

Testimony of Elisabeth Gareis  
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I would like to support the CUNY's request for \$35 million dollars to fund the Faculty Partnership for Student Success Initiative. Baruch, along with several other CUNY colleges, is classified as a research institution. Yet, a few years ago, when an external reviewer visiting our department learned of the 3/4 workload, he assumed we were a teaching college. His assumption was not far-fetched. Research institutions nationwide have a 2/2 teaching load or less.

It's impossible to be both a teaching and a research institution on a 3/4 workload. Here is why:

- A recent survey by the American Association of Colleges and Universities of 433 Chief Academic Officers showed that a large majority of institutions have a common set of intended learning outcomes: in writing, critical thinking, quantitative reasoning, and oral communication. Because many of our students have significant problems in these areas, they need individual attention and extensive feedback. It is humanly impossible to provide this attention and feedback during a semester with 4 classes of 25 or more students each. Teaching 4 classes doesn't allow for adequate instruction. Teaching 3 classes may barely do so, at a high cost to the faculty's family and social life, but, and this is crucial, it doesn't leave time for research.
- Our current workload renders CUNY uncompetitive, not only in attracting new faculty but also in the scholarship productivity of established faculty.
- Faculty with a 3/4 workload (even 3/3 workload) are unable to compete nationally and internationally with colleagues who operate on a 2/2 workload.
- Also, new faculty have contractual reassigned time. It comes as a great shock to them

when this reassigned time runs out. CUNY goes through great pains to hire these excellent scholars, but once they receive tenure, CUNY hinders their continued progress.

- One of the greatest challenges at CUNY may be aging departments; yet, without a more competitive workload, we can't attract top faculty to fill the gaps.
- CUNY's hiring and promotion standards as well as productivity goals are those of research institutions. We need a workload to match these standards and goals.

For improved working, teaching, and learning conditions at CUNY, to keep CUNY in a position to retain and recruit faculty, and to allow CUNY faculty to advance professionally, we need a sustainable workload.