the February 6 management offer, RF staff organized a petition campaign. Eighty-five percent of the bargaining unit signed the petition, which called the RF's offer "extremely insulting." On February 19 the petition was delivered to RF Executive Director Richard Rothbard, and RF management's negotiators were given a copy at the next bargaining session. "It looked like the petition had an effect on management," said the RF's PSC

Chapter Chair Tony Dixon. "A few of them looked disturbed when we delivered it."

At the February 22 negotiations, RF management adjusted what it had previously called its "complete offer." The "merit pay" idea was dropped, and raises were offered of 2%, 3%, and 3% annually starting in October 2002. But there was a catch. "They said we had to pay for it by working 2 1/2 hours extra per week and giving up two holidays," said Drumgoole. "Again, this would mean a net loss in real wages."

In addition to increasing the workweek from 35 to 37 1/2 hours, management wants to abandon the workweek schedule specified in the contract. When the RF office was severely damaged in the September 11 attacks, many RF staff worked weekends to get the foundation up and running in its new location on

W. 57th Street. Under management's proposal, weekend work might no longer qualify for overtime because the workweek would be undefined. In fact, RF management has indicated it would like to move to a 24-hour, 7-day-a-week schedule, which would have a drastic impact on many workers' family life.

RF management and the PSC have agreed on several non-economic issues, including improvement in bereavement leave, annual leave and the evaluation process. But there is still a way to go.

MEMBERS BAND TOGETHER

"The consensus among the members is that they're very upset that management is making these negotiations take so long," said Dixon. "But I've seen the members band together when we've taken action," he added. "So I'm optimistic."

Fired for union activism, political views

Moe Foner and the City College of New York

By STEVE LEBERSTEIN
CCNY for Worker Education

When Moe Foner died this January at age 86, tributes poured in from both the labor movement and the cultural world. One of the four Foner brothers, all of whom made their mark in labor and progressive movements, Moe Foner became well-known as the founder and director of Bread and Roses, labor's premier cultural program.

What many people don't know is that all four of the Foner brothers were connected in one or more ways to City University, then known as "the municipal colleges." Moe graduated from Brooklyn College in 1936 and then went to work at City College as a clerk in the Registrar's Office.

His brothers Phil and Jack taught history at City, one at the 23rd Street branch (now the site of Baruch College) and the other at the main campus uptown. His youngest brother, Henry, was a student at City at the time, and president of the American Student Union chapter there.

All four brothers became victims of the notorious "Rapp-Coudert Committee" and its investigation of "subversion" in New York City schools. The committee was established by the New York State Legislature in December 1940, shortly after the Hearst press and the Episcopal archbishop of New York won a vocal campaign to stop "the godless advocate of free love," Bertrand Russell, from teaching at City College. The Rapp-Coudert

OUR HISTORY

Committee was one of several "Little Dies Committees" (named after Martin Dies, then chair of the House Committee on Un-American Activities) that had sprung up around the country, in a wave of repression of the Left that included passage of the Smith Act in 1940.

Over 50 members of the faculty and staff at the municipal colleges, mostly at City, were fired or forced to resign in 1941 and 1942. Moe was one, as were his brothers Phil and Jack. Henry was still a student at the time and was later drafted into the armed forces. But soon he, too, was a victim of the witch-hunt in education; Henry was fired from his job as a public high school teacher in 1946.

The Foner brothers were all active in union campaigns at City College, first forming the Instructional Staff Association and later joining with activists on other campuses, public and private, as members of the New York College Teachers Union, AFT Local 537. The Rapp-Coudert Committee began its investigation by subpoenaing the membership list of the union, then calling its members to private "star chamber" hearings without benefit of counsel or transcripts. The day after a hearing, reports would appear as front-page stories in the Hearst newspapers. A reluctant Board of Higher Education soon agreed to a policy requiring its employees to

The Board of Higher Education required its employees to testify or be fired.



Moe Foner (left) speaks with Ossie Davis and Ruby Dee in 1978 about the labor cultural program Bread and Roses.

testify before legislative committees on penalty of dismissal.

By the spring of 1941 the Board charged Moe and others with violating its new policy requiring cooperation with legislative investigating committees. They were fired. Moe himself was a member of the Communist Party, but others who lost their jobs were not. Their union activism had marked them for persecution. Not until 1981 did the CUNY Board of Trustees (successor to the Board of Higher Education) finally offer an official apology to the Rapp-Coudert victims,

pledging not to cooperate in the repression of labor activists and dissenters any longer.

PURGED WORKERS SWING

For years after they were purged, the Foner brothers struggled to make do. For a time they formed a jazz band called "Suspended Swing," which played the Catskills and other venues. Jack and Phil became well-known historians, while eventually Henry headed the Fur and Leather Workers Union.

Moe went on to a distinguished career in labor, working at District

65 and later at Local 1199, the hospital workers' union. An able public relations and lobbying strategist, he had an even wider impact when he created 1199's Bread and Roses project, which sponsored music, theater, poetry and visual art by and for union members. A constant reminder that workers don't live "by bread alone," Bread and Roses continues as Moe Foner's living contribution to the labor movement.

A memorial ("Celebrate Moe!") is planned for April 24. For tickets call the PSC at 212-354-1252.

Committee on faculty research funds

The University Committee on Research Awards (UCRA), which decides on PSC-CUNY Research Award grantees, needs to fill vacancies in many disciplines. The University Faculty Senate Research Committee (UFSRC), the nominating committee for UCRA vacancies, is seeking faculty willing to serve on the UCRA. The UFSRC Research Committee recommends colleagues to the Chancellor, who appoints the members of the UCRA.

An in-service allotment of \$6,000 is provided for service on the UCRA (\$1,500 in years one and two, \$3,000 in year three). For details, call Professor Kathryn Richardson or Stasia Pasela at 212-794-5538 by April 26 or see the UCRA call letter on the Web at www.soc.qc.edu/ufrs.

Adjuncts advocate Albany action

By KRISTIN LAWLER

Not working, not getting paid by an employer and don't know for sure when you'll be re-hired? That's why there's unemployment insurance. Physically unable to work? Long-term disability payments are what you need. These benefits are available to most workers in New York State – but not to adjuncts. The PSC wants to change the law, so that part-time faculty are no longer excluded from these basic benefits.

This spring adjunct activists will push for action on both goals. Organizers aim to mobilize the energy seen at a State Assembly hearing last spring, when nearly 80 adjuncts were joined by their students and union leaders to demand new laws and new funding.

CUNY says that adjuncts are not eligible for unemployment insur-

Demand unemployment benefits, disability coverage

ance during the summer if they were sent a "letter of reappointment" at the end of the semester. But the letter means little as it is contingent on funding, registration – almost anything. Adjuncts argue that this "summer limbo" constitutes unemployment, since they are not being paid and have no guarantee of a job in the fall. California law mandates unemployment coverage for adjuncts, and the PSC is using this precedent to make the case for a change in New York.

