

**Testimony of Beverly P. Horowitz, PhD, OTR/L, LMSW, PhD, FAOTA**

**York College**

**Before the Board of Trustees at**

**Queens Public Hearing**

**April 19, 2017**

My name is Beverly P. Horowitz and I am an Associate Professor in the Occupational Therapy Department at York College with 25 years of experience in occupational therapy education. I joined the Occupational Therapy Department in 2010.

I am here to explain why I believe reducing the current full-time faculty requirements from 21 contact hours to 18 hours is important for CUNY. My responsibilities at York College include teaching, service, and participation in research/scholarly activities. I teach undergraduate and graduate courses in the Occupational Therapy Department which awards a combined BS/MS degree to students after 3 ½ years of study. I teach 5 fall undergraduate and graduate courses, including one graduate lecture and laboratory class that is integrated with a part-time off-site clinical education experience. I teach 2 spring classes, one that is also integrated with part-time off-site clinical education. In 3 occupational therapy graduate courses I mentor graduate student research projects (qualitative as well as quantitative research) which culminate in Department research presentations, a requirement for graduation. All undergraduate and graduate courses are updated annually during the summer and winter to reflect changes in health care, medicine, and occupational therapy practice.

My faculty responsibilities include service to my Department, The School of Health Science and Professional Programs, and York College. In addition to holding weekly student advisement hours for enrolled occupational therapy students, faculty participate in afternoon and/or evening Occupational Therapy Information Sessions for prospective occupational therapy students from within and outside of York College. I serve on the Occupational Therapy Department's Admission, Curriculum, and Personnel and Budget Committees, and am responsible for updating the Department's website, Bulletin information, and documents. I also serve on The School of Health Science and Professional Programs Customized Advisement Committee and the York College Curriculum Committee and Committee on Academic Standards. Occupational Therapy Department faculty also participate in College Open House activities on weekends twice yearly. Department meetings occur weekly as do Admission Committee meetings in the fall when we evaluate applications from prospective students. My Committee responsibilities are similar to many of my colleagues both in the Occupational Therapy Department and those in other Departments.

While I have conducted several research studies since joining the Occupational Therapy Department, completion of several projects was made possible due to reduced teaching responsibilities as I prepared for tenure. Now that my teaching responsibilities include 21 contact hours as per Contract, writing grant proposals, conducting research, writing articles for publication, and writing proposals for submission for academic conference presentations is very challenging, often not possible.

The Occupational Therapy Department has excellent students. Admission to our program is highly competitive. We have a 100% passing rate on our NYS licensure examination and were awarded 10 years of re-accreditation by our accrediting agency in 2016. However, many of our

students face challenges, many of which are typical of CUNY students. We have numbers of non-traditional students who support children and families, students who are caregivers for ill and disabled relatives, many students are the first in their family to attend college, and many have limited supports at home. Ongoing faculty advisement until graduation and academic support from full-time faculty is key to the success of our program and is important for the success of all CUNY students. Adjunct faculty teach a high percentage of classes across the CUNY system. Despite their dedication they do not have sufficient time for regular office hours and student advisement on an ongoing basis. Reducing teaching requirements to 18 contact hours annually will provide full-time faculty with the additional time to develop and institute innovative curricula, provide more time for student advisement for greater numbers of CUNY students, and enable faculty to engage in additional scholarly activities, including faculty-student research endeavors.