DISTURBING FACTS

Equally disturbing to many adjuncts is the fact that New York's workers' compensation law allows educational institutions to avoid providing long-term disability coverage, as other employers must.

CUNY adjuncts who teach have minimal sick leave, and other CUNY part-timers have none. But they can't receive the long-term disability payments available to other workers.

"This inequity is outrageous," says PSC Community College Officer Ingrid Hughes, an adjunct at BMCC. "Adjuncts deserve the peace of mind that comes with these benefits. We have to change the laws, period."

This spring's campaign will start with a focus on postcards, targeting key legislators and swamping their offices with signed cards. A lobbying push is also underway: delegations of adjuncts are joining the PSC and New York State United Teachers for NYSUT's higher education lobby days in Albany. And a PSC-spon-

sored resolution, which calls for amending the workers' comp law to cover adjuncts for long-term disability, will come before the NYSUT Representative Assembly this April.

Organizers aim to put these issues on the map in Albany, and they will be strengthened by the fact that nearly 3,000 adjuncts have joined the union since last year's hearing. That number is growing every week.

"All over the country, part-timers are restructuring the laws to fit the new realities of the university," says Eric Marshall, PSC Vice-President for Part-time Personnel. "The momentum is with us to do the same thing here."

To get involved, contact the PSC's adjunct organizers at (212) 354-1252.

PSC presents union's alternative

Faculty sharply critical of CUNY's proposed IP policy

By TOMIO GERON

In two separate meetings in late February, faculty sharply criticized CUNY management's proposal for a new policy on intellectual property (IP).

At a February 28 forum organized by the University Faculty Senate (UFS), most speakers argued for an alternative policy drafted by the PSC Intellectual Property Committee (see www.psc-cuny.org/ipproperty.htm for full text of both proposals). CUNY management met with the PSC on February 22 to discuss the union's concerns, and agreed that some changes were needed.

The controversial management proposal has wide-ranging implications for book contracts, classroom presentations, all types of inventions, computer code and any creative work by faculty or staff that can be copyrighted or patented.

At the UFS forum, faculty criticism focused on the draft policy's disincentives for scholarship, its bureaucratic structure, sweeping disclosure rules and conflict of interest provisions which threaten academic freedom, failure to negotiate the policy with the PSC, its overly broad scope and many other deficiencies.

Faced with a torrent of criticism, Vice-Chancellor Frederick Schaffer told the audience, "I can assure you this [draft] is a big improvement" over existing policy. But Distinguished Professor of Biology Marie Filbin of Hunter College stepped to the mike with this retort: "I don't see this document as any improvement whatsoever. In fact, it might be even worse...because of the disclosure time...the patent committee,... the loss of the technology transfer office."

The current situation is bad enough, Filbin said. "There is no one

to negotiate a license with within the CUNY system who is experienced and knows what they're doing," she explained. "It is just disgraceful." Filbin noted that the director of the Office of Technology Transfer left the University but has not been replaced.

Jamal Manassah, professor of electrical engineering at CCNY and chair of the Faculty Advisory Council to the Research Foundation, agreed. "My conclusion is that [CUNY] is creating a super bureaucratic structure with a set of bottlenecks," Manassah said.

Echoing a theme that was common among experienced patent holders, Manfred Phillip, professor of chemistry at Lehman College, called for both PSC and UFS involvement because this document is technically complicated and difficult to get right. "The policy has to be realistic. The internal structure of the University is incapable of prosecuting [patent] rights."

BOOKS AND ARTICLES

Anthony Picciano, professor at the Hunter School of Education, recounted how two chancellors and two PSC leadership committees had worked cooperatively on IP issues in the past, but said that the process that led to the development of this policy was one-sided. Picciano noted a troubling conflict of interest provision: "This clause potentially requires the faculty to seek a review by the University Dean for Research of all our intellectual property including every book, course module, article, and consulting contract that involves third parties."

Many focused on a provision that would give CUNY a royalty-free non-exclusive license for all materials, including books. "No publisher will go for a royalty-free license,"



Marie Filbin, Distinguished Professor of Biology at Hunter, speaks at the hearing on intellectual property policy.

said Joan Greenbaum, professor of computer science at LaGuardia, warning that this could make it difficult to publish. Vice-Chancellor Schaffer said this provision will be substantially revised.

Since such items as class handouts, syllabi and lecture notes are subject to the proposed policy, some faculty said they would be wary of handing these items out or posting them on the Web if they could not retain control. Yehuda Kline, professor of economics at Brooklyn College, said, "Students would be the ones to lose."

PSC First Vice President Steve London argued that the proposal's scope of employment provision is intolerably broad. It would cover all creative work done by faculty and staff, even when there is only incidental use of University resources. "Say on your spare time you're writing fiction and use the college's library occasionally. When you seek to publish, you would be brought under the scope of this policy. Sabbatical and reassigned time are included in the definition of 'University resources'; thus all work created during sabbaticals or work done while receiving reassigned time... would be [included]."

Many opposed the proposed policy on disclosure, which states that faculty, staff and graduate students must promptly notify the University if they have something they think "might" be patentable. This would be particularly onerous for computer scientists. "Everyone in the programs I work with has felt they have a brilliant idea or a doomed idea in the middle of the night," said Greenbaum. "In neither case would I say

'Call 80th Street and tell them.'"

While a faculty member would be required to promptly disclose a patentable creation, the University would have 11 months to respond and agree to pursue the patent. This time lag could prohibit creators from getting patents in today's fast-paced environment. "By the time the University decides not to go for it, the faculty can't go for it," said BMCC Professor of Social Sciences Bill Friedheim. "It may be lost."

London and others said that the proposed policy changes should be subject to collective bargaining, since it directly affects faculty working conditions. "It's a wage issue, a workplace issue," said David Winn, chair of the PSC chapter at Hunter.

But Schaffer said the University believes intellectual property isn't a collective bargaining issue, and that the Board of Trustees will ultimately decide on the new policy. Schaffer added, however, that he has consulted with the PSC and the UFS on the issue and will listen to their input. The union met with Schaffer on February 22, after the PSC had asked the Public Employment Relations Board to intervene. "There are more changes contemplated," Schaffer told the UFS forum, "partly as a result of the meeting I had with the PSC."

For many at the forum, that was not enough. They argued that greater PSC and UFS involvement is vital, because the issue of intellectual property strikes at the heart of academic life. Picciano summed it up this way, "The questions: 'Who owns what we write?' 'Who owns what we teach?' are comparable to 'Who owns what we are?'"

CUNY NEWS IN BRIEF

Council looks at tuition hike

Members of the New York City Council's higher education committee criticized CUNY's tuition hike for undocumented immigrants at the committee's meeting on February 19, its first of the year. Committee Chair Charles Barron questioned CUNY's position that a 1996 federal immigration law required the change. "People are really concerned that after September 11 there was all of a sudden this urgency," said Barron. "Students will be hurt."

Chancellor Matthew Goldstein told the committee the decision was not related to September 11, but rather stemmed from a general review of CUNY's policies by the BoT's new general counsel. But Sandra Del Valle of the Puerto Rican Legal Defense and Education Fund told Council members that court filings by CUNY stated that the tuition change stemmed from a review of immigration policies initiated "after and because of 9/11."

CUNY enrollment jumps

CUNY's enrollment for Spring 2002 rose to 179,069 students, 3.5% higher than the same time last year. First-year students pushed up the numbers, with 23% more freshmen enrolled at senior colleges. Senior colleges saw a 4% rise in enrollment overall, while community colleges were up 2.6%. Chancellor Goldstein pointed to the figures as evidence that end of remediation at senior colleges has been a success.

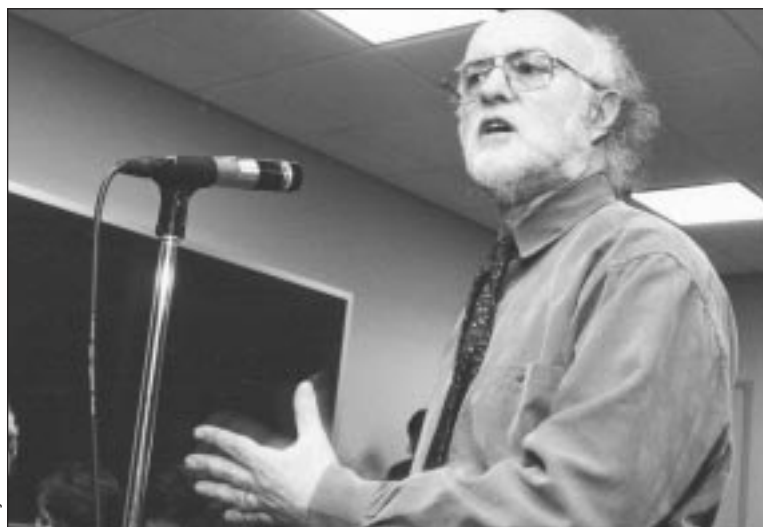
Some observers noted that college enrollment often climbs when the economy is weak, with fewer jobs available and people more intent on sharpening their skills. Others expressed concern about a possible drop in Latino enrollment (see p.2).

Dioxin at Fiterman Hall

BMCC's Fiterman Hall, located across the street from the World Trade Center, was severely damaged on September 11. According to a consultant hired by CUNY, the building contains disturbing levels of cancer-causing dioxins. Environmental tests conducted by H.A. Bader Associates found "unusually high levels of dioxin throughout the building," Howard Bader told Juan Gonzalez of the *Daily News*.

Officials at the Dormitory Authority of the State of New York (DASNY), told Gonzalez they don't believe that the levels of dioxin in the building are dangerous. DASNY is now conducting its own tests.

The outcome could determine whether the building is demolished and rebuilt, as CUNY prefers, or is repaired, as state officials are said to want, Gonzalez reported.



Bill Friedheim, Associate Professor of Social Science at BMCC

Testing gets an 'F'

STANDARDIZED MINDS

The High Price of America's Testing Culture and What We Can Do to Change It by Peter Sacks
Cambridge, MA: Perseus Books

Review by **BILL CRAIN**
City College

Contemporary education is dominated by standardized tests. Many teachers and school administrators know that their reputations, and sometimes their jobs, depend on their students' test scores. Children, too, feel the pressure – a pressure that mounts as state governments make grade promotion contingent upon specific scores. And the testing movement is advancing into higher education, as we at CUNY are well aware.

Proponents claim that standardized tests ensure higher standards and provide "accountability." But educators have long known that what these tests really do is drive the curriculum, usually in harmful ways. Today's teachers are so busy preparing students for tests that there is little time for the projects and activities that students find exciting and meaningful. Instead, students must spend months on tedious test preparation – a tedium that turns into fear as the testing dates approach. Test-driven education kills children's positive feelings toward learning.

As the testing movement picked up tremendous momentum during the past decade, many of us called attention to the damaging effects of test-driven education. But our protests were often voices in the wilderness.

A WEALTH OF RESEARCH

Our efforts were hampered by the lack of a single, good book on testing itself. When I prepared testimony or wrote articles, I frequently found myself searching through disparate sources for answers to questions such as: What are the effects of holding children back in their grade? Has the Texas testing system really been a great success? How well does the SAT predict college grades? Are teacher certification tests associated with good teaching? Finally, Peter Sacks's *Standardized Minds* appeared, and I was delighted. Sacks addresses the central questions of standardized testing and summarizes a wealth of pertinent, up-to-date research findings.

And Sacks's book does more, examining the social function of high-stakes testing. Standardized tests are often weak predictors of school success, but do generally yield lower scores among low-income students and students of color. Thus, the tests perpetuate the existing social class structure.

Standardized Minds presents lively case studies of the abuses of testing and tells inspiring stories of how

students, freed from test-driven education, can excel at real-life projects. One group of North Carolina students, from a poor, rural, African-American school district, invented an electric car that outperformed those created by students from elite schools around the nation.

Sacks also has unearthed some rather obscure studies of considerable importance. In particular, he describes two studies (one sampling college students, the other sampling middle school pupils) that contrasted superficial vs. deep learning styles. The students whose style seemed superficial said they liked to do their schoolwork quickly, memorizing as much material as possible, but not dwelling on it. The students favoring a deeper cognitive style said they liked to take time to ponder material and find meaning in it. Both studies found that the students with the more superficial style had generally higher standardized test scores.

WHAT KIND OF THINKING?

The results of the two studies aren't conclusive. We need research on how students actually do think and study – not just the style they say they prefer. But the studies do raise serious questions about the kind of thinking that is promoted by test-driven education.

Sacks doesn't pretend to be neutral. He believes our testing culture is causing considerable harm, especially to people of color. I was therefore surprised when, as the book draws to a close, Sacks criticizes affirmative action in college admissions.

Sacks argues that affirmative action actually protects our test-based "meritocracy." Allowing small numbers of people of color into prestigious schools, he contends, only serves as a safety valve for the larger testing system. It "permits alternative views of merit only at the margins" and allows the larger gate-keeping function of standardized tests to go unquestioned.

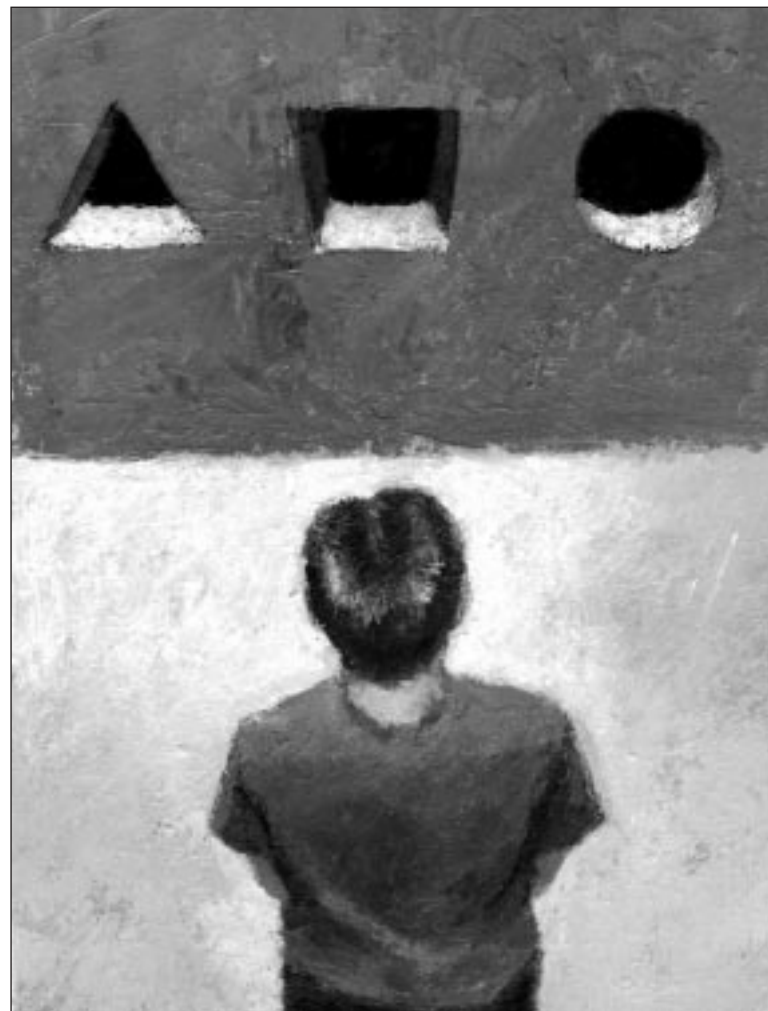
Sacks suggests that colleges and graduate schools abandon both affirmative action policies and standardized testing requirements. Instead, admissions committees should give great weight to portfolios, essays, projects and a wide range of evidence of what students actually can do. In support of this position, Sacks describes the experiences of colleges such as Bates in Maine, which eliminated its SAT requirement in favor of broader admissions criteria.

Many social activists will be uneasy with Sacks's proposal. Many will agree with Sacks on the need to eliminate or reduce the role of standardized tests in admissions. But they will be reluctant to halt the fight for affirmative action until they are sure that better admissions policies are widely in place.

BOOK REVIEW

Still, on this issue, as on others, Sacks provides much of the pertinent research evidence and puts readers in a position to decide for themselves. *Standardized Minds* does a terrific job of bringing a wealth of information to bear on the central issues of testing in our society. Anyone concerned about these issues will find this book both enjoyable and an invaluable resource.

Bill Crain is a professor of psychology at CCNY, and author of numerous articles on child development and education. His textbook, Theories of Development: Concepts and Applications, is now in its fourth edition. This review is adapted from a longer piece that will appear in the Summer 2002 issue of Encounter: Education for Meaning and Social Justice. In March 2003 Crain will become the editor of Encounter; he welcomes submissions from colleagues.



Bill Tsukuda

Some adjuncts gain on pension

If they work for NY State or for local govt. outside NYC

By **CLARISSA GILBERT WEISS**
PSC Director of Pension and Welfare Benefits

Q I work for the State Department of Taxation and teach tax law as an adjunct at Baruch. When I retire, can my pension be based on my combined earnings at CUNY and in my State job?

A Yes, as a result of a recent change. This will be a great benefit for state workers who are CUNY adjuncts, and is particularly important for those who work as CUNY adjuncts in the last three years before retirement, since in most cases that is the salary period used for pension calculations.

People who belong to any state retirement system and also work as an adjunct at CUNY may now join the NYC Teachers' Retirement System (TRS). The vast majority of continuing ed teachers are also eligible.

YOUR BENEFITS

When they retire and collect their pensions, the salary base used to calculate the pension will include the CUNY salary as well as the New York State salary – that is, their full-time as well as their adjunct salaries.

This benefit also applies to members of any local government retirement system in New York outside of New York City. For example, if you work full-time in the Nassau County school system you are part of the New York State TRS, which is separate from the New York City TRS. If you also work as a CUNY adjunct, you can now combine the pension credit from both jobs. (The rules for employees of New York City are different, so City employees do not benefit from this change.)

None of this is true if you are al-

ready collecting a pension from *any* public pension system in New York State. So someone who has retired from SUNY and is now working as a CUNY adjunct while collecting their SUNY pension cannot take advantage of this change.

Q I need to pay more attention to pension issues. Where should I start?

A Come to our pre-retirement conference! It's Friday, May 3, 2002, from 9 am to 4 pm at the CUNY Grad Center, and features speakers on financial planning, health benefits and taxes. Send in the coupon below and a check for the \$20 per person registration fee.

The conference is for people who are five or more years away from retirement. It can do a lot to help you take control of your financial plans – and we serve very good food!

Pre-Retirement Conference Coupon

I will attend the PSC Pre-Retirement Conference.

Enclosed is \$ _____ registration fee for _____ places at \$20 each.

Name _____

Address _____ City _____ State _____ Zip _____

Retirement System _____ College _____ Date of original CUNY employment _____

Make checks payable to PSC; return to: Clarissa Gilbert Weiss, PSC, 25 W. 43rd Street, New York, NY 10036.

Working women students at CUNY

By **BARBARA OMOLADE**
CCNY Center for Worker Education

I didn't have lunch until 4:00 today. I have a pile of work on my desk and two homework assignments to type before 5:00. I have a class tonight, I have to be in the office at 7:30 tomorrow morning and I have a reading assignment to complete for my Friday night class. I'm not even hungry any more thinking about my workload."

This student's journal entry vividly demonstrates the challenges facing many women juggling work and family responsibilities with the demands of a college education. Many of the female-majority student population at CUNY are full-time workers for whom school is one of several priorities. Course work is often delayed, pushed aside or hurriedly completed by women who must earn a wage and care for family members.

Even a brief profile of working women students in CUNY reveals the central role of wage work in their lives. Whether immigrant or not, most have had long and strong labor market attachments since high school. Nearly all began working in low-wage jobs in the lowest tiers of service employment, usually as sales clerks, servers in fast-food restaurants, nannies and domestic workers or else as factory laborers.

These jobs provide women with some money as well as the experience and confidence that help them advance into entry-level clerical and administrative work in public agencies and private companies. One student, for example, began working as a supermarket cashier during high school and after graduating became a manager of the store. She then moved on to work as a receptionist, a legal secretary and an administrator in a private company. The employment pattern for many immigrant and poor women is to move from caring for children or the sick to entry-level careers in human services as a nurse's or teacher's aide in a hospital or child care center.

NO EASY PROGRESS

For all women, family obligations and household tasks go together with their work life. Even if they are single and without children, they have major responsibilities for parents and siblings. Their role as workers gives them status in their families as a reliable source for money, information and help. It is not that male workers do not have similar patterns of family involvement. But the emotional labor, the complex maintenance of kin networks and the daily responsibility for meeting the physical needs of others are obligations that fall far more heavily on women's shoulders.

Working women want a college education, but not surprisingly the combined demands of work and family frequently interrupt their attempts. Many have college transcripts filled with "incompletes," withdrawals and missed semesters. But rather than give up, many women keep coming back to school as their circumstances change and persist until they graduate.

The determination of working women to graduate from college is prompted by dissatisfaction with their jobs and desire to improve the lives of their families. Most of these women work at detailed administrative and clerical work or in agencies serving the most troubled

and the neediest people in the city. In both types of work, women are stressed by unreasonable expectations and constant supervision. They complain of being bossed over by supervisors who are often less experienced, and of frequent sexist and racist encounters. In spite of their diligence and expertise, they are usually overlooked for promotions and raises and are often told that their lack of a college degree prevents their advancement.

The labor market experiences of working women shape their view of a college degree as an investment for improving their marketability. The college degree promises better jobs and movement into professions providing higher salaries, more authority and respect. A college

and Caribbean immigrants. The CCNY Center is located in lower Manhattan, near transportation and work sites. To accommodate workers' schedules, it offers registration and academic support services in the afternoons and evenings. All courses are once a week – in the evening for four credits – making it possible for full-time workers to also be full-time students.

But the Center also offers something else: a supportive environment of respect for working people. Discussions about work and workers have become an integral part of many classes, and writing assignments have become a chance for students to discover their voices and reflect on their wealth of experience. As they progress toward graduation, the pragmatic and marketplace rationales for obtaining a degree become entwined with self-discovery. For many, college involves a personal transformation that leads them to reassess and critically examine their lives as workers and as women.

Many go to their jobs with new insights and perspectives and a greater sense of self-worth and purpose, while others make career changes. One graduate, for example, after spending nearly 20 years working for the Tran-



Bill Tsukuda

degree is the only way a single mother can establish a middle-class life for herself and her children. These practical advantages of a degree explain the willingness of working women to endure personal and familial sacrifices in order to attend college, although their academic progress is slow and difficult.

Many educators have recognized that the traditional organization of college services and course offerings makes a college education almost impossible for full-time workers. In 1981, staff and faculty from City College established the Center for Worker Education (CWE), designed to make college more accessible; Brooklyn and Queens Colleges have established similar programs. Since its inception, the majority of students at the CCNY CWE have been women, especially Latinas, African Americans

and sit Authority has discovered delight in teaching second graders. Another who describes herself as a civil servant is pursuing a master's degree in creative writing.

These stories of individual growth and transformation should not overshadow the contribution of women's labor to the urban economy and the importance of their commitment to sustaining families and neighborhoods. Unfortunately, both are usually ignored by critics with a tunnel-vision focus on retention and graduation rates and standardized test scores. The significance and the potential of college for working women is as great for New York City as it is for these women themselves.

Barbara Omolade is an assistant professor of sociology at the CCNY Center for Worker Education.

The emotional labor of maintaining kin networks falls far more heavily on women.

CALENDAR

APRIL 1 – JULY 15: Art exhibit: "Ralph Fasanello's America." Visions of working-class life by a dedicated union organizer who became an acclaimed painter. At the NY Historical Society, 2 West 77th Street. Call (212) 873-3400 for more information.

APRIL 2 – MAY 28: / Tuesdays, 3:00-5:00 pm: Contract enforcement training, for prospective grievance counselors and grievance committee members. (No sessions on April 16 and May 14.) Call 212-354-1252 to register.

THURSDAY APRIL 4 / 3:30-5:00 pm: First of three PSC health and safety workshops, with Dave Newman of NYCOSH. All union members are welcome and encouraged to attend all three sessions. **APRIL 4** session on indoor air quality (heating, mold, ventilating and air conditioning). **APRIL 18** session is on construction and renovation, **APRIL 25** on problem-solving with health and safety committees, both at 3:30. At the PSC office, 25 W. 43rd St. RSVP to 212-354-1252.

WEDNESDAY APRIL 10: TIAA-CREF rep available at the PSC office for retirement counseling. To set a time call Linda Slifkin at 212-354-1252.

FRIDAY APRIL 12 / 5:00 pm: CUNY Faculty Development Program proposals due for 2002-3 academic year. Special emphasis is on instructional technology. For more information see <http://web.gc.cuny.edu/cfd/> on the Web.

MONDAY APRIL 15 / 6:00 pm: Workshop for HEOs on computer workstation ergonomics. At the PSC office, 25 W. 43rd St. Space is limited, RSVP to 212-354-1252, extension 419.

TUESDAY APRIL 16 / 6:00 pm-8:00 pm: PSC Women's Committee meeting. At the PSC office, 25 W. 43rd St. Call 212-354-1252 for more information.

FRIDAY APRIL 26 / 8:00 pm-10:00 pm: PSC International Committee meeting. E-mail RBriden1@juno.com for location and other committee information.

SATURDAY APRIL 27 / 9:00 am: Conference on "Immigrant Labor at Risk," organized by NYCOSH. At the CUNY School of Law, 65-21 Main St., Flushing. For more information call 212-627-3900, extension 10.

MONDAY MAY 6 / 1:00 pm: Retirees Chapter meeting. All PSC members welcome. Professor Emeritus Lawrence Kaplan, John Jay College, and former Chair of the PSC Retirees Chapter, will speak on estate planning for retirees. At the CUNY Graduate Center (34th St. and 5th Ave.).

TUESDAY MAY 7 / 6:00 pm: PSC Legislative Committee meeting. At the PSC office, 25 W. 43rd St. Call 212-354-1252 for more information.

THE STATE BUDGET

CUNY's contribution—and crisis

By BARBARA BOWEN
PSC President

Everyone knows that this is not an ordinary budget year. When the academic year began, in the other world that was early September, no one foresaw that the state's already declining revenues would be strained to the breaking point by the devastation of September 11th. No one imagined that last year's bare-bones budget would set the terms for a future budget. Higher education had begun to emerge as a priority for both voters and legislators: the signs were there that the decades-long decline in funding for public higher education in this state was about to end. But the fiscal script, as we all know, has been rewritten. This year's Executive Budget repeats the bare-bones budget for CUNY – it is, in effect, a budget cut. There is no money to cover the 2-3% increased costs of inflation, no money to repair last year's cuts, and no money to support the rebuilding of the University we had begun.

Investment in CUNY must continue, even in these straitened times. The PSC speaks in strong solidarity with our colleagues from NYSUT and SUNY; we are fully behind their requests for funding for the state university system and the community colleges. But we want to suggest that there is a particular crisis at CUNY and a particular contribution CUNY makes to New York. These two factors – CUNY's crisis and its contribution – justify the courage it will take to add funding this year.

UNDERPAID PART-TIMERS

Let's start with the crisis. CUNY has now reached the point where the majority of its courses are taught by part-time faculty. Many other colleges, in our state and elsewhere, suffer from over-reliance on part-time faculty, but at CUNY the situation is acute. No matter how good the part-timers are – and they are generally terrific – *it is not educationally sound to run a university on part-time labor.*

The amazing thing is that our part-time faculty have been able to do so much for so long. During the last two decades, as the funding for CUNY has declined, the Administration has been able to paper over the large hole in our budget by replacing a full-time faculty with an underpaid part-time one, but now the hole is gaping. The critical point was reached when the *norm* became part-timers rather than full-timers as the teaching faculty. You reach a point when you no longer have a university. And that's the point we are very fast approaching.

The crisis for professional staff is equally acute. From 1988 to 2000, the number of Higher Education Officers dropped by 15%. The ranks of the University's technical staff, its laboratory and computer technicians, have also been eroded by budget losses. As CUNY seeks to upgrade technological resources and make more efficient use of computer systems, it is vital that there be trained staff to do the work. Otherwise, the investment in infrastructure is wasted.

If you look at the other budget priorities the PSC has outlined, you will find things that are assumed to be basic at almost all



nicity and race, is not new. The most powerful engine of integration in New York City is the public schools and colleges – perhaps especially the colleges, because there the mix of ages and backgrounds is even more intense. It is no accident that thousands of New Yorkers, immigrants and native-born, were able to rise together to the challenge of an event that shook the foundations of their thought. Daily in our classrooms students learn to expose themselves to hard ideas, to have the courage to face tough challenges in a public setting. In the years before the Taliban, I have seen a Russian and an Afghan student working side by side in a classroom at Queens, two young men who had fought on opposite sides in the war between their two countries.

REBUILDING NEW YORK

But the real story of CUNY is about the future. New York, as we have been forced to remember, is not just about stockbrokers and dot-com wizards; it's also about cooks and court stenographers and carpenters and firefighters and medical technicians. And in the future it's going to be about people flexible enough to move from one field of work to another. Where will these people come from? Not from out of state and not from expensive private colleges. They will come from the city's university. There is no rebuilding without investing in people, no rebuilding New York without rebuilding CUNY.

The above is adapted from Bowen's testimony before the Joint Legislative Hearing on Higher Education in Albany on February 12.

other universities. For instance, CUNY is almost the only research institution in the country that does not provide tuition relief for doctoral students who are employed by the university. Other relatively modest amounts would supply funding for part-time faculty to hold office hours for students. There's a magic about CUNY – few people who work there long can resist the beauty of

its diverse, determined student body. But after a while, a university without funds for basic needs is no longer a real university.

Too much has already been written about the greatness of New York that was revealed by September 11th, but there are some things that have not been noticed. One is that the habit of cooperation among working people, across supposed barriers of eth-

POEMS

Two by Jeffery Renard Allen

Mud Wit (Excerpt)

—for Olu Dara

Babygirl
get off my knee
ground need hoeing
Crack too high
Cane too bright
I kiss your buckled feet
Pen verses on Carolina tea labels
(Queen of kettle and spit)
There to witness
(Queensbridge)
Step off train
(Honey do)
guitar act like it don't know how
to tune
(Do)
Caned in caroland
Clobbered with an Arkansas soupbone

in Tennessee
Sippi tree try to scare me be
hind its gray kudzu shawl
(I ain't gettin)
Cat stole key to my bedroom door
Dog made me co-sign
White snake popped me on my left
heel
Black snake shake shake its tail of
fresh peas
Dead flower junky-nods over
the earth it has lost
I kneel to the buzzard
Bow to the crow
Mud comfort ain't no comfort at all
Rain shower
stir up this thick Mississippi blood

November 28, 1999 - April 4, 2001

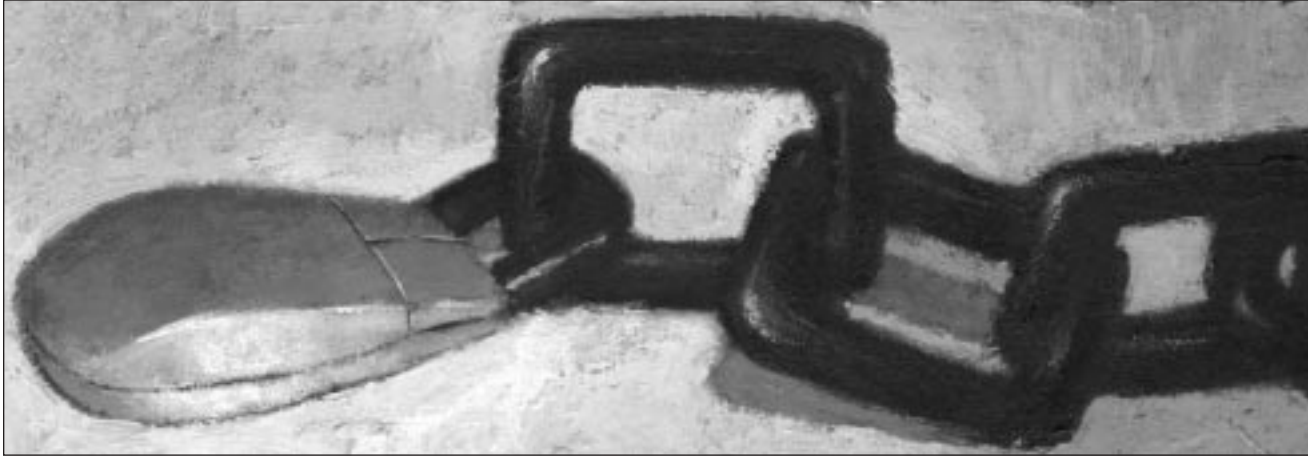
Jeffery Renard Allen is associate professor of English at Queens College, where he teaches African American literature and creative writing. He is the author of Harbors and Spirits, a collection of poems, and the much-praised novel Rails Under My Back.

cogitation

—for toni morrison and
beloved

learned words
none of them
mine
“hiii!” and “hooo!”
my responsibility
i blanket
around
lie
down
in black deposits of
the nigger Nile
swamp draws through me
reed and straw
birds of fine ash
take to sky

disintegrate and
pour pitch
a hard act to follow
i glove my hand in
residue
sledgehammer god
into a hog's head
scrub clean melody in
stone
how loose the silk
passing on
earth bears my weight with
difficulty



Bill Tsukuda

INTELLECTUAL PROPERTY

Wrong policy for CUNY

By STEVE LONDON
PSC First Vice President

CUNY management has proposed a new intellectual property (IP) policy that combines existing Research Foundation and University policies on copyrights and patents. The new policy will directly affect the terms and conditions under which CUNY's instructional staff work, and as such it should be the subject of collective bargaining.

Bargaining over CUNY's IP policy would empower our members. It would protect our economic interests and our due process rights, guard against arbitrary and capricious decisions by management, guarantee representation of our members' interests and make any future changes in the policy a subject of negotiation.

One look at the substance of the proposed policy makes it clear why CUNY should negotiate with the PSC. The PSC has identified serious consequences for scholarship and for the rights of faculty and staff to their intellectual property should the draft policy be enacted without significant changes. CUNY's draft policy, as revised on January 2:

Makes it hard to publish – The draft policy unnecessarily regulates publications and other creative endeavors. It would make it difficult or impossible for our members to get book publishing contracts, because CUNY's policy imposes a royalty-free license for CUNY's use on all copyrighted work. No publisher will agree to that.

Includes too much – CUNY would subject virtually all of our work product to the new policy. Receiving a sabbatical or reassigned time would be grounds

for capturing our creative works, as would even incidental use of University resources (for example, visiting the campus library).

Places computer scientists in an uncertain limbo – Because a committee, rather than the creator of computer code, decides whether a creative work product is potentially copyrightable or patentable, the creator will face disclosure dilemmas every time new code is created.

Infringes on academic freedom – Raising the possibility of censorship, CUNY's policy has "prior restraint" provisions. The disclosure and conflict of interest provisions may require prior approval for production or distribution of work.

Creates a bureaucratic bottleneck – The rights of copyright holders are not adequately protected by the composition of the proposed Intellectual Property Committee. There is also no mechanism to enforce reasonable time limits in the event of disputes.

Threatens commercial development of inventions – Creators of patentable inventions will be placed at a commercial disadvantage if they have to wait for 11 months to get determinations on the University's intentions to claim ownership rights. Furthermore, some grant-making agencies require responses on such matters in a few months.

In addition, many faculty have noted that the University does not currently devote enough resources to support or oversee faculty seeking patents. To graft this proposed policy onto an already inadequate structure creates a high risk that worthwhile ideas will end up lost in red tape.

Undermines due process protections – Faculty and staff would face arbitrary decision-making based on vague requirements. The draft policy would impose a

duty to disclose any idea in which the University "might" have an ownership interest. It is also vague on what is considered "patentable." There are no time limits defined for key decisions and no right of appeal to a neutral arbiter. In short, too much power rests in management's hands.

Weaken the quality of students' education – Faculty will be less willing to post course materials on the Web if their rights are not protected. Students would be the ones to suffer.

The PSC believes it is in the best interest of its members for CUNY to negotiate the new intellectual property policy with the union. So far, CUNY has refused to negotiate, but has agreed to discuss. The PSC met with Vice-Chancellor for Legal Affairs Frederick Schaffer on February 22, following a Public Employment Relations Board recommendation, to discuss CUNY's Draft Intellectual Property Policy. Vice-Chancellor Schaffer responded positively to a number of our concerns and we look forward to seeing what changes result.

The PSC's alternative draft policy on intellectual property builds on University Faculty Senate and PSC participation. It will give greater protection to our members' rights and corrects some dangerous aspects of CUNY's proposal. We urge CUNY management to treat faculty and staff as equal partners, and sit down to negotiate the terms of CUNY's policy on intellectual property.

The PSC's Draft Policy on Intellectual Property, with changes noted from CUNY's January 2 policy draft, is available on the Web at www.psc-cuny.org/ipropery.htm. From there you can link to a PSC discussion board and exchange views with other union members.

THE STATE BUDGET

New York's deficit and how to end it

State Sen. Eric Schneiderman (D-Manhattan) spoke with Michael Krasner, professor of political science at Queens College, about public services and taxes in New York State, and how to change the terms of the budget debate.

Q How did we get to be so starved of resources for essential public programs?

A The heart of the problem is that we in New York State have spent the last eight or nine years raising spending while cutting taxes. We relied on the economic boom to carry us through this extended period of fiscal irresponsibility and we did not use the economic boom to invest in anything that would yield long-term growth.

Now at the end of the boom we've locked in extremely severe tax cuts over the next five years that will cause enormous fiscal problems for the state. The governor's proposal for this year uses a series of gimmicks and one-shots just to get through his re-election campaign. Even if the economy turns around we will face massive budget deficits next year. That is the great crisis we face today.

Q In your view what kind of policies would remedy the situation?

A First, we have to face the basic facts. The crisis wasn't caused by September 11. That made it worse, but Pataki had given away so much money in tax breaks for the wealthy that we were broke *before* September 11. The governor's own projection in August predicted a \$3.1 billion deficit for the 2002-2003 fiscal year.

So elected officials in New York State knew that we had cut taxes too severely and we wouldn't be able to sustain the basic level of services that New Yorkers want and expect. What I find the most offensive about this is that every year we have been passing budgets, and the governor and some of my colleagues have been taking credit for things like the expansion of universal pre-kindergarten, but at the same time locking in tax cuts that make it impossible to continue universal pre-K services.

Second, there's a disconnect between ideology and reality. The governor says that cutting taxes creates jobs, but we've been cutting taxes every year and Western and Central New York are in a virtual depression. Where are the jobs? They're not there. But the simplistic notion that cutting taxes automatically creates jobs has a grip on people's imagination even though it's clearly false.

The real issue is what do you get for your money. If you have excellent public schools and transportation, affordable housing and health care, I think people are prepared to pay taxes for that.

Q So in terms of specific remedies and the politics to achieve them?

A There are a number of good ideas – a temporary surcharge on incomes over \$100,000, perhaps a one-year emergency municipal service tax on everyone who has a job in New York City.

The problem isn't ideas. It's that we can't even get a hearing on the issues. But that's starting to shift as well. Sprouts are coming out of the hard ground. I'm encouraged by the organizing by the Working Families Party and the Alliance for Quality Education, for example. I've spoken at their meetings, and we are starting to gain ground.

What we need to do is to shift the debate in the same way Clinton shifted the debate on taxes versus social security by making specific comparisons. Everyone, me included, wants a tax cut in the abstract, but do you want a tax cut if it hurts social security? Do I want a tax cut if it means the public school my daughter goes to gets worse? We have to show people that it doesn't make sense to cut essential services, and damage our economic future, in order to pay for regressive, irresponsible tax cuts.

It is a crisis, but it's also an opportunity to advance some progressive, common-sense fiscal proposals.

Clarion APRIL 2002

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Report from the World Social Forum

Educators meet at global gathering of grassroots activists

By RENATE BRIDENTHAL
Brooklyn College (Emerita)

When the World Economic Forum descended on New York at the end of January, the Waldorf-Astoria Hotel was walled off like a fortress. Inside the luxury hotel, financial, corporate and government leaders who could afford the \$25,000 registration fee discussed their plans for the rest of us.

In Porto Alegre, Brazil, the second annual World Social Forum (WSF) was held at the same time, and it was a contrast in almost every way – starting with the registration fee of \$50. The WSF was a simultaneous protest against and alternative to the “global elite” gathering in New York, and it drew labor, political and community activists from 150 nations. Under the slogan, “Another world is possible,” they came to discuss alternatives to corporate globalization.

It’s summer in south Brazil in January, and the opening march of 30,000 people had a festive spirit. The next four days saw hundreds of intensive workshops and seminars on every conceivable topic at both

the Catholic University and the Federal University in Porto Alegre, with simultaneous translation offered everywhere. What united them all was opposition to “neo-liberalism,” the doctrine that the unfettered market holds the best solution to all our problems. These market-oriented policies have been gutting social services all over the planet, in countries both rich and poor.

As a PSC delegate, I mainly attended the World Education Seminar. About 1,000 representatives from faculty unions and student organizations took part, with testimonies from Argentina, Belgium, Benin, Canada, Central America, France, India, Kenya, Korea, Mexico, Mozambique, Senegal and more.

What emerged with painful clarity was the commonality of many of our problems: budget cutbacks, falling incomes, increased workloads, privatization, “merit” pay schemes used to undercut unions, over-reliance on standardized tests, and so on. Country after country is trying to force education into a business model that sabotages the professional development of teachers and

Under the slogan, “Another world is possible,” representatives from 150 nations met to discuss alternatives to corporate globalization.



Brazilian university faculty attending the World Social Forum.

reinforces inequality. For example, two-track education in Brazil has created “two customers and two products,” increasing class polarization. Decentralization of educational funding has left local governments with an unfair burden, and led to budget cuts. In Argentina, slavish obedience to the neo-liberal policies required by international lenders ultimately led to state bankruptcy.

There is, of course, a response to these problems from educators around the world. Faculty in the

Brazilian state of Paraná went on strike for over four months to demand a living wage; in many places in Brazil, teachers must take a second job to pay the rent. Recently, Peruvian teachers went on a hunger strike against an evaluation system they said was designed to punish, not develop and train.

But the most dramatic struggle in 2001 ensued in South Korea, where the government had introduced bonuses based on competition both between schools and between individual teachers. It also sought an in-

crease in the number of high-tuition private schools, and curriculum changes that would require “flexible” teacher employment. The Korean Teachers’ Union (KTU) objected that these changes would harm the public schools.

With stunning solidarity, 100,000 KTU members turned their bonuses over to the union, which tried, unsuccessfully, to return them to the government. Despite a strike prohibition and disciplinary warnings, a thousand KTU members held a nonstop four day, three night rally, camping on the road in the bitter November cold. The result was a December agreement abolishing bonuses based on students’ test scores, establishing a committee to amend the curriculum changes and curtailing approval of more private schools.

Of course, the most deeply affected by educational penury are children and youth excluded from education altogether. Excruciating testimony on this point came from Kailash Satyarthi of India, chairperson of the Global March Against Child Labor. Thanks to the global liberalization of labor laws and the voracious appetite of subcontractors for cheap workers, 250 million children around the world are forced into agriculture, manufacturing and soldiering. Often abused, they are unable to go to school.

ACROSS BORDERS

The World Education Seminar ended by adopting a declaration titled, “Another Education is Possible and Necessary.” It repudiates treaties like the proposed Free Trade Agreement of the Americas that treat education as a commodity, purchased by those who can afford it, while the public sector is denied sufficient revenue to provide a decent education for all. It concludes with a call to tighten the bonds between unions and groups dedicated to education around the world.

One group that aims to do that is the two-year-old Civil Society Network for Public Education in the Americas, which brings together unions and other groups to mobilize support on behalf of public and democratic education. At the WSF, the Network made plans for a “continental campaign” for public education in October, in which schools and universities in this hemisphere will undertake locally appropriate actions. When I described “Teach CUNY,” the University-wide teaching organized by the PSC last March, as one possible model, the idea was greeted with excitement.

We in the PSC can learn a lot from academic unions in other countries – and it’s inspiring to think we may have something to teach as well. Sharing experiences and planning common actions can make all of us stronger, and ultimately make another kind of education possible.

Renate Bridenthal is convenor of the PSC’s International Committee. E-mail her at RBriden1@juno.com.

www.psc-cuny.org

The PSC Web site: your new home page

By BILL FRIEDHEIM
PSC Webmaster

If you use the Internet and you’re a PSC member, it’s time to put the two together. Here are a few reasons why the PSC Web site is a good choice for your browser’s home page:

Recently redesigned, the PSC home page is now more compact and streamlined. Most of it now fits onto a single screen. Three new tools on the home page make it easy to find material inside the extensive site: (1) a search engine; (2) direct links to the site’s main pages; and (3) “The Hitchhikers Guide to the PSC Web,” an annotated index to the entire PSC site.

The PSC home page connects you to information and resources important to everyday life at CUNY – much of which you won’t find anywhere else.

Contract news – Get information on the proposed contract and the ratifi-

cation process.

General PSC and CUNY news – Union and University events, information on membership services, the electronic *Clarion*, and documents that analyze CUNY politics, budget, curriculum and scholarship.

Higher education news – Link from the home page to important newspaper articles about City University in particular and higher education in general.

NYC resources – Access New York newspapers and other city resources directly from the PSC home page.

Discussion – An interactive discussion board lets you talk about union

and CUNY issues with other PSC members.

Late-breaking world and national news – Click any item on our scrolling news ticker for the full story.

The weather – Click on our “rain or sun” icon for the latest weather.

All of this is accessible from one page – the PSC home page. The PSC Web site is full of valuable information – that’s why, since September, it has been opened at least once on more than 21,000 different computers.

FABULOUS PRIZES

To focus attention on the new features and improvements in the PSC Web site, the union has launched a campaign to enroll one thousand members by May 1 to either:

- 1) set their browser home page to www.psc-cuny.org (preferred).
- 2) or make www.psc-cuny.org a favorite/bookmark on their browser.

There will be prizes (to be announced) for the 100th, 500th and

1,000th member to sign up. To enroll and qualify, send an email to homepage@psc-cuny.org. Indicate whether you have set the PSC as your home page or as a favorite/bookmark.



15-MINUTE ACTIVIST

Home sweet home

Take 60 seconds to make the PSC your Web browser’s home page. Then, every time you log on to the Internet, you’ll get the latest information about the PSC and CUNY. As soon as ballots are mailed out for the vote on the contract settlement, the PSC Web site will carry the news.

All you need to do is to go to www.psc-cuny.org/makehome.htm. You’ll finish with 14 minutes to spare.

